



ILM Level Five Award in Leadership & Management Candidate Information Pack

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This document details all of the information relating to Stericycle, Thornfields and Institute of Leadership and Management Level 5 Award

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Introduction to SRCL Ltd

Stericycle is a compliance company that specialises in collecting and disposing regulated substances, such as medical waste and sharps, pharmaceuticals, confidential waste, hazardous waste, and providing services for recalled and expired goods. It also provides related education and training services, and patient communication services. The company was founded in 1989 and is headquartered in Lake Forest, Illinois, with many more bases of operation around the world, including toxic waste incinerators in Utah and North Carolina.

SRCL is the UK's leading healthcare waste services provider and holds the accreditation for the delivery of ILM programmes.

Part of Stericycle Inc. which provides healthcare services to over half a million customers worldwide, SRCL has grown significantly in the UK over the past 10 years.

We have continued to grow our business and provide a range of services to a diverse group of customers within the public and private sector.

We have also invested in an extensive network and continually embrace new techniques and technology that makes our operation greener.

Although our origins are in healthcare waste, the SRCL Group now offers much more, such as: patient transport, patient communications, healthcare courier services, compliance tools and training.

Commercial Training

Thornfields is the commercial training arm of the organisation and delivers training and development programmes to external clients, mainly in the Primary Care Sector. Thornfields has been an accredited ILM Centre for over 20 years and has delivered Level 3 and Level 5 Leadership and Management courses for many years. The portfolio has now expanded with the addition of the ILM 5 Certificate to accommodate the changing NHS Landscape.

This division has two full time trainers as well as a team of vastly experienced training associates.

Our Training Solutions

For all our internal and external courses, our aim is to offer a range of blended learning solutions to best suit the individual requirements of our customers or service users. These options may include:

- Coaching and mentoring
- Leadership and development programmes
- Consultancy and Facilitation
- Training Needs Analysis
- On-site training
- Online training and webinars
- Workshops & Seminars

ILM Information

The Institute of Leadership & Management (ILM) is an awarding body which aims to build leadership and management at the individual, team and organisational levels. ILM provides managers in every sector and at every level with the active support they need to advance in management. This support takes a variety of forms, leading to nationally recognised qualifications, ILM Membership and access to learning support packages.

As part of the City & Guilds Group, ILM represents a strategic initiative to support excellence in leadership and management. ILM has a network of 2000 accredited Centres in the UK and internationally which are a combination of private trainers, colleges, universities and companies running in-house training programmes. These Centres are specialists in delivering a range of programmes for existing and aspiring team leaders and managers. Their extensive support network of Regional/National Managers, External Verifiers and staff ensure that accredited Centres, candidates and members receive a high level of on-going help and advice.

Course Information

The Leadership & Management Development Programme for Primary Care is designed for Experienced Managers helping them to develop their leadership skills and to focus on developing their working team within an effective organisation.

The programme covers two modules

- **Understanding the skills principles and practice of effective coaching and mentoring within an organisational context.**
 1. Delegates will be able to show understanding of the practical requirements of coaches and mentors operating with managers and professionals within their organisations.
 2. Successful completion of this unit will prepare managers by giving them an understanding of coaching and mentoring and help them to prepare a report/case to use then to achieve organisation benefits.
 3. The programme will provide them with skills and knowledge required to become an effective coach or mentor including the ability to communicate and give feedback in ethical and non-judgemental ways.
 4. Delegates will learn how to create a contract for coaching or mentoring, to set appropriate expectations and boundaries and to put in place a process that takes into account learning and communication theories and uses good questioning techniques.
 5. The programme will also provide delegates with an opportunity to review and reflect upon their own skills and to develop these in a systematic fashion.
- **Becoming an Effective Leader**
 1. The purpose of this unit is to develop knowledge and understanding of effective leadership as required by a practising or potential middle manager
 2. Delegates will use a range of leadership assessment tools in order to gain feedback on their own leadership ability to use different leadership styles in different situations with different types of people.

3. The course will also include learning on emotional intelligence and how this can enhance leadership and improve performance in others.
4. Time will be spent on learning and underpinning theories including motivational theory, leadership traits and contingency theories. The aim of this is to provide delegates with a range of leadership and motivational tools to use in the work place.
5. As part of the assessment process delegates will review their own ability to set direction and communicate with others. They will also need to reflect upon how they motivate and inspire their team, how they plan and delegate to others in order to motivate and empower; and they will create a personal development plan to improve these skills.

The programme will run over a 5 month period. The programme contains some mandatory elements yet also allows some flexibility for individuals to top up their management skills and expertise. In order to gain the ILM Qualification, delegates must attend the mandatory workshops and complete the 2 work based assignments which are externally assessed by the ILM.

Award - Leadership and Management Level 5

In order to achieve this you must achieve the following criteria and successfully complete the coursework.

- Attend the 5 training workshops
- Attend the induction and make use of the face to face opportunities with the tutor.
- Participate fully in each workshop including discussions, exercises and reflective elements
- Complete any pre and post course reading as directed
- The course tutor will provide feedback on the assignments at a draft stage.
- Formal submission is 4 weeks after the final training day.

Entry Requirements

There are no formal entry requirements but participants will:

- Normally be either practising or aspiring middle managers with the opportunity to meet the assessment demands, and
- Have a background that will enable them to benefit from the programme – which is likely to be level 2 key skills literacy and numeracy or their equivalent
- Candidates with special learning needs or requirements will be full supported to attend and successfully complete the programme in line with the SRCL equality Guidelines.

ILM Membership

All registered candidates automatically become studying members of the ILM for one year, free of charge, and can enjoy a range of member benefits accessible through the ILM website. Studying members are encouraged to upgrade to the appropriate professional grade of membership to enjoy additional benefits which will support their career and personal development.

As a studying member of ILM, you can use the following services as much as you want during your year's membership - completely free:

Edge online

The on-line version of ILM's members' magazine, covering key issues on leadership and management

Resource centre

Full use of our extensive resource library, as well as access to our amazing e-books and e-journals services

Learning zone

A new section dedicated to supporting your learning - whether it's for an ILM qualification or simply to help you catch up with the latest business thinking. Check our reading lists, study guides and skills files.

Team leading skills

Our on-line tool will assess your team leading style, strengths and weaknesses, and benchmark your scores against a database of over 10,000 other managers

Presenting a professional image

Practical advice on everything from appropriate dress to interpreting body language - all designed to maximize your impact in the workplace

Careers advice

How to seek out the best jobs, how to get your CV noticed and how to succeed in interviews

Member events

These evening events combine presentations from experts in leadership and management with a chance to network with fellow ILM members. Events cover a wide range of topics and take place across the country.

Roles And Responsibilities

Learner/Participant

The responsibility of each learner/participant is to provide accurate information during the pre-programme selection process and to inform the course organiser and tutor of any changes to their status that might affect their participation in the programme.

They are expected to attend, take an active part in and complete the programme for which they have enrolled, fulfilling the specified guided learning hours as determined in the programme outline. They are also expected to complete all assigned assessment tasks on time and to a standard commensurate with the level of their programme.

Programme Leader

The role of the Programme Leader is to liaise with the Institute of Leadership and Management and to ensure the quality of service and training delivery. This will include the keeping of all records, assessment documentation and quality assurance information.

Internal Verifier

The role of the Internal verifier is to ensure compliance with assessment and quality procedures. Learners may also approach the Internal Verifier for support around accessibility (e.g., dyslexia, format of materials or resources).

ILM Independent Assessor

Independent Assessors are drawn from suitably qualified and experienced ILM tutors. Their role is to assess the mandatory work-based assignments, reflective reviews and other relevant assessment elements of participants on a programme.

ILM External Verifier

External Verifiers provide support and guidance to centres (and monitor ILM activities and quality within them). They also complete the final part of the assessment process.

Assessment notes for candidates

- Where stated, select topics in your own organisation and/or area of work
- You may wish to discuss your choice of topics with your line manager or tutor prior to writing up your assessment(s)
- Structure your work by using the headings shown in the assessment criteria when writing up your assessments
- An approximate word count is shown for each mandatory assessment. This should be seen as a guide only, to help you achieve a balanced piece of work
- The total marks available for each section and the minimum required to pass is shown in brackets on the assessments
- The overall pass mark is 50 marks, but you also have to achieve the minimum marks in each section
- Study the assessment criteria shown for each unit carefully and check to see that your work “measures up” before you submit
- Whilst you will not be penalised for weak spelling and grammar, you should remember that this may affect the meaning of your document. It is therefore expected that appropriate attention be given to such matters
- Remember that your tutor is there to support and guide you
- All material will be kept confidential and secure as far as is reasonably possible
- Ask your tutor if you are not sure about the submission date
- Ensure that you do your own work and do not plagiarise work from others. If you are not sure what is meant by plagiarism speak to your tutor who will clarify, or may provide you with some notes produced by ILM in the Centre Manual

Assessment Language and Terminology

In order to complete the assignments successfully it is important to understand the assessment criteria and sufficiency descriptors used by ILM as failure to adequately respond to these will result in low marks and failure. The following list of verbs should be read carefully in line with the assessment criteria.

List <i>What exists?</i>	Presentation of specific, required information in a structured format. Essentially a recall of learnt information; although this may be quite complex information, listing does not imply significant cognitive skills.
Identify <i>What are they?</i>	Involves some selection of subject matter from a larger set or context. Requires ability to recognise - the level of cognitive skill required depends on the context. And the degree of variation in the set from which the identified elements are being drawn.
Describe <i>What does it look like?</i>	An account of the principal features of the topic. Involves some element of selection of the more important features. Again context and possible variation is significant, as is the degree of detail required in the description. (Context detail to differentiate between pass and good pass?)
Explain <i>How does it work?</i>	Involves some description of a topic with an account of the practices (or uses of – or characteristics of?) associated with the topic (Examples?) It may also imply some reasons for those practices, depending on context. Again, the level of cognitive skill involved will depend on the complexity of the subject matter.
Compare <i>How does this relate to that?</i>	Used with two or more examples, requires a description of their relative features, effectiveness or outcomes. Context and variation determines the level of cognition involved.
Contrast <i>How good is this compared to that?</i>	Used with two or more examples, makes some assessment of their relative features, effectiveness or outcomes. By definition, this is more demanding than to <u>compare</u> , and the factors which determine the level for compare also apply.
Examine <i>What can you find out about it?</i>	Examine is about exploring a topic in some detail (identifying positive and negative features of the topic) without necessarily drawing conclusions and making judgements. An examination could be used to inform decision making; in itself it will probably not be conclusive. The degree of detail and the context in which the examination takes place will determine level.
Analyse <i>What makes this work the way it does?</i>	To <u>examine</u> something in detail to discover determine the meaning or essential features and draw conclusions. To break something down into components or essential features, to identify possible causation and/or draw conclusions Analysis is not solely confined to data, but will often involve some manipulation of data to identify patterns, etc. The more complex the topic being analysed, the higher the level, but analysis will rarely be a low level activity.

Critically analyse <i>What makes this work the way it does, and why?</i>	Implies careful, exact, in-depth or detailed <u>analysis</u>. Tends to focus more on the components and to comment on their significance, causal relationships or impact on the whole. Requires informed judgement with reference to some conceptual theory, idea, practice or experience so will always be fairly high level of cognitive skill.
Critical	What is meant by 'critical'? To be critical means that you are required to: • ask questions about the ideas and information presented in the text and; • to comment thoughtfully by engaging in a process of evaluating or; • making judgements about the <u>validity or relevance</u> of the text to your research or field of study. Part of the process of being critical is to use the information gathered from questioning to understand the topic from different perspectives and in relation to relevant theoretical frameworks in the field. Furthermore, asking the right questions will help you to make links with previous information, develop a position and arguments to support it.
Evaluate <i>How well does each part of this work, and what needs to be done to make it work better?</i>	An evaluation is a examination of complex issues, requiring higher level cognitive skills, that is more focussed (narrower area, but in more detail) than a <u>review</u>. An evaluation is normally detailed and normally provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element. An evaluation tends to focus on the whole as the sum of its parts. ascertain their usefulness
Detail	Including all the important elements or features – to list fully
Summarise	A brief account giving the main points
Select	Choose in preference to others
Conclude	Decide by reasoning
Review <i>Overall, how well does this work, and what may need to be done about it?</i>	Making a judgement about a topic which relies upon a combination of evidence and some kind of theoretical model(s), construct or practice. A review normally has breadth and could include a comparative element, and tends to focus more on the whole. A review may well lead onto detailed further exploration and/or recommendations for further actions.
Justify <i>Why do it?</i>	Present an argument for a particular action or choice. Will usually imply some form of assessment or analysis, and may be linked with one or other action
Assess <i>Is this to the required standard?</i>	Examining a topic and making a judgement, based on standard criteria. An assessment will judge each element individually. An assessment does not consider any causal factors, but focuses primarily on impact or outcomes

Appraise <i>Does this seem to work to the required standard?</i>	Less detailed but broader and more comprehensive than an assessment Looking at the whole and making judgements about qualitative aspects. Appraisal in its broader sense requires a judgement about the subject, identifying its strengths and weaknesses and/or how well something or someone performs in a particular context, or how well they are likely to do the job. Appraisal is more subjective than an evaluation, although it will refer to appropriate criteria.
Research <i>What can you find out about it?</i>	Identifying and collecting data or information about a subject and presenting it in a codified or structured form. Research does not imply any analysis of the data collected, although that may be implied by the context. Research does not imply any judgement about the data collected, but may well be combined with related verbs (analyse, evaluate) to ensure that these actions take place.
Define	To state precisely the meaning of
Outline	To give the main features or the general idea
Determine	To fix in scope / To conclude after observation or consideration
Establish	Create or set up on a permanent basis/ To prove correct/ show confirm demonstrate ratify certify verify validate substantiate corroborate authenticate
Compare and contrast	When you compare 2 things you ask yourself, "How are these things alike?". When you contrast 2 things you ask yourself, "How are these things different?"
Verify	Confirm by investigation
Reflect	Reflection requires a process of learning . It should describe a situation and also contemplate the effectiveness, achievement or success of a current situation in line with boundaries and external and internal requirements.
Differentiate	Distinguish one thing from another
Rationale	The fundamental reasons on which an action, decision, or belief is based
Collate	To examine and compare carefully in order to note points of disagreement. To assemble in proper numerical or logical sequence.
State	To set out fully or describe the present condition of a system or entity
Specify	To give the particular or definite, precise and exact qualities or aspects of something
Utilise	Make practical or worthwhile use of
Conclude	Decide by reasoning

Plagiarism and Cheating Policy

Plagiarism

Plagiarism is the substantial and unacknowledged incorporation into a learner's work of materials taken from the published or unpublished work of others and the presentation of this as their own work. Published work includes books, articles and materials found on the internet and unpublished work could include course notes or work produced by another person or work copied from someone else.

- Examples of plagiarism could include:
- Extracts from work without proper use of quotation marks or references
- Summarising the work of others without acknowledgement of the sources
- Purchasing essays or downloading them and submitting them as your own work

Preventing Plagiarism

This process will start by a formal identification of the learner whose identity will be verified via their employment status. At the beginning of each course, learners will be given a copy of the Candidate Handbook which includes information on plagiarism and cheating. On each assessment, learners will complete the Submission Cover Sheet which declares the work as their own.

During the marking process, 5% of coursework will be randomly checked through a free on line plagiarism checker.

Cheating

Cheating is an attempt to deceive ILM assessors and Verifiers and includes:

- Centres giving excessive help to learners in preparing a piece of assessment or writing it for them
- Impersonation
- Copying other people's work
- Offering to bribe another learner, tutor or ILM representative
- Tampering with coursework after submission
- Fabricating or falsifying information about learners or their assessments

Process:

The following process will be followed if plagiarism or cheating is detected by SRCL.

- The Head of Centre will inform the ILM Quality and Compliance Manager as soon as a problem is identified
- Records of the investigation will be held on SRCL secure system with restricted access
- An independent person from the training team will be appointed to lead the investigation – this will be a tutor or trainer uninvolved with the suspect programme
- The investigation will include records of meetings with the learners involved, the individual who suspected plagiarism or cheating and other parties who may be able to contribute to the investigation process.
- The learner or learners involved will be informed as soon as plagiarism or cheating is suspected

- At the conclusion of the process, learners will be informed of the outcome and the appeal process

As a centre with Direct Claim Status, the investigation may lead to the sanctioning of a learner or member of centre staff. SRCL centre staff will cooperate in every way with the ILM in the investigation of plagiarism or cheating detected by ILM. Sanctions may include:

- Adjustment of marks
- Re submission of coursework
- Withholding of certification
- Withdrawing membership from ILM and disqualification from the course

Assessment and Verification Procedure

The assessment procedure will reflect the ILM requirements fully. Assessment for the Level 5 Award in Leadership & Management will be:

- Delegates performance during workshops – a summary will be kept of all participation if there are any concerns regarding individuals
- Checking of all pre and post course work – carried out on the workshops
- Completion of the Assignments – marked by the trainer

Marking Procedure

Assignments will be initially marked by the trainer following the ILM guidelines. Written feedback will be provided for each delegate. Internal verification marking will be carried out by an experienced trainer from the full time team. The following sets out the plan and timescales for marking:

- Delegates will be encouraged to plan and complete their (2 assignments based on the ILM Assessment Criteria. Each assignment will be 2000 – 3000 words in length and will demonstrate their ability to use relevant theory and principles in practice) assignments to run throughout the duration of the whole programme. There will be a short planning session at the end of each workshop and delegates will then have the opportunity to email the tutor or their mentor with draft assignments progress at any time before they are required to be submitted.
- Assignments will be researched and written outside of the workshops and time may be negotiated with line managers to support this.
- Within 14 days the assignments will be provisionally checked and discussed with delegates if they are obviously not to the required standard.
- Assignments will be marked within 2 weeks of completion of the programme – the course tutor will be responsible for this
- Second marking will be completed within 3 weeks of this by the Internal Quality Assessor (IQA) As there are a maximum of 15 delegates on each programme, at least 1 assignment will be sampled at random for each candidate
- Results will be notified to the ILM and the delegates within 1 week of this being completed.
- The External Verifier will then request a sample selection of the course work for verification.
- Once this has been completed to Statement of Results will be signed and sent to the ILM for certificates to be produced.

Appeal Procedure

If any delegate is dissatisfied with their assessment marking they will have the right to appeal and a formal procedure will be adopted for this. The marking of all assessment will follow the above procedure. In the case of an appeal a third level will be introduced.

- First marking will be done by the Course Leader
- If delegates are not happy with the outcome they have the right to appeal against the result. This must be done by phone or in writing with 48 hours of them receiving the result. This will provide an informal discussion with the tutor regarding the result. If the delegate is not satisfied they must request a re-marking formally, in writing with 5 working days of receiving their original result.
- The assessment will then be remarked by another experienced trainer within 10 days and the delegate will be notified in writing of the revised assessment result.
- The candidate will be given thorough written information as to the reasons for the marking which can be explained to them verbally if required.
- If the candidate is still not satisfied a third party, not involved with the course delivery, will review the procedure so far and complete a third mark in line with the ILM criteria. This must be formally requested within 5 working days.
- The candidate will be notified of the outcome of this within 1 week. This will be in writing notifying the candidate of their right to appeal to the awarding body – the Institute of Leadership and Management – and the address to which they should send their appeal.

Candidate Information

Thornfields will keep detailed information on all candidates including information required for equal opportunities monitoring and assessment. This information will be kept confidential at all times and subject to access controls via password protection and subject to all terms of our Data Protection Registration entry. This will include the following information:

- Course client and dates of workshops
- Candidate name
- Email and telephone contact
- Date of birth
- Ethnic code
- Disability code
- Gender
- Sponsorship
- Reflective Review Results
- Assignment result
- Other information as required

ASSIGNMENT TASK for Unit - Becoming an effective leader

Centre Number	Centre Name
Learner Registration No	Learner Name
TASK The purpose of this unit is to develop knowledge and understanding of effective leadership as required by a practising or potential middle manager. NOTE An ILM Assessment Task provides an opportunity to relate your learning directly to your current organisation. It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification). 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. NOTE: <i>You should plan to spend approximately 31 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment.</i> The nominal word count for this assignment is 2500 words: The suggested range is between 2000 and 3000 words, however individuals have different writing styles, and there is no penalty if the word-count range is exceeded.	
<i>Please use the headings shown below when writing up your assignment</i>	Assessment Criteria
Understand own ability to fulfil key responsibilities of the leadership role The first part of this task is to evaluate own ability to use two or more leadership styles, in different situations and with different people, in order to fulfil the leadership role, and to use theories of emotional intelligence to review and make judgements on the effect of emotions on own and others' performance	- Evaluate own ability to use a range of leadership styles, in different situations and with different types of people, to fulfil the leadership role (20 marks) - Use theories of emotional intelligence to review the effect of emotions on own and others' performance (20 marks)
Be able to evaluate own ability to lead others The second part of the task requires you to:	- Review own ability to set direction and communicate this to others (20 marks) - Review own ability to motivate, delegate and empower others (20 marks)

• Review own ability to set direction and communicate this to others by using a combination of appropriate evidence and relevant theory in order to form a judgement • Review own ability to motivate and delegate and empower others by using a combination of appropriate evidence and suitable motivational, delegation and empowerment theories in order to form a judgement. You are then required to create a personal development plan, which includes activities, timescales and resources, to improve own ability to lead.	• Produce a personal development plan to improve own ability to lead (20 marks)
By submitting I confirm that this assessment is my own work	

Assignment Task for Unit: Understanding the skills, principles and practice of effective management coaching and mentoring in an organisational context.

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
TASK This assignment requires you to demonstrate your understanding of the context in which effective coaching and mentoring operates including the individual and organisational benefits of coaching and mentoring within the organisation. You should also be able to show your understanding of the practical requirements of coaches and mentors operating with managers and professionals within your organisations. You have been asked to present a report on the business rational of Coaching and Mentoring, within either your organisation or one that you are proposing to work in, to the Senior Management Team. This report will help the SMT to further develop their understanding of the role of Coaching and Mentoring and its benefits to individuals, teams, and the organisation. There are some potential factors which would reduce the chance of success and the SMT has requested you to set out strategies for addressing how these potential factors can be addressed so that a successful programme can be achieved. It is recommended that you include an introduction explaining the organisation (size, structure, and sector) as well as explaining your own role to provide a context to this assignment. If you are not currently working within an organisation, then you may complete this within an organisation you are familiar. This may include working in a volunteer, charitable or supporting capacity. Note: <i>You should plan to spend approximately 20 hours researching your workplace context, preparing for, and writing or presenting the outcomes of this assignment for assessment. The suggested word count for this assignment is between 4000-5500 words not including appendices.</i> <i>Check your assignment carefully prior to submission using the assessment criteria. You should complete all the following tasks in the order listed below. Each of the descriptions and explanations given should be detailed, correct and appropriate to your context.</i>	
<i>The opening section of your report demonstrates your ability to apply knowledge and understanding</i>	Assessment Criteria
As an introduction to the report, briefly outline the situation in which you either work or intend to work, as a Coach or Mentor.	Starting with definitions to base your evidence on for both coaching and mentoring, explain both their similarities and

	differences. You must provide a minimum of two similarities and two differences. • Provide an evaluation of how the organisational context affects coaching or mentoring, include at least three of these for either coaching or mentoring • Present the business rationale for either coaching or mentoring, including at least two benefits to individuals and at least two benefits to organisations. • Make an assessment of how the impact of coaching and mentoring will be measured for both individuals and the organisation. Include at least one example of a measure for individuals and one example of a measure for the organisation. • Looking ahead, identify at least two potential individual barriers and at least two potential organisational barriers to coaching or mentoring and develop strategies to overcome or minimise each of these potential barriers.
In the second section of your report, create a “fit for purpose” training proposal that will support individuals in their development as an effective coach or mentor. This proposal may be based on the theoretical aspects required for aspiring coaches or mentors.	• Review the required knowledge and skills and behaviours for future course content, in order for each individual to become an effective coach or mentor. Provide one referenced example for each of knowledge and skills and behaviours to support the review. • Communication skills are an essential part of the coaching and mentoring role, in order for the coach or mentor to be effective, conduct an analysis of the required communication skills, including at least four skills. • The report should include a review of the responsibilities of the coach or mentor to manage effective relationships in order to inform the job and role description of the coach or mentor. The report should also include how the coach or mentor remains ethical and non-judgemental.

	• Select and review a coaching or mentoring model that can be followed within an organisational context. • Provide a justification for reflective practice and individual and peer and group supervision as part of the ongoing professional development requirements of the coaches or mentors to ensure competent practice.
In order to provide a pool of established coaches and mentors within the organisation, prepare the necessary guidance and documentation that will be used as part of the contracting process and ensure a consistent approach across the organisation.	• Analyse the reasons for and the characteristics of an effective contracting process. Reference must be made to a membership body's code of practice to inform the analysis. • Provide an explanation of how to manage the coaching or mentoring process and include the main stages of the process from initial contracting to final evaluation.
By submitting I confirm that this assignment is my own work	

Submission Cover Sheet

This cover sheet must preface every assessment submission- for both assessments being carried out by the centre or through the ILM Assessment service. It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner. Hence any submission not carrying this cover sheet will not be verified.

Centre name	
Centre number	
Learner name	
Learner registration number	
Unit(s) covered in this submission	
Date submitted	
Statement of confirmation of authenticity By the act of making this submission, the learner declares that this is the work of the learner named above. The work has not, in whole or in part, been knowingly presented elsewhere for assessment, or where assessment has been built on a previous assessment, this has been identified. Where materials have been used from other sources it has been properly acknowledged. If this statement is untrue, the learner acknowledges that an assessment offence has been committed. Attention is drawn to the plagiarism and cheating policies of both the centre and of ILM. Plagiarism can result in a learner being withdrawn from a qualification.	
Permission for ILM to use this script ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, both the centre and the learner agree that ILM may use this script on condition that identifying information is removed. However, if you are unwilling to allow ILM use this script, please refuse by ticking the box: ☐	

Course Agendas

Becoming an Effective Leader Day 1

Objectives

The aim of this course is to enable experienced managers to develop their team within an effective organisation. Day one will focus on understanding the role of the leader and leadership theories and principles including emotional intelligence.

Welcome, introduction and objectives

ILM Induction

Understanding the key responsibilities of a leader and the main differences between leadership and management

Break

Examine a range of leadership theories and leadership styles including:

- Traits
- Behavioural
- Situational
- Servant leadership
- Explore how to evaluate the effectiveness of different leadership styles in the context of an individual's role
- Explore leadership in different situations and how to appropriately flex ones leadership style with different types of people

Lunch

Examine theories of emotional intelligence and the importance of this in leadership

Reflect upon the impact of emotions on the leaders own performance and those they lead

Explore ways of raising levels of emotional intelligence

Break

Leadership skills self-assessment and reflection

Explore leadership strengths and weaknesses

Identify opportunities to develop as a leader

Development of a personal action plan

ILM assignment preparation

Close

Becoming an Effective Leader

Day 2

Objectives	The aim of this course is to enable experienced managers to develop their team within an effective organisation. Day two will focus on using the skills of a leader to improve organisational performance through creating a vision and aligning staff to this. The workshop will also focus on understanding motivational theories and how to use them effectively in leading and improving the team
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Welcome and objectives

Review of day 1

Review of leadership self-assessment and exploration of learning / development needs highlighted by the self-assessment

Overview of the key skills of a leader:

- Creating a vision
- Communicating and influencing
- Reward and motivating
- Delegating and empowering others
-

Break

Developing vision and goals

Effective communication

Examine the importance of leadership in delegating and empowering others

Lunch

Exploring motivational theories including:

- Maslow's hierarchy
- MacGregor's Theory X and Theory Y
- Herzberg's two factor Theory

Examining the motivational forces that are available to the leader

Explore how to select the most appropriate motivational forces in any situation

Break

Review of leadership skills and personal development planning

ILM Assignment preparation

Close

Understanding the Skills, Principles and Practice of Effective Management, Coaching and Mentoring within an organisational Context

Days 3-5

Objectives

The aim of this module is to provide learners with an understanding of the skills, principles and practice required for effective coaching or mentoring within an organisational context.

Welcome, introductions and objectives

Overview of ILM assignment

By the end of this **three-day** module learners will be able to:

- Define what coaching and mentoring is within an organisational context, explaining the similarities and differences between coaching and mentoring
- Evaluate how the organisational context affects coaching or mentoring
- Present the business rationale for using coaching or mentoring to benefit individuals and organisations
- Assess how the impact of coaching or mentoring can be measured for individuals and organisations
- Identify potential barriers to coaching or mentoring and develop appropriate strategies to minimise these barriers
- Review the knowledge, skills and behaviours required to be an effective coach or mentor
- Analyse the communication skills required by an effective coach or mentor
- Review the responsibilities of the coach or mentor to manage relationships effectively
- Review an effective coaching or mentoring model which can be followed within an organisational context
- Justify the importance of reflective practice and supervision for an effective coach or mentor
- Analyse the reasons for and the characteristics of effective contracting in coaching or mentoring
- Explain how to manage the coaching or mentoring process within an organisational context