

**ILM LEVEL 3  
DIPLOMA IN  
LEADERSHIP AND  
MANAGEMENT**



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# ILM LEVEL 3 DIPLOMA IN LEADERSHIP AND MANAGEMENT (QCF)

[Qualification No. – 500/3626/9]

***Note: This qualification specification should always be read in conjunction with the “Supporting Notes for ILM VRQs” document which is downloadable from ILM website or it can be accessed via your Quality Manager/External Verifier or from the ILM Customer Services Team by emailing at [customer@i-l-m.com](mailto:customer@i-l-m.com)***

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**QUALIFICATION OVERVIEW:**

<b>ILM Level 3 Diploma in Leadership &amp; Management</b>		
Purpose of the qualification	Aims to give practising or potential first line managers the widest choice for their formal development in this role. The qualification does this by developing a very wide range of basic management skills and assisting participants in gaining the comprehensive knowledge required by a first line manager. The qualification also develops both understanding and application of leadership skills using action learning.	
Progression routes	The qualification provides opportunities for progression to other qualifications such as the: <ul style="list-style-type: none"> <li>• L4 Qualifications in Management or Leadership</li> <li>• Level 5 Qualifications in Management or Leadership; or Leadership and Management</li> </ul>	
Credit Value	Minimum 37 credits	
Induction	2 hours	
Tutorial Support	At least 10 hours	
Guided Learning Hours – this range is based on the guide learning defined for each unit and includes any additional time for induction and tutorial support	Minimum 150 GLH	
To be completed within	3 years	
Structure	<b>Mandatory Units</b>	<b>Credit Value</b>
	M3.02 Understanding change in the workplace	2 credits
	M3.03 Planning change in the workplace	2 credits
	M3.04 Achieving objectives through time management	1 credit
	M3.10 Introduction to leadership	2 credits
	M3.36 Leading a team effectively	2 credits
	M3.37 Developing own leadership capability using action learning	10 credits
	<b>Optional Units</b> ( <i>Learners need to obtain minimum 18 credits from this group</i> )	<b>Credit Value</b>
	M3.01 Solving problems and making decisions	2 credits
	M3.05 Writing for business	1 credit
	M3.06 Managing creativity and innovation in the workplace	1 credit
	M3.07 Obtaining information for effective management	2 credits
	M3.08 Managing customer service	1 credit
	M3.09 Giving briefings and making presentations in the workplace	1 credit
	M3.11 Building the team	1 credit
	M3.12 Motivating to perform in the workplace	2 credits
M3.13 Developing yourself and others	2 credits	

	M3.14 Managing conflict in the workplace	1 credit
	M3.15 Managing stress in the workplace	1 credit
	M3.16 Managing the employment relationship	2 credits
	M3.17 Recruiting, selecting and inducting new staff in the workplace	3 credits
	M3.18 Coaching and training your work team	2 credits
	M3.19 Providing quality to customers	2 credits
	M3.20 Planning to work efficiently	2 credits
	M3.21 Organising and delegating	1 credit
	M3.22 Managing projects	2 credits
	M3.23 Managing health and safety at work	3 credits
	M3.24 Understanding organisations in their context	2 credits
	M3.25 Understanding culture and ethics in organisations	2 credits
	M3.26 Managing performance	1 credit
	M3.27 Working with costs and budgets	1 credit
	M3.28 Managing the efficient use of materials	1 credit
	M3.29 Managing the effective use of equipment	1 credit
	M3.30 Understanding the communication process in the workplace	1 credit
	M3.31 Influencing others at work	1 credit
	M3.32 Communicating one-to-one at work	1 credit
	M3.33 Effective meetings for managers	2 credits
	M3.34 Understanding workplace information systems	1 credit
	M3.35 Marketing for managers	1 credit

## OCCUPATIONAL COMPETENCY REQUIREMENTS FOR THE LEVEL 3 DIPLOMA IN LEADERSHIP & MANAGEMENT

It is the centres responsibility to ensure that they have competent and suitably qualified staff involved in delivering, quality assuring and/or assessing qualifications.

The table below shows the occupational competence requirements of tutors, internal quality assurers and/or assessors. Given that occupational competence requirements will vary greatly between lower and higher level qualifications, this table will highlight if there is an additional requirement of any qualification specific occupational competency.

<b>Tutors Occupational Competence Requirements</b>	<b>Evidence Indicators</b>
A thorough knowledge and understanding of the qualification(s).	<ul style="list-style-type: none"> <li>• Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification.</li> <li>• Show evidence of information or documents prepared for learners such as a learner journey plan (SoW), lesson plan, learner guidance notes, tutorial support plan etc. for the ILM qualification.</li> <li>• Show evidence of participation in Continuing Professional Development (CPD) in relation to the relevant field and qualification requirements.</li> </ul>
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> <li>• Be able to prove that they have current experience of delivering training appropriate to the level and subject area of this qualification</li> </ul>
A qualification in support of assessment and internal quality assurance.	<ul style="list-style-type: none"> <li>• Ideally hold a valid and recognised teaching/training qualification.</li> </ul>

<b>Internal Quality Assurers and/or Centre Assessors Occupational Competence Requirements</b>	<b>Evidence Indicators</b>
A thorough knowledge and understanding of the relevant qualification(s).	<ul style="list-style-type: none"> <li>• Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification.</li> <li>• Show evidence of carrying out CPD in order to familiarise themselves with current standards for assessment/verification in the subject area of this qualification.</li> </ul>
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> <li>• Demonstrate clear evidence of current experience in quality assurance and/or assessment appropriate to the level and subject area of this qualification</li> </ul>
A qualification in support of assessment and/or internal quality assurance.	<ul style="list-style-type: none"> <li>• Ideally hold an assessment qualification (e.g. TAQA or equivalent)</li> </ul>
Experience and a working knowledge of the operational and assessment processes for the relevant qualification.	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the organisation's management centric policies, procedures and practices.</li> <li>• Demonstrate knowledge and understanding of ILM's quality assurance policy, procedures and requirements.</li> </ul>

## ASSESSMENT GUIDANCE FOR THE LEVEL 3 DIPLOMA IN LEADERSHIP AND MANAGEMENT MANDATORY UNITS

A brief introduction on ILM's Assessment Strategy can be found in *Supporting notes for ILM VRQs*. For detailed information, centres are encouraged to refer to the various assessment guides that are available from the ILM Customer Services Team at [customer@i-l-m.com](mailto:customer@i-l-m.com) or refer to the Centre Manual ([www.i-l-m.com/centres.aspx](http://www.i-l-m.com/centres.aspx)). This segment gives you specific guidance around assessments for the Level 3 Diploma in Leadership and Management mandatory units.

Appendix B in this document outlines the assessments and mark sheets for the mandatory units in this qualification. Centres should use the prescribed assessments. However some flexibility is permitted. In exceptional circumstances and to meet a specific need a centre may deviate from the prescribed assessment subject to prior written approval from ILM. Equal opportunities issues are relevant to all units of study and these aspects should be explicitly addressed in the delivery and assessment of this programme. The table below gives a brief overview of the units and assessment(s):

Unit	Assessment
M3.02 Understanding change in the workplace	Change Management Report
M3.03 Planning change in the workplace	
M3.04 Achieving objectives through time management	
M3.10 Introduction to leadership	Reflective Review
M3.36 Leading a team effectively	
M3.37 Developing own leadership capability using action learning	Leadership Action Plan and Learning Log

Learners are likely to come from a variety of backgrounds, in that they will have had different training and work experiences, differing ambitions and opportunities, centres therefore can encourage learners to select topics for assessment in their own organisation and/or area of work, (or within another organisation if they are currently unemployed or self employed). They should ensure learners are able to present their work as simple and clearly as possible. An approximate word count is given for each assessment. This should only be seen as a guide to help achieve a balanced piece of work.

Centres must ensure that learners adequately complete all sections of the assessment. To ensure all learning outcomes are assessed, section passes have been provided in the assessments. To assist this practice, ILM normally applies a pass mark of 50% in each section as reflecting a minimum pass. Centres must note that compensation between learning outcomes is not allowed in any QCF unit.

# **A P P E N D I X - A**

## **UNIT SPECIFICATIONS FOR THE LEVEL 3 DIPLOMA IN LEADERSHIP & MANAGEMENT**

<b>Solving problems and making decisions (M3.01)</b>	
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>
1 Know how to describe a problem, its nature, scope and impact	1.1 Describe a problem, its nature scope and impact
2 Know how to gather and interpret information to solve a problem	2.1 Gather and interpret information to identify possible solutions to a problem
3 Know how to solve a problem	3.1 Briefly summarise the options, providing facts and evidence, not just opinion 3.2 Use at least <u>one</u> simple decision making technique to evaluate options to arrive at the best solution
4 Know how to plan the implementation and communication of decisions	4.1 Plan the implementation and communication of the decision 4.2 Briefly discuss which monitoring and review techniques could be used to evaluate outcomes
<b>Additional information about the unit</b>	
Unit purpose and aim(s)	To develop knowledge and understanding of solving problems and making decisions as required by a practising or potential first line manager.
Unit review date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: C2, C5, C6, F6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/01/2008
Unit guided learning hours	11
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Simple ways to recognise, investigate and analyse problems</li> <li>• Objective setting in relation to problem</li> <li>• Brainstorming and creative thinking techniques</li> </ul>
2	<ul style="list-style-type: none"> <li>• Difference between data and information</li> <li>• How to calculate and use simple averages and basic summary statistics</li> <li>• How to prepare and use grouped data and tables</li> <li>• Interpretation of charts and diagrams</li> <li>• Methods of indexing, referencing and structuring qualitative information</li> </ul>
3	<ul style="list-style-type: none"> <li>• How to evaluate options</li> <li>• The importance of adequate and relevant information for effective decision-making</li> <li>• Identification of what information is relevant to specific decisions</li> <li>• Simple decision making techniques</li> </ul>
4	<ul style="list-style-type: none"> <li>• Effective presentation of a case – i.e., providing facts and evidence, not just opinion</li> <li>• Monitoring and review techniques to evaluate outcomes of problem solving activities</li> </ul>

<b>Title:</b>	<b>Understanding change in the workplace (M3.02)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1. Understand change in an organisation		1.1 Explain the benefits of innovation and change for the organisation 1.2 Identify the barriers to change and innovation in the workplace and explain practical ways of overcoming these barriers 1.3 Explain why communication is important in successful implementation of change
2. Understand the effects of change on people and finance in an organisation		2.1 Explain possible human and financial effects of change upon people, departments and the organisation
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of Understanding Change as required by a practising or potential first line manager.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: C5
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM and WAMITAB
Units available from		01/01/2008

Unit guided learning hours	11
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• The benefits of change and the consequences of not changing</li> <li>• The role of change in the survival and prosperity of organisations</li> <li>• Concepts of creativity and innovation and their significance for organisational success and change management</li> <li>• The role of communication in successful implementation of change</li> <li>• Barriers to change and innovation – how to identify them and other difficulties in implementing change</li> <li>• Means of overcoming barriers and difficulties including unfreezing and freezing techniques</li> <li>• Methods to monitor and control progress of change against plan, including use of Gantt charts, network planning</li> </ul>
2	<ul style="list-style-type: none"> <li>• Change fatigue and its adverse effects</li> <li>• Ways to organise and co-ordinate resources and activities to achieve planned change</li> <li>• Simple introduction to the difference between fixed and variable costs</li> <li>• Direct and indirect aspects of change – human and financial effects upon other people, departments and organisations</li> </ul>

<b>Title:</b>	<b>Planning change in the workplace (M3.03)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Understand the forces for change in an organisation	1.1 Identify the forces that may require own organisation to change by conducting a simple PESTLE and/or SWOT analysis
2	Understand planning for change in an organisation	2.1 Give an example of change required in the workplace reflecting the SWOT and/or PESTLE analyses 2.2 Use a technique for planning change within the context of the example given 2.3 Identify relevant human and financial factors in the consideration of change within the context of the example given 2.4 Explain how to communicate with and involve people to facilitate effective change
3	Understand continuous improvement in an organisation	3.1 Explain the importance of quality awareness and the need to continuously improve the organisation 3.2 Identify the organisation's quality standards 3.3 Use a continuous improvement tool or technique relevant to the workplace 3.4 Explain ways of involving the team in quality and continuous improvement 3.5 Discuss ways to evaluate continuous improvement activities
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of planning change as required by a practising or potential first line manager.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: C5
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		

Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	11
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Simple PESTLE analysis</li> <li>• Organisational SWOT analysis</li> </ul>
2	<ul style="list-style-type: none"> <li>• The principles of change management</li> <li>• Basics of system theory and process design</li> <li>• Methods of planning for change</li> <li>• Use of Gantt charts, network planning as tools for planning change</li> <li>• Identification of human and financial factors in the consideration of change</li> <li>• Differentiate between fixed and variable costs</li> <li>• The importance of communication and involving people to facilitate effective change</li> </ul>
3	<ul style="list-style-type: none"> <li>• The importance of quality awareness and the need to strive for continuous improvement</li> <li>• Service standards as appropriate to own organisation</li> <li>• Quality circles, benchmarking, Kaizen</li> <li>• The importance of commitment and loyalty to the organisation</li> <li>• Ways to involve people in quality and continuous improvement, including suggestion schemes/role models</li> <li>• Ways to evaluate continuous improvement activities</li> </ul>

<b>Title:</b>	<b>Achieving objectives through time management (M3.04)</b>
<b>Level:</b>	3
<b>Credit value:</b>	1
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>
1. Know how to use effective time management to prioritise and achieve objectives	1.1 Set SMART objectives for own workload, list them in order of priority and establish appropriate time scales for their achievement 1.2 Plan the achievement of the objectives using an established time management technique 1.3 Identify constraining or limiting factors that could hinder the achievement of any one of these objectives 1.4 Briefly explain the monitoring techniques for any objective
<b>Additional information about the unit</b>	
Unit purpose and aim(s)	To develop knowledge and understanding of achieving objectives through time management as required by a practising or potential first line manager.
Unit review date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: A2, F1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	7

**Additional Guidance about the Unit****Indicative Content:**

1

- How to set SMART objectives
- Setting priorities to achieve objectives
- Urgency vs. importance when prioritising
- Negotiating techniques
- Time logs
- Constraining or limiting factors
- Application of simple planning and monitoring techniques
- Methods to measure achievement of objectives

<b>Title:</b>	<b>Writing for business (M3.05)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1 Know how to write a report		1.1 Write a report to meet specified standards 1.2 Incorporate basic statistics and visual material in the content or in an appendix 1.3 Use effective and appropriate tone, language and level of formality in a report
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of writing for business as required by a practising or potential first line manager.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS:
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008
Unit guided learning hours		6
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		

1	<ul style="list-style-type: none"><li>• The value of the written word in avoiding errors and providing permanent records</li><li>• The purpose and conventions of letters, memos, reports and e-mails in use within the organisation</li><li>• Planning for writing, including use of available information and the needs of the recipient</li><li>• Image, structure, layout conventions including “house styles”</li><li>• The importance of objectives and the reader</li><li>• Report structures – to meet standard and specific requirements (ILM and/or in-company formats)</li><li>• Incorporation of statistics and visual materials, and the use of appendices to enhance understanding</li><li>• Effective and appropriate use of tone, language, level of formality in a range of cases</li><li>• Supervised practice or simulation to develop the ability to apply knowledge and skills</li></ul>
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<b>Title:</b>	<b>Managing creativity and innovation in the workplace (M3.06)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand the importance of creativity and innovation for the organisation	1.1 Use a technique to encourage creative ideas amongst team members 1.2 Explain barriers to creative thinking and resistance to innovation within the team 1.3 Explain how to gain the commitment of others in moving creative ideas forward 1.4 Evaluate creative and innovative ideas and make reasoned recommendations to managers and others	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of creativity and innovation as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: C2	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	
Units available from	01/01/2008	
Unit guided learning hours	7	
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		

1	<ul style="list-style-type: none"><li>• The importance of creativity and innovation for organisational success</li><li>• Auditing techniques to assess an organisation's ability to innovate</li><li>• A range of different techniques for encouraging creative ideas amongst team members (eg: brainstorming, nominal group technique, TRIZ, SCAMPER, synectics, random juxtaposition)</li><li>• Barriers to creative thinking and resistance to innovation within organisations</li><li>• Methods of leading others in a creative ideas generation and assessment process</li><li>• Evaluation techniques to assist making reasoned recommendations to managers and others</li></ul>
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<b>Title:</b>	<b>Obtaining information for effective management (M3.07)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Know how to gather information	1.1 Use basic data collection techniques to gather information from external, internal and internet sources
2	Know how to validate and analyse information and draw conclusions	2.1 Check the validity and accuracy of information gathered 2.2 Analyse information gathered and draw conclusions
3	Know how to design and analyse questionnaires	3.1 Design a simple workplace questionnaire that includes a minimum of <u>four</u> different types of questions 3.2 Describe a representative sampling technique 3.3 Briefly describe how the questionnaire could be administered 3.4 Describe a simple technique for analysing the results of the questionnaire
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of obtaining information as required by a practising or potential first line manager.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: D1, F1  Links to SFEDI 2006 NOS: YS4
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		SFEDI  Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the		Institute of Leadership & Management

unit	
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	10
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• The value of valid, accurate and timely information to the organisation</li> <li>• Basic means of data collection – questions, observation, surveys, source records</li> <li>• Basic questioning techniques</li> <li>• How to prepare and use surveys and questionnaires</li> <li>• Constraints on the availability of and access to data, including legal issues</li> <li>• How to validate data and information</li> </ul>
2	<ul style="list-style-type: none"> <li>• Means of determining the value (validity, accuracy, efficiency, effectiveness) of information sources</li> <li>• Internal sources – documentation, standard reports, etc</li> <li>• External published sources (including Government statistics)</li> <li>• Accessing the Internet, use of search engines, usefulness of web-based materials</li> <li>• Obtaining information from the internet employing Boolean search terms (the words – and, or, not)</li> <li>• Analysing information</li> <li>• Reaching conclusions</li> </ul>
3	<ul style="list-style-type: none"> <li>• Application of questionnaires in the workplace</li> <li>• Basic representative sampling techniques</li> <li>• Recognition of realistic response rates to questionnaires</li> <li>• How to design effective questions and response options</li> <li>• The importance of structure and appearance in questionnaire design</li> <li>• Pilot surveys to test reliability and validity</li> <li>• Administration of questionnaires by post, telephone or interview</li> <li>• Simple techniques for analysing the results of questionnaires</li> </ul>

<b>Title:</b>	<b>Managing customer service (M3.08)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Understand basic customer service	1.1 Briefly describe at least <u>two</u> legal rights of customers 1.2 Briefly describe <u>two</u> of the organisation's commitments to customers 1.3 Briefly describe the manager's responsibilities in relation to customer service
2	Know how to care for the customer	2.1 Identify an external and an internal customer of the organisation 2.2 Describe how customer needs are identified 2.3 Explain how customer service standards and procedures are used to meet customer needs 2.4 Explain how they could monitor customer service against the standards set
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of meeting customer needs as required by a practising or potential first line manager.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: F6, F8
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management

Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	7
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• How to identify the internal customer chain, external customers, and potential customers</li> <li>• Techniques for identifying customer needs</li> <li>• Methods of establishing relevant customer care standards and procedures</li> <li>• Use of appropriate planning and quality systems to monitor and fulfil customer care standards</li> <li>• Methods to establish and maintain effective relationships with customers at all stages</li> </ul>
2	<ul style="list-style-type: none"> <li>• The legal rights of customers (law of contract, sale of goods and services, trade descriptions, etc)</li> <li>• Organisational commitments to customers (contract terms, warranties and guarantees, service standards, etc)</li> <li>• Methods of identifying customer requirements and expectations</li> <li>• Standards and benchmarks</li> <li>• Manager's responsibilities and authority in relation to customer service</li> </ul>

<b>Title:</b>	<b>Giving briefings and making presentations in the workplace (M3.09)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1. Know how to conduct a briefing or presentation	1.1 Select appropriate information in line with the objectives of the briefing or presentation 1.2 Logically structure the content of the briefing or presentation 1.3 Introduce an appropriate management topic clearly 1.4 Use appropriate presentation techniques and aids to enhance understanding of the topic of briefing or presentation 1.5 Present information clearly 1.6 Display confidence in the subject matter 1.7 Keep to time 1.8 Use feedback to check understanding 1.9 Design a simple evaluation form	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of briefing and presentation skills as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	

Units available from	01/01/2008
Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Selection of relevant information content</li> <li>• How to plan and prepare effectively for briefings (account for Purpose; Audience; Content; Form)</li> <li>• Formal and informal presentation skills including platform techniques and visual aids</li> <li>• How to evaluate briefings/presentations</li> <li>• Use of feedback to check understanding</li> <li>• Reporting back to management after briefing</li> <li>• The value of various methods of data presentation – tables, graphs, charts, diagrams, Gantt charts, etc</li> <li>• Evaluation of alternative methods to select the most appropriate for a given situation</li> <li>• How to construct a range of data presentation methods</li> <li>• The use of spreadsheets for the creation of graphs, charts and diagrams</li> <li>• How to interpret information contained in charts and diagrams, and explain this to others</li> <li>• Supervised practice or simulation to develop the ability to apply knowledge and skills</li> </ul>

<b>Title:</b>	<b>Introduction to leadership (M3.10)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1. Understand leadership styles		1.1 Identify the factors that will influence their choice of leadership styles or behaviours in workplace situations 1.2 Explain why these leadership styles or behaviours are likely to have a positive effect on individual and group behaviour
2. Understand leadership qualities and review own leadership qualities and potential		2.1 Assess own leadership behaviours and potential in the context of a particular leadership model and own organisation's working practices and culture, using feedback from others 2.2 Describe appropriate actions to enhance own leadership behaviour in the context of the particular leadership model
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop an introductory knowledge and understanding of leadership as required by a practising or potential first line manager.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: B6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM

Units available from	01/01/2008
Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Differences and similarities between leadership and management, and the need for each of them</li> <li>• Range of at least three leadership models (such as trait, contingency, situational, distributive, servant oblique leader, transactional/transformational) and their significance for task performance, culture and relationships</li> <li>• Leadership behaviours and the sources of power</li> </ul>
2	<ul style="list-style-type: none"> <li>• Identification, development and appropriate choice of personal leadership styles and behaviours</li> <li>• The role of trust and respect in effective team leadership</li> <li>• Supervised practice or simulation to develop the ability to apply knowledge and skills</li> </ul>

<b>Title:</b>	<b>Building the team (M3.11)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Understand how to develop and maintain trust at work	1.1 Explain behaviours which could develop and maintain trust at work 1.2 Explain why confidentiality is important in building and maintaining trust in the team
2	Know how to build the team	2.1 Give <u>one</u> example of a group and <u>one</u> example of a team within the workplace. Justify the classification of examples given 2.2 Briefly describe the stages of an established model of group formation Explain how a manager could benefit from knowing team members' preferred team roles
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of building the team as required by a practising or potential first line manager.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: C5, C6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM and WAMITAB
Units available from		01/01/2008

Unit guided learning hours	5
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• The nature of formal and informal working relationships</li> <li>• Role of open communications and the need to keep people informed, in creating effective working relationships</li> <li>• Range of internal and external contacts</li> <li>• Differences between people, and the effects on relationship building</li> <li>• Differences in organisational culture, and the effects on relationship building at work</li> <li>• Social skills appropriate to the workplace</li> <li>• Range of behaviours which develop, maintain and destroy trust at work</li> <li>• The importance of maintaining confidentiality in the workplace</li> </ul>
2	<ul style="list-style-type: none"> <li>• Characteristics of groups and teams – the differences, examples within the workplace</li> <li>• Tuckman's theory of group formation</li> <li>• How to identify team roles (eg Belbin) and the uses and implications for managers</li> <li>• Building a balanced team to achieve objectives</li> </ul>

<b>Title:</b>	<b>Motivating to perform in the workplace (M3.12)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand the value of assessing performance to meet organisational and individual needs	1.1 Explain the value of formal and informal performance assessment in the workplace 1.2 Identify ways that could ensure fair and objective formal assessment	
2 Know how to motivate the team to improve performance in the workplace	2.1 Outline the factors that influence how people behave at work 2.2 Explain how to apply <u>one</u> basic recognised theory of motivation to team members	
3 Understand the value of feedback in the workplace	3.1 Explain the importance of feedback to improve communication and performance 3.2 Compare the effectiveness of different types of feedback	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of motivating the team to perform as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: B6, D6	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM and WAMITAB	

Units available from	01/01/2008
Unit guided learning hours	10
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• The purpose and value of formal and informal performance assessment at work (formal assessment includes performance review/appraisal)</li> <li>• Ways to ensure fair and objective assessment</li> <li>• Preparations necessary for effective, valid and reliable assessments</li> <li>• Feedback techniques following assessment</li> <li>• Roles and responsibilities of individuals in the performance assessment process</li> <li>• Appropriate assessment records</li> <li>• How to conduct formal appraisals</li> </ul>
2	<ul style="list-style-type: none"> <li>• Overview of the factors influencing behaviour at work</li> <li>• Basic theories of motivation and their application to teams and individuals</li> <li>• Styles and patterns of behaviour at work</li> <li>• Range of techniques to motivate individuals and monitor performance</li> <li>• Positive approaches to offset negative attitudes in the workplace</li> </ul>
3	<ul style="list-style-type: none"> <li>• The importance of feedback to improve communication and performance</li> <li>• Types of feedback and their relative values in communication (visual, written, oral, aural)</li> <li>• Use of feedback to improve the performance of individuals in the workplace</li> <li>• How to use feedback techniques (formal/informal; positive/negative; timescale; format)</li> <li>• How to elicit feedback from others to improve own performance</li> </ul>

<b>Title:</b>	<b>Developing yourself and others (M3.13)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Know how to identify development needs and develop self and others to achieve organisational objectives	1.1 Use at least <u>one</u> simple technique for identifying own development needs and the development needs of <u>one</u> other member of the team 1.2 Identify own learning style(s) and the learning style(s) of <u>one</u> other member of the team 1.3 Briefly analyse <u>two</u> learning/development options to meet need(s) of self and <u>one</u> other member of the team 1.4 Identify barriers to learning and explain how these barriers can be overcome 1.5 Identify support mechanisms for the development of self and <u>one</u> other member of the team 1.6 Describe methods used to monitor the development of self and <u>one</u> other member of the team	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of developing self and others as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: A2, C6, D7	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM and WAMITAB	

Units available from	01/01/2008
Unit guided learning hours	11
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Use of job description, matching to own CV</li> <li>• Personal SWOT analysis</li> <li>• Organisation's objectives and development plans and significance for own development</li> <li>• Obtaining feedback on performance from line managers and colleagues</li> <li>• Simple training needs analysis – using outcomes of SWOT and PESTLE analyses</li> <li>• Identification of preferred learning styles</li> <li>• The importance of taking responsibility for own personal development</li> <li>• Value of learning and the importance of encouraging a commitment to learning</li> <li>• Identification of potential development opportunities</li> <li>• Barriers to learning, and methods to overcome them</li> <li>• Development plans including timescale and resource implications</li> <li>• Available support mechanisms</li> <li>• How to compile learning logs and records of activities</li> </ul>

<b>Title:</b>	<b>Managing conflict in the workplace (M3.14)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Know how to resolve conflict in the workplace	1.1 Identify causes of conflict at work 1.2 Describe the stages in the development of conflict 1.3 Explain the effects of conflict on individual and team performance at work 1.4 Explain any recognised technique a manager could use to minimise and resolve conflict in the workplace 1.5 Describe how a manager could create harmony at work and engender a positive atmosphere in order to minimise the adverse effects of conflict	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of managing conflict and supporting individuals as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: D1	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	
Units available from	01/01/2008	
Unit guided learning hours	4	

**Additional Guidance about the Unit****Indicative Content:**

1

- Possible causes of internal conflict, eg: personal versus business/enterprise objectives/values
- Causes of interpersonal friction at work, including bullying and harassment
- The effects of conflict on performance and the individual at work
- Stages in the development of conflict
- The manager's responsibility in minimising and resolving conflict, and techniques to achieve this
- Ways to create harmony at work and engender a positive atmosphere

<b>Title:</b>	<b>Managing stress in the workplace (M3.15)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand how to manage own stress and minimise stress in others	1.1 Examine the causes and impact of stress in the organisation 1.2 Describe the symptoms of stress in self and in others 1.3 Explain <u>one</u> practical stress management technique 1.4 Outline management responsibilities and actions in relation to work-related stress in the team	
2 Know how to support individuals in the team	2.1 Explain how to decide when to provide advice, mentoring or counselling to support individuals in the workplace	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of managing stress as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: C6  Links to SFEDI 2006 NOS: YS3, OP5, OP8	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	SFEDI  Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	
Units available from	01/01/2008	

Unit guided learning hours	8
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Causes and impacts of stress at work</li> <li>• Symptoms of stress in self and in others</li> <li>• Implications of stress for workplace and non-work activities/relationships</li> <li>• Implications and effects of stress for individuals and organisations</li> <li>• Management responsibilities in relation to work-related stress</li> <li>• Simple practical stress management techniques</li> <li>• Sources of available support for stress sufferers</li> <li>• Action planning and review techniques</li> </ul>
2	<ul style="list-style-type: none"> <li>• Definitions of counselling, advising and mentoring and when to use each of them to support individuals</li> <li>• Principles of counselling</li> <li>• Mentoring, and the mentoring cycle</li> <li>• Range of available counselling and support mechanisms</li> </ul>

<b>Title:</b>	<b>Managing the employment relationship (M3.16)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand diversity in the workplace	1.1 Identify the main provisions of statutory requirements for the employment relationship, discrimination at work and fair employment 1.2 Identify the organisation's employment policies and procedures that could guide the first line manager in managing diversity in the workplace 1.3 Explain the importance of diversity in the workplace 1.4 Explain the consequences of non-compliance with diversity policies for own work area and for the organisation	
2 Know how to maintain discipline in the workplace	2.1 Identify the organisation's employment policies and procedures that could guide the first line manager in dealing with disciplinary issues 2.2 Describe how they could monitor discipline in the workplace 2.3 Briefly describe the legal aspects of the disciplinary process 2.4 Review own ability to maintain discipline in the workplace	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of the employment relationship as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: B11, D1, D3	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the	Business Management	

subject/sector classification system	
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	7
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Definition of diversity and its impact on the organisation and its activities</li> <li>• Legislation as it affects employment – sex, age, ethnicity, disability, etc</li> <li>• Own organisation's policies and procedures</li> <li>• Significance of diversity in the market place</li> <li>• The consequences of non-compliance for own work area and the organisation</li> </ul>
2	<ul style="list-style-type: none"> <li>• Organisational employment policies, (eg relating to time-keeping, absenteeism, conduct, level of performance, attitude and behaviour, gross misconduct)</li> <li>• Records and other means to support and monitor the disciplinary process</li> <li>• Legal aspects of disciplinary processes</li> </ul>

<b>Title:</b>	<b>Recruiting, selecting and inducting new staff in the workplace (M3.17)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	3	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Know how to plan to recruit	<p>1.1 Identify the organisation's policies and procedures that could guide the first line manager in recruitment, selection and induction</p> <p>1.2 Conduct a job analysis and prepare a job description and person specification for a post within own area of responsibility</p>
2	Know how to select the right person	<p>2.1 Explain how they could prepare for selection interviews to ensure impartiality and optimum decision making in selecting the most suitable applicant</p> <p>2.2 Explain a recognised selection technique that could be used during interviews</p>
3	Understand the induction process	<p>3.1 Explain the importance of effective induction</p> <p>3.2 Describe the phases of induction in the organisation</p> <p>3.3 Describe which legal and practical aspects of health and safety should be included in the organisation's induction process</p> <p>3.4 Explain <u>one</u> method that could be used to record an individual's progress during induction</p> <p>3.5 Explain how an induction process could be evaluated</p>
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of recruitment, selection and induction as required by a practising or potential first line manager.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: D3

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/01/2008
Unit guided learning hours	10
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Own organisational recruitment policies and procedures</li> <li>• Basic legal aspects of recruitment</li> <li>• Simple techniques for job analysis</li> <li>• How to prepare job descriptions and person specifications</li> <li>• Range of methods of advertising vacancies, internally and externally, and how to select the most appropriate for a variety of posts</li> </ul>
2	<ul style="list-style-type: none"> <li>• The relative merits of internal and external applications</li> <li>• Use of job descriptions and person specifications to shortlist applicants</li> <li>• Preparation for selection interviews to ensure impartiality and optimum decision</li> <li>• Selection interviewing techniques</li> <li>• Alternative methods for selecting the most suitable applicant</li> </ul>
3	<ul style="list-style-type: none"> <li>• The importance of effective induction</li> <li>• The phases of induction (eg: organisational, local team, facilities, spread over time)</li> <li>• Matching of organisational and individual needs during induction</li> <li>• Legal and practical aspects of health and safety to be included</li> <li>• Methods to monitor and record an individual's progress</li> <li>• How to evaluate the effectiveness of the induction process</li> </ul>

<b>Title:</b>	<b>Coaching and training your work team (M3.18)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand training appropriate to the workplace	1.1 Clarify the training need 1.2 Explain <u>two</u> training techniques appropriate to the workplace situation 1.3 Explain how they could cater for different learning styles when training individuals in the workplace 1.4 Explain <u>one</u> relevant feedback technique that could work effectively in the workplace situation 1.5 Describe methods of evaluating the effectiveness of training 1.6 Explain how they could maintain training records	
2 Understand how to coach an individual in an organisation	2.1 Clarify the coaching need 2.2 Explain how to plan the coaching for an individual in the organisation 2.3 Explain the importance of feedback in coaching 2.4 Describe <u>one</u> method of evaluating the effectiveness of coaching	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of coaching and training as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: D7	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the	Institute of Leadership & Management	

unit	
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	7
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Identifying when training is an appropriate method to address a development need</li> <li>• Training techniques appropriate to the workplace situation</li> <li>• Range of learning styles and their implications for training design</li> <li>• Relevant feedback techniques</li> <li>• Methods to evaluate effectiveness of training</li> <li>• Appropriate recording systems</li> <li>• Supervised practice or simulation to develop the ability to apply knowledge and skills</li> </ul>
2	<ul style="list-style-type: none"> <li>• Identifying when coaching is an appropriate method to address a development need</li> <li>• Coaching techniques as appropriate to the workplace situation</li> <li>• Role of feedback in coaching</li> <li>• Methods to evaluate effectiveness of coaching</li> <li>• Supervised practice or simulation to develop the ability to apply knowledge and skills</li> </ul>

<b>Title:</b>	<b>Providing quality to customers (M3.19)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand quality within an organisation	1.1 Explain why quality is important to internal and external customers in the organisation 1.2 Explain what is meant by Total Quality Management 1.3 Explain the difference between design quality standards and process quality standards 1.4 Identify <u>one</u> example of the cost of quality in the workplace	
2 Know how to deliver quality within an organisation	2.1 Briefly describe the quality system used by the organisation 2.2 Identify <u>two</u> quality standards set for the organisation 2.3 Briefly describe tools used to monitor quality in the workplace 2.4 Briefly describe records for maintaining quality in the workplace 2.5 Identify <u>two</u> practical and positive steps to improve quality to meet customer requirements in the workplace	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of providing quality to customers as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: F8	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Quality and its importance to customers (internal and external); difference between quality assurance and quality control</li> <li>• Difference between design quality and process quality standards</li> <li>• The cost of quality (positive and negative aspects)</li> <li>• Total quality management</li> </ul>
2	<ul style="list-style-type: none"> <li>• Quality systems – ISO 9000, EFQM and IIP (the benefits of accreditation, and how to gain it)</li> <li>• The total quality management concept</li> <li>• Practical steps to quality – team approaches</li> <li>• Records for maintaining quality</li> <li>• Tools for quality – the role of statistics in quality control as relevant to organisation</li> </ul>

<b>Title:</b>	<b>Planning to work efficiently (M3.20)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Know how to plan work	1.1 Identify targets set for the team; and state indicators to measure performance 1.2 Use <u>one</u> appropriate planning technique to plan a job activity 1.3 Explain <u>one</u> technique to monitor and control a planned job activity 1.4 Explain the importance of the supply chain in delivering results and meeting customer requirements
2	Understand the importance of efficiency and effectiveness to achieve objectives	2.1 Explain the importance of effectiveness and efficiency to achieve their workplace objectives 2.2 Explain how efficiency and effectiveness are measured in their organisation
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of planning to work efficiently as required by a practising or potential first line manager.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: D6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM

Units available from	01/01/2008
Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Links between organisational and team objectives</li> <li>• Target setting and performance indicators</li> <li>• Planning techniques appropriate to job activity (eg. task/work/production schedules, timetables, rotas, Kanban systems, Just In Time and Take time, etc, as appropriate)</li> <li>• Importance of supply chain in delivering results and meeting customer requirements</li> <li>• Monitoring and control techniques and records</li> <li>• Use of results to “close the loop”, so ensuring that objectives are achieved</li> </ul>
2	<ul style="list-style-type: none"> <li>• Definitions of effectiveness and efficiency, and the difference between them</li> <li>• The need to achieve results and meet objectives</li> <li>• The importance to the organisation of operating efficiently</li> <li>• Potential for conflict between efficiency and effectiveness, and ways to resolve this</li> </ul>

<b>Title:</b>	<b>Organising and delegating (M3.21)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Know how to organise people to achieve objectives	1.1 Explain the importance of making effective and efficient use of people's knowledge and skills while planning the team's work to achieve objectives 1.2 Use <u>one</u> technique to identify the appropriate person for an activity 1.3 Explain how human resource planning can be used to assure output and quality	
2 Know how to delegate to achieve workplace objectives	2.1 Give <u>one</u> example of delegation and <u>one</u> example of empowerment in the workplace 2.2 Identify <u>one</u> barrier to delegation and <u>one</u> mechanism to support delegation 2.3 Explain <u>one</u> technique that could be used to monitor the outcomes of delegation in the workplace 2.4 Review the effectiveness of feedback, recognition and reward techniques in the workplace	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of organising and delegating as required by a practising or potential first line manager.	
Unit review date	30/06/2015	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: B6	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the	Institute of Leadership & Management	

unit	
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/01/2008
Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• The importance of planning the team's work to achieve objectives</li> <li>• Techniques for deciding the most appropriate individual to undertake the activity</li> <li>• The importance of making effective and efficient use of people's knowledge and skills, and how to achieve this</li> <li>• Outline of the principles of human resource planning to assure continuity of output and quality</li> </ul>
2	<ul style="list-style-type: none"> <li>• Definitions of authority and power; responsibility and accountability</li> <li>• Concepts of delegation and empowerment</li> <li>• Process of delegation including barriers and support mechanisms</li> <li>• Techniques to monitor outcomes of delegation</li> <li>• Feedback, recognition and reward techniques</li> </ul>

<b>Title:</b>	<b>Managing projects (M3.22)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Know how to manage a simple workplace project	1.1 Identify a simple workplace project 1.2 Use <u>one</u> simple tool for determining the financial viability of the project 1.3 Plan the project using <u>one</u> appropriate project planning technique 1.4 Set objectives and targets/milestones to monitor performance and review plans 1.5 Use <u>one</u> project evaluation technique
2	Understand the costs and benefits resulting from a workplace project	2.1 List areas where net savings could be achieved as a result of the workplace project 2.2 Identify wider non-financial implications that could result from the workplace project
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of managing projects as required by a practising or potential first line manager.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: F1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM and WAMITAB

Units available from	01/01/2008
Unit guided learning hours	7
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Basic project design principles</li> <li>• Simple tools for financial appraisal of projects</li> <li>• Project planning techniques (Gantt charts, Flow charts, Network planning)</li> <li>• Use of objectives and targets/milestones to monitor performance and review plans</li> <li>• Project evaluation and review techniques</li> </ul>
2	<ul style="list-style-type: none"> <li>• Recent or current examples of change (including the work-based project)</li> <li>• The costs associated with change – increases or savings</li> <li>• Non-financial costs and benefits of change (social, environmental, human elements)</li> </ul>

<b>Title:</b>	<b>Managing health and safety at work (M3.23)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	3	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand health and safety at work	1.1 Identify <u>two</u> pieces of legislation relating to health, safety and welfare at work 1.2 Explain <u>two</u> duties statute law imposes on both the manager and the team 1.3 Outline the manager's responsibilities contained within the organisation's Health and Safety Policy 1.4 Explain the meaning of "a competent person" 1.5 Identify <u>two</u> ways to provide Health and Safety information, instruction and training to the team 1.6 Identify expertise available in the organisation to help and advise the manager on health and safety issues	
2 Understand risk assessment and accident prevention in the workplace	2.1 Conduct a simple risk assessment in the workplace 2.2 Explain <u>one</u> practical accident prevention and control measure that could be implemented in the workplace	
3 Understand the organisation's environmental responsibility	3.1 Explain the importance of environmental responsibility for own organisation 3.2 Describe what action the first line manager could take to enable the organisation to fulfil its environmental responsibility	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of health and safety at work as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: D6, E6	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		

Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/01/2008
Unit guided learning hours	10
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• General legal background – statute law, common law negligence and their effects on the workplace</li> <li>• Approved Codes of Practice and Guidance Literature as relevant to own organisation</li> <li>• Experts available to help and advise</li> <li>• HSWA 1974 and Regulations and Fire Precautions Act 1971</li> <li>• Levels of statutory duty and legal obligations to provide Health and Safety information, instruction and training</li> <li>• Consultation with employees duties inc. Safety Representatives and role of Safety Committees</li> <li>• Recording and reporting of injuries, diseases and dangerous occurrences</li> <li>• Importance of creating a safety culture at work and taking account of health and safety in all decision-making</li> </ul>
2	<ul style="list-style-type: none"> <li>• Definition of accident and incident</li> <li>• Simple accident theory – the types and causes of accidents, especially in own organisation</li> <li>• Methods for managing safety in the workplace</li> <li>• Risk assessment procedures and associated documentation</li> <li>• Practical accident prevention in own workplace</li> <li>• Handling and lifting techniques as appropriate</li> <li>• Reacting to and coping with accidents at work</li> </ul>
3	<ul style="list-style-type: none"> <li>• The importance of environmental protection to the organisation</li> <li>• The manager's responsibility to implement environmental protection policies and procedures</li> </ul>

<b>Title:</b>	<b>Understanding organisations in their context (M3.24)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand the context within which an organisation operates	1.1 Identify the legal entity of the organisation 1.2 List the operational functions within the organisation 1.3 Use an organisational chart to identify own role, span of control and reporting line in the organisation 1.4 Briefly outline the roles and responsibilities of managers at different levels of the organisation 1.5 Briefly explain the relevance to an organisation of its different stakeholders	
2 Understand the financial environment within which an organisation operates	2.1 Explain the importance of financial information for management 2.2 Identify the main financial documents needed by the organisation and briefly describe the information they contain 2.3 Identify the most significant financial indicators of business performance in the organisation and briefly describe their relevance 2.4 List the main sources of long, medium and short term funds for the organisation	
3 Understand the economic environment within which an organisation operates	3.1 Identify the major economic and political forces which impact upon the organisation 3.2 Briefly describe how government attempts to influence the economy and its effect on the organisation's operations	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of organisations in context as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: D7	

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	13
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• The nature and purpose of organisations</li> <li>• An outline of basic business structures – sole trader, partnership, limited companies, public sector organisations, voluntary sector, etc</li> <li>• Operational functions within the organisation, such as marketing, finance, production, etc</li> <li>• Overview of the management task</li> <li>• Formal and informal organisational relationships between departments and people</li> <li>• Various types of organisation chart</li> <li>• Management roles and responsibilities within the organisation</li> <li>• The relevance of stakeholders, and how to identify them</li> </ul>
2	<ul style="list-style-type: none"> <li>• Value of financial information for management</li> <li>• Key source documents used in accounting (invoices, etc)</li> <li>• Simple treatment of the balance sheet, profit and loss account, and cash flow forecast</li> <li>• Simple treatment of income and expenditure accounts (for non-profit organisations)</li> <li>• Financial measures of business performance – how to calculate and interpret simple accounting ratios</li> <li>• An outline of sources of finance</li> </ul>
3	<ul style="list-style-type: none"> <li>• Simple outline of the impact of economics and politics on the organisation</li> <li>• Brief outline of the key economic issues – inflation, unemployment, trade cycles, exchange rates, economic growth, price mechanism, competition, economic indicators, “factors of production” affecting business location as relevant to own organisation</li> <li>• How government uses fiscal, monetary and legal measures to influence the economy, and the effects on organisational operations</li> <li>• A brief treatment of key global issues and the challenges they present to organisations</li> <li>• The UK’s (or your own country’s) key trading partners – international competition</li> <li>• The European Union (or other appropriate trading bloc) – its purpose, scope,</li> </ul>

	<p>membership and key institutions</p> <ul style="list-style-type: none"><li>• Other international organisations which have an influence on business – as appropriate</li><li>• Currency exchange rates and their impact on business operations</li></ul>
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<b>Title:</b>	<b>Understanding culture and ethics in organisations (M3.25)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand an organisation's culture	1.1 Describe the dominant culture within the organisation and explain how this influences the management style and team structure 1.2 Recognise own responsibility to promote the organisation's vision and help shape the culture 1.3 Explain how to approach problems in the workplace without creating a 'blame culture' 1.4 Briefly explain how internal politics could arise within the organisation and its possible effects	
2 Understand ethics and values in business	2.1 Define values within the context of the organisation 2.2 Describe how to communicate the organisation's values to the team 2.3 Explain how a first line manager could approach a problem between individuals who have different perceptions, values or cultures 2.4 Explain how a first line manager could approach a problem where an individual's personal values clash with that of the organisation 2.5 Describe <u>one</u> of the organisation's corporate social responsibilities 2.6 Briefly explain the rights given to people at work by the Public Interest Disclosure legislation to "blow the whistle" on perceived malpractice	
3 Understand the organisation's social responsibility	3.1 Explain the importance of social responsibility and sustainability 3.2 Describe what action the first line manager could take to enable the organisation to fulfil its social responsibility	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of culture and ethics as required by a practising or potential first line manager.	

Unit review date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: B6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	7
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Types of organisational culture and how they are manifest in terms of structure of teams and management style</li> <li>• Concepts of values and vision and their relevance to the first line manager role</li> <li>• The effects of different cultures and management styles</li> <li>• The effect of “blame cultures” contrasted with problem solving approaches</li> <li>• How internal “politics” arise within organisations, and their effects</li> <li>• The concept of sub-cultures, and their effective management</li> </ul>
2	<ul style="list-style-type: none"> <li>• Definition of ethics in the work context</li> <li>• Alternative perceptions – value judgements</li> <li>• The range of cultures, beliefs and value systems</li> <li>• Personal ethics vs business ethics – potential for both conflict and synergy</li> <li>• Ethical considerations for investment, trading, competition, manufacturing, employment, etc</li> <li>• Social responsibilities of organisations – eg: to the wider community</li> <li>• The costs and possible payback of using an ethical approach</li> <li>• “Whistle-blowing” legislation</li> <li>• Mission statements, business objectives, PR, briefings, community involvement as ways to communicate the organisation’s ethical values</li> </ul>
3	<ul style="list-style-type: none"> <li>• The importance of corporate social responsibility and sustainability</li> <li>• The role of first line managers in enabling organisations to fulfil their social responsibility</li> </ul>

<b>Title:</b>	<b>Managing performance (M3.26)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Know how to manage performance	1.1 Briefly explain the role of the first line manager in performance management 1.2 Set SMART objectives for the team 1.3 Set performance standards for the team 1.4 Explain how they would measure performance against agreed standards 1.5 Select an example of under-performance in the workplace and explain a performance improvement technique available to address this under-performance	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of performance management as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: C6, D1, D6	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM and WAMITAB	
Units available from	01/01/2008	
Unit guided learning hours	6	
<b>Additional Guidance about the Unit</b>		

**Indicative Content:**

1

- The differing objectives of stakeholders in the organisation – customers, employees, partners, owners, the community
- First line manager's responsibility for managing team and individual performance and meeting objectives
- The relevance of SMART objectives, and how to set them
- How to set performance standards
- How to measure performance against agreed standards
- A range of methods for measuring performance and how to select the ideal one
- Techniques for performance monitoring and evaluation
- How to interpret variances in performance and take appropriate action
- Range of performance improvement techniques available to the manager

<b>Title:</b>	<b>Working with costs and budgets (M3.27)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Know how to work to a budget	1.1 Explain the importance of agreeing to a budget and operating within it 1.2 Describe a method to monitor variance between actual performance and budget 1.3 Explain how information used in determining and/or revising budgets is gathered	
2 Understand costs within an organisation	2.1 Explain fixed and variable costs; and the concept of break even in relation to the organisation 2.2 Explain the purpose and nature of basic cost statements 2.3 Explain the value of standard costing and its role as a control mechanism 2.4 Briefly describe mechanisms in the organisation to maintain control of costs	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of costs and budgets as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: E1	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	

Availability for use	Restricted to ILM and WAMITAB
Units available from	01/01/2008
Unit guided learning hours	7
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• The nature and purpose of budgets, and the advantages of budgetary control</li> <li>• Methods to monitor variance of actual performance against budget</li> <li>• Causes of variance, their significance and ways of reducing adverse effects</li> <li>• How to gather information for use in determining and/or revising budgets</li> </ul>
2	<ul style="list-style-type: none"> <li>• Definition of fixed and variable costs; concept of break even, especially in relation to own organisation</li> <li>• The purpose and nature of basic cost statements; use of standard costs</li> <li>• Role of the manager in cost control</li> <li>• Mechanisms to maintain control of costs, and how to select the optimum method</li> </ul>

<b>Title:</b>	<b>Managing the efficient use of materials (M3.28)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand how material stocks are acquired, controlled and recorded in an organisation	1.1 Describe how to determine stock requirements in the workplace 1.2 Explain <u>two</u> consequences of not maintaining optimum stocks in the workplace 1.3 Identify organisational stores/stock control principles and procedures 1.4 Outline the organisation's procedures for recording, receipt and issue of supplies 1.5 Briefly describe why quality standards need to be maintained in the organisation	
2 Know how to minimise waste in an organisation	2.1 Identify potential waste in the organisation 2.2 Outline the techniques and/or methods for measuring and monitoring waste in the organisation 2.3 Compile a simple action plan to minimise waste in the workplace	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of using materials efficiently as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS:	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the	Institute of Leadership & Management	

unit	
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/01/2008
Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• The importance of maintaining optimum stocks</li> <li>• Methods of determining stock requirements</li> <li>• Stores and stock control principles and procedures</li> <li>• Procedures for recording receipt and issue of supplies and equipment</li> <li>• Maintenance of records for quality standards</li> </ul>
2	<ul style="list-style-type: none"> <li>• Areas of potential waste inefficiency including misuse, extravagance, scrap, rework, shrinkage or others as appropriate</li> <li>• Techniques and methods for measurement and monitoring waste</li> <li>• Simple principles of action planning and evaluation as relevant to minimising waste</li> </ul>

<b>Title:</b>	<b>Managing the effective use of equipment (M3.29)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand the need for effective and efficient use of equipment	1.1 Explain why equipment should be used effectively and efficiently 1.2 Describe how the use of equipment is monitored and controlled in the workplace 1.3 Explain why it is important to have a scheduled maintenance programme for equipment in the workplace 1.4 Compile a simple maintenance programme for equipment in the workplace 1.5 Conduct a simple risk assessment of equipment security in the workplace, and explain how these risks could be reduced	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of managing the use of equipment as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS:	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM and WAMITAB	
Units available from	01/01/2008	

Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Implications of equipment usage – acquisition and operating costs – for the organisation</li> <li>• Awareness of marginal costs, and how these are used within the organisation</li> <li>• Methods of capacity planning</li> <li>• The importance of scheduled maintenance programmes, and how to plan these</li> <li>• Security issues in the workplace</li> <li>• Risk assessments for security issues</li> <li>• Security and care of equipment</li> </ul>

<b>Title:</b>	<b>Understanding the communication process in the workplace (M3.30)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand the communication process and relevant communication media	1.1 Outline the stages in the communication process 1.2 Identify <u>two</u> possible barriers to communication in the workplace and describe how each barrier could be overcome 1.3 Name <u>two</u> different types of communication that could ensure effective communication in the workplace and identify an advantage and a disadvantage of each 1.4 Explain how non-verbal communications can influence the receiver 1.5 Briefly explain how to use feedback to check the effectiveness of communication	
2 Know how to increase information awareness in the workplace	2.1 Explain how they could increase information awareness in own workplace	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of the communication process as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: C2	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• The importance of effective communication at work and the effects of poor communication</li> <li>• The stages in communication: sender – encoding – transmission – decoding – receiver</li> <li>• Possible barriers to communication and methods to overcome them</li> <li>• Ways to ensure effective communication in the workplace</li> <li>• Different types of communication including oral, written, visual, and electronic and their relative advantages and disadvantages</li> <li>• Techniques of face-to-face and indirect communication, and when each is appropriate</li> <li>• How to use feedback to check effectiveness of communication</li> </ul>
2	<ul style="list-style-type: none"> <li>• The five human senses, and how to use them effectively in the workplace</li> <li>• Active listening skills</li> <li>• Focused and wide angle observation for data gathering in the workplace</li> <li>• Perception and its effects on the interpretation of data</li> <li>• Significance of non-verbal communication and body language</li> </ul>

<b>Title:</b>	<b>Influencing others at work (M3.31)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand the value of networking	1.1 Explain the value to the first line manager of networking 1.2 Identify an appropriate network for a first line manager and describe methods to establish and maintain effective professional relationships with the identified network	
2 Know how to influence and negotiate with others to achieve objectives	2.1 Explain the general principles of negotiation 2.2 Explain a relevant technique for influencing others to achieve workplace objectives 2.3 Describe how to reduce resistance and minimise conflict to achieve a win-win situation in the workplace during negotiations	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of influencing others as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: D1	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	

Units available from	01/01/2008
Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Nature, purpose and value of networking</li> <li>• Identification of relevant networks</li> <li>• Effective networking practices and skills</li> <li>• Network and contact creation</li> <li>• Methods to establish and maintain effective professional relationships at various levels</li> </ul>
2	<ul style="list-style-type: none"> <li>• Formal and informal negotiation</li> <li>• Negotiation strategy, tactics and behaviour</li> <li>• Non-verbal communication and social skills</li> <li>• Techniques for influencing others</li> <li>• Value systems and other barriers to acceptance</li> <li>• Conflict and its resolution to achieve a win-win situation</li> <li>• Levels of power and authority, and the impact on negotiation</li> </ul>

<b>Title:</b>	<b>Communicating one-to-one at work (M3.32)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand the impact of non-verbal communication	1.1 Identify a range of non-verbal behaviours which can affect people in the workplace	
2 Understand the importance of one-to-one communication	2.1 Explain the importance of one-to-one communication 2.2 List <u>two</u> methods of direct communication used in the workplace 2.3 Explain the importance of succinct and accurate records of one-to-one oral communication	
3 Know how to conduct interviews in the workplace	3.1 Explain how they could prepare for and plan an interview for a specific situation in own organisation 3.2 Explain how to conduct interviews effectively, lawfully and ethically 3.3 Explain how they would evaluate that the interview had been conducted effectively, lawfully and ethically 3.4 Decide what record keeping is required for the type of interview 3.5 Explain how they would provide feedback to the interviewee where appropriate	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of one-to-one communication as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: C2, D1, D6, D7, F6, F8	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	

Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	9
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Effects of attitudes, perception and cultures on the interpretation of non-verbal messages</li> <li>• Range of non-verbal behaviours which can affect people in the workplace</li> </ul>
2	<ul style="list-style-type: none"> <li>• Aspects of face-to-face communication, including appearance, impact, body language</li> <li>• Consideration of the recipient's needs</li> <li>• A range of direct communication methods relevant to the workplace, such as counselling and disciplinary interviewing</li> <li>• Realisation that choice of communication method is political and cultural</li> <li>• Range of direct communication methods relevant to people outside own area of responsibility, including written, telephone, e-mail and face-to-face discussions</li> <li>• The importance of succinct and accurate records of one-to-one oral communication</li> </ul>
3	<ul style="list-style-type: none"> <li>• Interview types – formal and informal, including selection, exit, grievance, disciplinary, counselling, appraisal, supervision and information gathering/investigation</li> <li>• Appropriate climate for conducting interviews</li> <li>• Structure and format of interviews according to purpose</li> <li>• Legal and ethical considerations in relation to interviewing</li> <li>• Questioning and listening techniques</li> <li>• Impact of non verbal communication</li> <li>• Ways to analyse and interpret information</li> <li>• Recording information and interview outcomes</li> <li>• The importance of feedback</li> </ul>

<b>Title:</b>	<b>Effective meetings for managers (M3.33)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Know how to manage and contribute to a meeting	1.1 Explain the purpose of an agenda 1.2 Describe how to prepare prior to a meeting 1.3 Explain the roles and responsibilities of the chairperson, the secretary and individuals at a meeting 1.4 Explain basic meeting protocol and procedures 1.5 Explain the purposes of minutes and action plans 1.6 Review own effectiveness at meetings
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of meetings as required by a practising or potential first line manager.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS:
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008
Unit guided learning hours		4
<b>Additional Guidance about the Unit</b>		

**Indicative Content:**

1

- The purpose, value and types of meeting
- How to consult with others and prepare to contribute effectively to a meeting
- How to organise a meeting (physical resources, agenda)
- How to make an effective contribution to discussion/decision making during a meeting
- Roles and responsibilities of the chairperson, the secretary and individuals at a meeting
- Purposes of minutes and action plans
- The importance of follow-up procedures after a meeting and how to use action plans to do so
- Review of own effectiveness at meetings
- Supervised practice or simulation to develop the ability to apply knowledge and skills

<b>Title:</b>	<b>Understanding workplace information systems (M3.34)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand the need to maintain information systems	1.1 Explain the purpose of record-keeping for the organisation 1.2 Identify key information to be recorded to meet organisational and legal requirements 1.3 Identify appropriate systems to store and retrieve information 1.4 Explain the need to control data access 1.5 Identify records which are included under relevant legislation (for example the Data Protection Act of 1998)	
2 Understand the use and application of IT applications in an organisation	2.1 Identify different uses or applications of spreadsheets and/or databases in the organisation 2.2 Explain the value of electronic communication methods 2.3 Describe the back-up system for IT applications in the organisation	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of information systems as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS:	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	

Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• The purpose of record-keeping for the organisation including legal requirements</li> <li>• How to identify the essential content of records needed for internal and external use</li> <li>• Storage, indexing and information retrieval systems (manual and IT, as appropriate)</li> <li>• Confidentiality/security of records (level of access, backup, virus protection, legal aspects)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Basics of using spreadsheets</li> <li>• Basics of using databases</li> <li>• Advantages and disadvantages of e-mail, internet and intranet</li> <li>• The method of IT backup within an organisation</li> </ul>

<b>Title:</b>	<b>Marketing for managers (M3.35)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand basic marketing concepts	1.1 Explain the marketing concept and why it is relevant for managers 1.2 Conduct a simple organisational SWOT analysis in the marketing context 1.3 Describe the <u>four</u> elements of the marketing mix and give an example of how each is used within the context of the organisation	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of information systems as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: B6, D3	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	
Units available from	01/01/2008	
Unit guided learning hours	4	
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		

1	<ul style="list-style-type: none"><li>• Simple definition of marketing and its relevance to managers</li><li>• The idea of the Marketing Mix (product, price, place and promotion, and 7P model for services) and its relevance</li><li>• Nature and role of market segmentation</li><li>• Simple organisational SWOT analysis in the marketing context</li><li>• Outline of market planning and its purpose</li><li>• Sales promotion and advertising methods</li><li>• Public and customer relations activities</li></ul>
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<b>Title:</b>	<b>Leading a team effectively (M3.36)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Connect the team with vision and strategy	1.1 Explain the importance of the team having a common sense of purpose that supports the overall vision and strategy of the organisation or project 1.2 Explain the key role that communication plays in establishing a common sense of purpose and assess the effectiveness of own communication skills	
2 Motivate and develop the team	2.1 Explain the importance of the leader being able to motivate teams and individuals and gain their commitment to objectives 2.2 Describe the main motivational factors in a work context and how these may apply to different situations, teams and individuals 2.3 Explain the role that the leader plays in supporting and developing the team and its members and give practical examples of when this will be necessary	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To enable candidates to understand the need for teams to have a sense of vision and purpose that reflects the organisation's, and the role that effective communication, motivation and individual and team development play in enabling this to happen.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: B6	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	

Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	10
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Why organisations or projects need a vision, mission and strategy and what they mean for first line leadership</li> <li>• How to develop team objectives that support overall strategy and vision</li> <li>• The importance of a team having a common sense of purpose that links to vision and strategy</li> <li>• The role that effective communication plays in conveying the overall mission of the organisation or project and how the collective work of the team and it's individual members support this</li> <li>• Effective techniques for communicating vision, goals and objectives in terms of: <ul style="list-style-type: none"> <li>▪ choosing effective times and places to communicate with the team and individuals</li> <li>▪ selecting appropriate communication methods</li> <li>▪ communicating clearly and accurately</li> <li>▪ active listening skills</li> <li>▪ receiving and responding appropriately to feedback</li> </ul> </li> </ul>
2	<ul style="list-style-type: none"> <li>• The critical importance of teams and individuals being motivated and committed to their objectives</li> <li>• Alternative theories of motivation, for example (select as appropriate): <ul style="list-style-type: none"> <li>▪ Maslow's Hierarchy</li> <li>▪ MacGregor's Theory X and Theory Y</li> <li>▪ Herzberg's Two Factor Theory</li> <li>▪ Vroom's Expectancy Theory</li> <li>▪ McClelland's 3-Needs Theory</li> </ul> </li> <li>• Motivational factors that are available to the leader, for example: <ul style="list-style-type: none"> <li>▪ safety and security</li> <li>▪ sense of belonging and common purpose</li> <li>▪ respect</li> <li>▪ empathy</li> <li>▪ recognition of achievement</li> <li>▪ involvement in decision making</li> <li>▪ sense of fulfilment</li> <li>▪ self-development</li> <li>▪ material rewards</li> <li>▪ sanctions</li> </ul> </li> <li>• An appreciation of how these factors can apply to different situations, teams and individuals</li> <li>• How to select and use appropriate motivational factors</li> <li>• Giving feedback on performance</li> <li>• Basic support needs that individuals may have and how to meet these</li> <li>• The importance of continuous development for the team and individual members</li> </ul>

<b>Title:</b>	<b>Developing own leadership capability using action learning (M3.37)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	10	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Plan and review the leadership journey	1.1 Identify own leadership strengths and limitations 1.2 Identify and plan appropriate actions to develop own leadership capacity within realistic time scales, using available sources of help and support
2	Use action learning to develop own leadership capability	2.1 Explain the nature and benefits of action learning, the responsibilities of an individual within an action learning set or group and the role of action learning in own leadership development 2.2 Explain how action learning was used to develop own leadership performance 2.3 Identify, analyse and reflect on improvements in own leadership performance
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To enable candidates to participate actively in an action learning set to help them develop their leadership capability.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: B6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management

Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	36
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Personal strengths and limitations analysis</li> <li>• Importance of a systematic approach to developing effective leadership skills</li> <li>• Setting objectives for leadership development and their application to work and other contexts</li> <li>• Techniques for developing personal leadership capacity</li> <li>• Sources of information, help and support for leadership development, including theorists, tutors, practising/model leaders, colleagues</li> <li>• How to overcome blockages and obstacles to leadership development</li> <li>• Review and monitoring techniques</li> <li>• Gaining feedback from others on own leadership performance</li> </ul>
2	<ul style="list-style-type: none"> <li>• The nature of Action Learning (L=P+Q) as a development medium and the role of the Action Learning Set, the 'Client' and the 'Set Advisor' (refer to Appendix 3)</li> <li>• Learning styles and the impact of own learning style on role and behaviour in AL set</li> <li>• Techniques for researching problems and questioning techniques to explore problems, reflection and hypothesis forming</li> <li>• Sources of 'programmed' learning to development knowledge and skills</li> <li>• The political and emotional aspects of the group process</li> </ul>

# **A P P E N D I X - B**

## **ASSESSMENTS FOR MANDATORY UNITS FOR THE LEVEL 3 DIPLOMA IN LEADERSHIP & MANAGEMENT**

**CHANGE MANAGEMENT REPORT: M3.02; M3.03; M3.04**

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<p>Examine factors that may require your organisation to change, and identify a change required in the workplace that will benefit the organisation. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.</p> <p>You should discuss the choice of topic and an outline of your submission with your line manager and/or your tutor. The choice of topic must allow you to demonstrate achievement of assessment criteria from the units studied. It should not be a very large or complex topic, but it must offer scope for planning change – perhaps it is a change in working methods, customer service or working relationships.</p> <p><b>TASK</b></p> <p>Write a report to your line manager about a change that is needed which could be implemented in the near future. The 'nominal' word count for this assignment is 2000 words: the suggested range is between 1500 and 3000 words.</p>	
<i>Please use the headings shown below when writing up your Assignment</i>	<b>Assessment Criteria</b>
<p><b>Background</b></p> <p>Briefly describe your organisation, what it does, and your role within it</p> <p>Give examples of quality standards from your area of work and briefly explain the importance of quality and continuous improvement for your organisation</p> <p><i>(min 5 marks required from 10 available)</i></p>	<ul style="list-style-type: none"> <li>• Context for report is provided</li> <li>• The organisation's quality standards are identified</li> <li>• The importance of quality awareness and the need to continuously improve the organisation is explained</li> </ul>
<p><b>Identify a change that is required</b></p> <p>Identify factors that may require the organisation to change</p> <p>Based on these factors identify a change required in the workplace and explain the potential benefits of this change to the organisation</p> <p><i>(min 7 marks required from 14 available)</i></p>	<ul style="list-style-type: none"> <li>• Forces that may require change in the organisation are identified by conducting a simple SWOT and/or PESTLE analysis</li> <li>• An example is given of change required in the workplace reflecting the SWOT and/or PESTLE analysis</li> <li>• The benefits of innovation and change for the organisation are explained</li> </ul>
<p><b>Planning and monitoring the change</b></p> <p>State the objectives of the change in order of their priority. At least one must be a SMART objective</p> <p>Prepare an action plan for implementing the change</p> <p>Explain the technique you would use to monitor the achievement of the primary objective</p> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> <li>• SMART objectives are set, listed in order of priority and appropriate time scales set for their achievement</li> <li>• Objectives are planned using an established time management technique</li> <li>• A technique for planning change within the context of the example given is used</li> <li>• The monitoring technique for any objective is explained</li> </ul>

<p><b>Implications of the change</b></p> <p>Explain the possible financial effects of the change on the organisation</p> <p>Explain the possible effects on people in the organisation</p> <p>Identify any potential barriers to change and suggest practical ways of overcoming these</p> <p><i>(min 13 marks required from 26 available)</i></p>	<ul style="list-style-type: none"> <li>• Relevant human and financial factors in the consideration of change are identified</li> <li>• Possible human and financial effects of change upon people, departments and the organisation is explained</li> <li>• Constraining or limiting factors that could hinder the achievement of any one objective are identified</li> <li>• The barriers to change and innovation in the workplace and practical ways of overcoming these are explained</li> </ul>
<p><b>Communicating and implementing the change</b></p> <p>Identify who needs to know about the change, describe how you will communicate with them and explain why it is important to communicate the change to them</p> <p>Explain how you will continually improve once the change has been implemented. Explain how you will involve your team in doing this, and identify which tools or techniques you could use and how you would evaluate these improvement activities.</p> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> <li>• Communication with and involvement of people to facilitate effective change are explained</li> <li>• The importance of communication in successful implementation of change is explained</li> <li>• Ways of involving the team in quality and continuous improvement are explained</li> <li>• A continuous improvement tool or technique relevant to the workplace is used</li> <li>• Ways to evaluate continuous improvement activities are discussed</li> </ul>
<p>By submitting I confirm that this assessment is my own work</p>	

**MARK SHEET: M3.02, M3.03, M3.04: CHANGE MANAGEMENT REPORT**

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
<b>Background</b> <ul style="list-style-type: none"> <li>Context for report is provided</li> <li>The organisation's quality standards are identified</li> <li>The importance of quality awareness and the need to continuously improve the organisation is explained</li> </ul>			/ 10 marks (min 5)	
<b>Identify a change that is required</b> <ul style="list-style-type: none"> <li>Forces that may require change in the organisation are identified by conducting a simple SWOT and/or PESTLE analysis</li> <li>An example is given of change required in the workplace reflecting the SWOT and/or PESTLE analysis</li> <li>The benefits of innovation and change for the organisation are explained</li> </ul>			/ 14 marks (min 7)	
<b>Planning and monitoring the change</b> <ul style="list-style-type: none"> <li>SMART objectives are set, listed in order of priority and appropriate time scales set for their achievement</li> <li>Objectives are planned using an established time management technique</li> <li>A technique for planning change within the context of the example given is used</li> <li>The monitoring technique for any objective is explained</li> </ul>			/ 30 marks (min 15)	
<b>Implications of the change</b> <ul style="list-style-type: none"> <li>Relevant human and financial factors in the consideration of change are identified</li> <li>Possible human and financial effects of change upon people, departments and the organisation is explained</li> <li>Constraining or limiting factors that</li> </ul>				

could hinder the achievement of any one objective are identified				
<ul style="list-style-type: none"> <li>The barriers to change and innovation in the workplace and practical ways of overcoming these are explained</li> </ul>			/ 26 marks (min 13)	
<b>Communicating and implementing the change</b> <ul style="list-style-type: none"> <li>Communication with and involvement of people to facilitate effective change are explained</li> <li>The importance of communication in successful implementation of change is explained</li> <li>Ways of involving the team in quality and continuous improvement are explained</li> <li>A continuous improvement tool or technique relevant to the workplace is used</li> <li>Ways to evaluate continuous improvement activities are discussed</li> </ul>			/ 20 marks (min 10)	
<b>Assessor's decision</b>		<b>Quality assurance use</b>		
<b>Total marks</b>	<b>Outcome</b> <i>(circle as applicable)</i>	<b>Total marks</b>	<b>Outcome</b> <i>(circle as applicable)</i>	
<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	
<b>Section referral if applicable:</b>		<b>Date of IQA check:</b>		
<b>Name of assessor:</b>		<b>Name of IQA:</b>		
<b>Assessor signature and date:</b>		<b>IQA signature:</b>		
<b>ILM EV signature:</b>		<b>Date externally verified (where applicable):</b>		

**REFLECTIVE REVIEW: M3.10 & M3.36**

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<p><b>TASK</b></p> <p>Review how you lead, motivate, support and develop your team to achieve its goals. This task can either written or presented orally.</p> <p><b>Orally.</b> Your presentation must be supported by notes, slides or cue cards. The notes must address the assessment criteria below. The presentation should be at least 10 minutes in duration.</p> <p><b>Written.</b> The 'nominal' word count for this assignment is 1200 words: the suggested range is between 1000 and 2000 words.</p> <p>Check your assignment/supporting notes carefully prior to submission using the assessment criteria</p>	
<i>Please use the headings shown below when writing up your Assignment</i>	<b>Assessment Criteria</b>
<p><b>Organisation and team purpose</b></p> <p>Briefly describe your organisation and your team's role within it, outlining</p> <ul style="list-style-type: none"> <li>its vision and strategy (or the vision and strategy of the project on which you are working),</li> <li>the importance of having such a vision and strategy, and</li> <li>how this has been translated into objectives for your team</li> </ul> <p>Explain how you communicated to team members the team's objectives and how these contributed to fulfilling the goals of the organisation or the project</p> <p>Assess how effective you were in communicating this common sense of purpose to the team, using feedback from team members and other evidence to help identify your strengths and areas for improvement.</p> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> <li>The importance of the team having a common sense of purpose that supports the overall vision and strategy of the organisation or project is explained</li> <li>The key role that communication plays in establishing a common sense of purpose is explained and the effectiveness of own communication skills assessed</li> </ul>
<p><b>Your leadership style</b></p> <p>Identify and very briefly describe a specific situation in which you have needed to show leadership to your team, to complete a task successfully or achieve a particular goal.</p> <p>Using this specific situation:</p> <ul style="list-style-type: none"> <li>Outline how you behaved, in leading the team, and use this behaviour to identify the particular leadership style or styles you used.</li> <li>Explain why you used the particular leadership style(s), considering your own preferences, the particular situation and also the organisation's working practices and culture.</li> <li>Review the leadership style(s) adopted to identify the effectiveness of the style(s) in ensuring that the task was completed or the goals achieved successfully.</li> <li>Review your own effectiveness in using the chosen leadership style(s) and behaviours to identify what you did well and how you should improve your performance.</li> </ul> <p><i>(min 20 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> <li>The factors that will influence their choice of leadership styles or behaviours in workplace situations are identified</li> <li>Why these leadership styles or behaviours are likely to have a positive effect on individual and group behaviour are explained</li> <li>using feedback from others, Own leadership behaviours and potential are assessed in the context of a particular leadership model and own organisation's working practices and culture</li> <li>Appropriate actions to enhance own leadership behaviour in the context of the particular leadership model are described</li> </ul>

<p><b>Motivating, supporting and developing the team</b></p> <p>Using specific examples of actions you have taken, explain what you have done to:</p> <ul style="list-style-type: none"> <li>• motivate the whole team to achieve agreed goals (using a specific theory or model of motivation to help you to explain your actions);</li> <li>• motivate an individual member of the team to achieve agreed goals, (using a specific theory or model of motivation to help you to explain your actions);</li> <li>• support an individual team member, explaining why this was necessary and how effective it was;</li> <li>• develop the whole team, to work effectively together as a team; and</li> <li>• develop an individual team member to enable him or her to perform more effectively.</li> </ul> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> <li>• The importance of the leader being able to motivate teams and individuals and gain their commitment to objectives is explained</li> <li>• The main motivational factors in a work context and how these may apply to different situations, teams and individuals are described</li> <li>• The role that the leader plays in supporting and developing the team and its members is explained and practical examples of when this will be necessary are given</li> </ul>
<p>By submitting I confirm that this assessment is my own work</p>	

**MARK SHEET: M3.10 & M3.36: REFLECTIVE REVIEW**

Centre Number:	Centre Name:
Learner Registration No:	<ol style="list-style-type: none"> <li>1. Learner named below confirms authenticity of submission.</li> <li>2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.</li> </ol> <p>However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></p>

Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
<b>Organisation and team purpose</b> <ul style="list-style-type: none"> <li>• The importance of the team having a common sense of purpose that supports the overall vision and strategy of the organisation or project is explained</li> <li>• The key role that communication plays in establishing a common sense of purpose is explained and the effectiveness of own communication skills assessed</li> </ul>			/ 30 marks (min 15)	
<b>Your leadership style</b> <ul style="list-style-type: none"> <li>• The factors that will influence their choice of leadership styles or behaviours in workplace situations are identified</li> <li>• Why these leadership styles or behaviours are likely to have a positive effect on individual and group behaviour are explained</li> <li>• Own leadership behaviours and potential in the context of a particular leadership model and own organisation's working practices and culture, using feedback from others are assessed</li> <li>• Appropriate actions to enhance own leadership behaviour in the context of the particular leadership model are described</li> </ul>			/ 40 marks (min 20)	
<b>Motivating, supporting and developing the team</b> <ul style="list-style-type: none"> <li>• The importance of the leader being able to motivate teams and individuals and gain their commitment to objectives is explained</li> <li>• The main motivational factors in a work context and how these may apply to different situations, teams and individuals are described</li> </ul>				

<ul style="list-style-type: none"> <li>The role that the leader plays in supporting and developing the team and its members is explained and practical examples of when this will be necessary are given</li> </ul>			/ 30 marks (min 15)	
<b>Assessor's decision</b>		<b>Quality assurance use</b>		
<b>Total marks</b>	<b>Outcome</b> <i>(circle as applicable)</i>	<b>Total marks</b>	<b>Outcome</b> <i>(circle as applicable)</i>	
<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	
<b>Section referral if applicable:</b>		<b>Date of IQA check:</b>		
<b>Name of assessor:</b>		<b>Name of IQA:</b>		
<b>Assessor signature and date:</b>		<b>IQA signature:</b>		
<b>ILM EV signature:</b>		<b>Date externally verified (where applicable):</b>		

**LEADERSHIP ACTION PLAN AND LEARNING LOG: M3.37**

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<b>TASK</b>	
<p>Prepare an action plan to develop your leadership performance and maintain a learning log during your membership of the action learning set.</p> <p>The 'nominal' word count for this assignment is 1200 words: the suggested range is between 1000 and 2000 words.</p> <p>Check your assignment carefully prior to submission using the assessment criteria.</p>	
<i>Please use the headings shown below when writing up your Assignment</i>	<b>Assessment Criteria</b>
<p><b>Leadership action plan</b></p> <p>Using the outcomes from your Reflective Review (or other sources), summarise your strengths and limitations as a leader, set yourself some goals to improve your performance, and identify what you can do to achieve these goals.</p> <p>Explain how you can benefit from being part of an action learning set to help you achieve your goals, outline what an action learning set is, how it operates and why it is particularly useful in developing leadership performance.</p> <p><i>(min 20 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> <li>• Own leadership strengths and limitations are identified</li> <li>• Appropriate actions to develop own leadership capacity are identified and planned within realistic time scales, using available sources of help and support</li> <li>• The nature and benefits of action learning, the responsibilities of an individual within an action learning set or group and the role of action learning in own leadership development are explained</li> </ul>
<p><b>Leadership log</b></p> <p>Over the period in which you are a member of the action learning set you should maintain a record of:</p> <ul style="list-style-type: none"> <li>• those 'problems' that you brought to the set,</li> <li>• the actions that you agreed to take with the rest of the set',</li> <li>• how you put those agreed actions into effect; and</li> <li>• how effective they were in helping you to improve your leadership performance.</li> </ul> <p>At the end of the period during which the action learning set has been planned to operate, review the goals you set for yourself to improve your performance and assess how well they have been achieved and in what ways your performance has improved.</p> <p><i>(min 30 marks required from 60 available)</i></p>	<ul style="list-style-type: none"> <li>• The way that action learning was used to develop own leadership performance is explained</li> <li>• Improvements in own leadership performance are identified, analysed and reflected on</li> </ul>
By submitting I confirm that this assessment is my own work	

**MARK SHEET: M3.37: LEADERSHIP ACTION PLAN AND LEARNING LOG**

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
<b>Leadership action plan</b> <ul style="list-style-type: none"> <li>• Own leadership strengths and limitations are identified</li> <li>• Appropriate actions to develop own leadership capacity are identified and planned within realistic time scales, using available sources of help and support</li> <li>• The nature and benefits of action learning, the responsibilities of an individual within an action learning set or group and the role of action learning in own leadership development are explained</li> </ul>			/ 40 marks (min 20)	
<b>Leadership log</b> <ul style="list-style-type: none"> <li>• The way that action learning was used to develop own leadership performance is explained</li> <li>• Improvements in own leadership performance are identified, analysed and reflected on</li> </ul>			/ 60 marks (min 30)	
<b>Assessor's decision</b>		<b>Quality assurance use</b>		
<b>Total marks</b>	<b>Outcome (circle as applicable)</b>	<b>Total marks</b>	<b>Outcome (circle as applicable)</b>	
<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	
<b>Section referral if applicable:</b>		<b>Date of IQA check:</b>		
<b>Name of assessor:</b>		<b>Name of IQA:</b>		

<b>Assessor signature and date:</b>	<b>IQA signature:</b>
<b>ILM EV signature:</b>	<b>Date externally verified (where applicable):</b>

# **A P P E N D I X - C**

## **ACTION LEARNING IN THEORY AND PRACTICE**

## ACTION LEARNING IN THEORY AND PRACTICE

Action Learning is a technique used primarily in leadership and management development. It was developed by Professor Reg Revans and he himself emphasised that it was a very simple idea – that leaders and managers learn best by working together in a group (called an Action Learning Set) to help each other to find solutions to real work problems by discussion. They go off to attempt to make progress on their problems (by taking action, hence the name) and then meet again to discuss and review the outcomes of their actions. This not intended to be like a committee tackling each problem, but to help each individual to acquire a wider range of skills, understanding and models for action that can then be used and refined when dealing with future problems.

The way Revans expressed his model was through an equation:

$$L=P+Q$$

where:

L = Learning

P = Programmed (or expert-provided) knowledge

Q = Questioning

In other words, we learn best when our learning is driven by the power of inquiry (questioning) supported by access to the knowledge and experience of those who have come before us – accessed through learning resources and expert tutors. Underpinning this approach is the principle that learning should be focussed on finding solutions to real world problems, with the impetus for learning coming from the learner and the development of the learner being as important as finding a solution to the problem.

For the purposes of the ILM's leadership qualifications, the problem to be solved is the need to develop leadership skills, but this problem may present itself in the form of more specific problems to do with the particular weaknesses a candidate has identified as part of the programme or specific problems with people at work for which effective leadership is seen as being necessary (eg motivating people towards achieving the organisation's vision).

Action Learning takes time, usually several months to a year and ideally is supported by the employing organisation. For the purposes of the ILM Leadership qualifications, a minimum period of six months is set, and a maximum of one year, to emphasise the time needed to develop leadership skills and also the need to have a limit to the time devoted to the programme.

To learn more about Action Learning, you should read Reg Revans' own descriptions of the methodology in:

- Revans, R. W (1966) *The Theory of Practice in Management* London: Macdonald
- Revans, R.W. (1980) *Action Learning* London: Blond & Briggs,
- Revans, R.W. (1982) *The Origins and Growth of Action Learning* Bromley: Chartwell Bratt,
- Revans, R. W (1997) *Action Learning: Its Origins And Nature in Action Learning in Practice*, 3rd ed., edited by M.Pedler Brookfield: Gower

## ACTION LEARNING SETS

The Set is the group within which an individual engages with other learners to ask questions and explore solutions to problems. An AL Set should usually consist of between four and six people – the lower figure is an absolute minimum, the upper figure may be stretched to seven or an absolute maximum of eight if this is unavoidable. Outside this range an AL Set will not work effectively and therefore will not meet the requirements for using Action Learning on an ILM Leadership programme.

The first stage in forming a set is to explain its nature and purpose and to help the members get to know each other (ice-breaking activities focussed on individuals and their work roles can help here). Once formed, Sets should be allowed to develop their own working style. However, a few basic rules are important:

- Each individual should be allowed around 30 minutes at each meeting to have their problems addressed by the Set
- The Set is run by its members
- The Set Advisor (Tutor/Trainer) is not part of the Set and has no active role in the running of the Set. The Advisor is a source of Programme Knowledge (information and advice) if requested. (Alan Mumford quotes favourably the comment that ‘. . . the purpose is always for participants to learn. "So you often bite your lip." ’)

One important outcome of all Set meetings is the date of the next meeting, by which time members should have implemented the ideas agreed at the current meeting – this is one reason for an Advisor to intervene, if no meeting is agreed. The only other reasons are to prevent harm or other serious damage as a result of ill-informed decisions, or if there is such serious disagreement that the Set is failing. Simply making a bad or ill-informed decision that would have negative but not threatening outcomes is not a reason. Mistakes are part of learning.

