**ASSIGNMENT TASK for Unit - Becoming an effective leader**

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| **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:**  *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.*  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. | | |
| *Please use the headings shown below when writing up your assignment* | | **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 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. | | * Review own ability to set direction and communicate this to others (20 marks) * Review own ability to motivate, delegate and empower others (20 marks) * Produce a personal development plan to improve own ability to lead (20 marks) |
| By submitting I confirm that this assessment is my own work | | |

**MARK SHEET –Becoming an effective leader**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | |
| **Learning Outcome / Section 1:** Understand own ability to fulfil key responsibilities of the leadership role | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | |
| AC 1.1  Evaluate own ability to use a range of leadership styles, in different situations and with different types of people, to fulfil the leadership role | **Referral [*5/20*]** | | **Pass [*10/20*]** | | **Good Pass [*15/20*]** | | |  | |
| * No evaluation is made of own ability to use a range of leadership styles, in different situations and with different people, to fulfil the leadership role, or the evaluation is incorrect or inappropriate * An evaluation is made of own ability to use two or more leadership styles, but only in different situations ***or*** only with different people, but not both | | * A correct and appropriate evaluation based on subjective or limited evidence is made of own ability to use two or more leadership styles, in different situations and with different people, in order to fulfil the leadership role | | * A correct and appropriate evaluation based on detailed and objective evidence is made of own ability to use two or more leadership styles in different situations and with different people, in order to fulfil the leadership role | | |
| **/ 20**  (min. of 10) | Pass or Referral |

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| AC 1.2  Use theories of emotional intelligence to review the effect of emotions on own and others’ performance | **Referral [*5/20*]** | **Pass [*10/20*]** | | **Good Pass [*15/20*]** |  | |
| * The effect of emotions on own and others’ performance is not reviewed * The effect of emotions on own and others’ performance is reviewed, but not by the use of two or more theories of emotional intelligence * The effect of emotions on only own or only others’ performance is reviewed by the use of two or more appropriate theories of emotional intelligence | * The effect of emotions on own and others’ performance is reviewed and brief judgements are made using two or more appropriate theories of emotional intelligence | | * The effect of emotions on own and others’ performance is reviewed and detailed judgements are made using two or more appropriate theories of emotional intelligence |
| **/ 20**  (min. of 10) | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | |

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| **Learning Outcome / Section 2:** Be able to evaluate own ability to lead others | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | |
| AC 2.1  Review own ability to set direction and communicate this to others | **Referral [*5/20*]** | **Pass [*10/20*]** | **Good Pass [*15/20*]** |  | |
| * Own ability to set direction and communicate this to others is not reviewed using appropriate evidence and suitable theory, or is merely described | * Own ability to set direction and communicate this to others is reviewed using a combination of appropriate evidence and relevant theory to form a limited judgement | * Own ability to set direction and communicate this to others is reviewed using a combination of appropriate evidence and relevant theory to form a well-reasoned judgement |
| **/ 20**  (min. of 10) | Pass or Referral |

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| AC 2.2  Review own ability to motivate, delegate and empower others | **Referral [*5/20*]** | **Pass [*10/20*]** | | **Good Pass [*15/20*]** | |  | | |
| * Own ability to motivate, delegate and empower others is not reviewed using appropriate evidence and suitable theory, or is merely described * Own ability to motivate ***or*** delegate ***or*** empower others is reviewed using appropriate evidence and suitable theory, but not all three | * Own ability to motivate and delegate and empower others is reviewed using appropriate evidence and suitable motivational, delegation and empowerment theories. The review may be limited although a brief judgement will have been formed | | * Own ability to motivate and delegate and empower others is reviewed using appropriate evidence and suitable motivational, delegation and empowerment theories. The review will be thorough and lead to a detailed judgements being made related to each topic. | |
| **/ 20**  (min. of 10) | | Pass or Referral |
| AC 2.3  Produce a personal development plan to improve own ability to lead. | **Referral [*5/20*]** | **Pass [*10/20*]** | | **Good Pass [*15/20*]** | |  | | |
| * A personal development plan to improve own ability to lead is not created, or is incorrect or inappropriate * A personal development plan is created and but which does not include improvements in own ability to lead | * A personal development plan which includes activities, timescales and resources is created to improve own ability to lead | | * A personal development plan which includes activities, timescales resources, support and costs is created and to improve own ability to lead | |
| **/ 20**  (min. of 10) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | |
|  | | | | | **/ 100** | | **TOTAL MARKS** | |

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| **Assessor’s Decision** | | **Quality Assurance Use** | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of Assessor:**  **Date of QA Check:** | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of QA:**  **Date of QA check:** |