

Guidance for development of a Learner Journey

Level 7 Senior Leader Apprenticeship (ST0480/AP03) & Alignment to ILM Level 7 Diploma in Leadership & Management (8617)

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Guidance for a learner journey

This learner journey signposts where the evidence **could** be produced to meet the Standard, but this is entirely dependent on the delivery and assessment methods carried out on-programme, which is the responsibility of the Provider and the Employer. This guidance highlights the **Knowledge** evidence against the Apprenticeship Standards and includes reference to the **Skills** and **Behaviours**, which the employer needs to be confident will be fully evidenced during the End Point Assessment process. Refer to the published Assessment Plan (ST0480/AP03) to ensure delivery of the most up to date version.













The columns entitled **learner activities** show the guided learner activities that could support achievement of the Senior Leader Apprenticeship learning outcomes as detailed throughout. **Resources** signpost useful reading, links or reference materials for the topic areas identified by the Standard and are a guide only.

Remember to set the context of the apprentice's workplace in the evidence enabling the Independent End-Point Assessor to clearly identify the apprentice's knowledge, skills, and behaviours:

- When and where was the evidence produced?
- Who was involved, and what did the apprentice do?
- How did the apprentice approach the situation?
- Why was the apprentice's approach appropriate?

Key

Throughout this document icons provide reminders about the activities to be completed by the Tutor/Coach and/or the Apprentice:

											
Professional Discussion	Work products	Observation of Skills & Behaviours	Witness Interview/Statement	Written Knowledge	Individual Learning Plan	20% Off the Job	CPD Log	Add this to the Portfolio	360° Feedback	Performance Reviews	Reflection

Sign-up & Induction


The programme covers:

- Training to develop the knowledge, skills, and behaviours (KSBs) of the occupational standard
- Compiling a Portfolio of Evidence

Duration is typically 24 months.

Training towards Level 2 English and Level 2 Maths may also be required.

Employer, provider, and apprentice hold a discussion around the order of the modules to meet the 12 occupational duties. This is based upon a skills gap analysis, employer specifications, company requirements for future business direction, and the apprentice’s aspirations. This can be recorded and/or documented as a start point for the regular review meetings.

Teaching, Learning, Coaching & Assessment	Learner activities to be completed & reflection (cross matching employer training to off the job training)
<ul style="list-style-type: none"> • Reflection on personal performance, achievable ongoing goals - checks made and agreed to commence at next visit • End Point Assessment - Commence EPA readiness at the start of the program utilising the full range of resources available – suggested resources are listed for each Module <p>Coach/ Assessor</p> <ul style="list-style-type: none"> • Provide an overview of the Senior Leader Standard: Typically 24 months, Digital Credentials on successful completion, no mandated qualification but aligned with ILM Level 7 Diploma in Leadership & Management, successful completion of the apprenticeship can be used towards Fellowship of The Institute of Leadership and Management • Agree any additional qualifications to be included in the Individual Learning Plan (ILP). Must have achieved maths & English Level 2 • Compile Portfolio of Evidence containing 18 discrete pieces (bundles) - this is not directly assessed but underpins the Professional Discussion. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested • Evidence must be clearly mapped; can be a range of evidence (Audio/Video extracts must be a maximum of 5 minutes each) 	<ul style="list-style-type: none"> • Complete professional discussion around pre-course requirements • Commence completion of self-awareness and gather evidence of professional development both formal and informal • Apprentice to organise 360° feedback from Board/Senior management team, peers, direct reports • Start CPD/reflective journal /video /audio-reflection/ diary • Start to prepare and gather evidence for portfolio – this is not assessed; underpins the Professional Discussion <div style="text-align: center;">  </div> <p>Self -check</p>

- Confirm all details in provider's Enrolment Pack are complete and sign an Apprenticeship Commitment Statement
- Set up review meetings, discuss and sign appeals procedure, plagiarism, 360° feedback, the benefits in terms of EPA
- Conduct professional discussion around strategic leaders own learning style, opportunities for psychometric testing and work-based coach/mentor
- ILM must sign-off the strategic business proposal title and scope at Gateway to confirm its suitability **prior** to the work commencing
- Provider cannot support the apprentice post-Gateway
- EPA period – Typically 5 months



Self-check

Resources

- Skills Gap Analysis e.g. psychometric tests, skills scans
- Level 7 Senior Leader Apprenticeship Standard & Assessment Plan

Off the job training resources:

- Studying Membership of Institute of Leadership & Management
- ILM Learning Resources
- Level 7 Senior Leader EPA Apprentice Pack

Institute of Leadership & Management: www.institutelm.com

Thought Leadership Research, Leadership Webinars, Leadership News, Briefs and weekly podcast, Leadership scorecards, Edge Magazine

Quarterly Review Meetings

Formal quarterly reviews should take place in order to meet funding requirements. They provide an opportunity to ensure that the apprentice is meeting the Duties set out in the Apprenticeship Standard. The provider and employer must ensure they follow the current process set by IfATE.

Teaching, Learning, Coaching & Assessment	Learner activities to be completed & reflection
<p>The apprentice will need to know:</p> <ul style="list-style-type: none"> • How to self-reflect considering personal, interpersonal, and professional competencies with consideration to personal values, mindset and behaviours and the impact of their strategic leadership in the short, medium, and long term • A variety of methods of collecting feedback on own behaviour, coaching/mentoring tools, psychometric tools, management tools, unconscious bias tests and self-reflection. Coach/Mentor led activities • Apprentice to gather work product evidence around setting strategic direction in partnership with the Board • It is recommended that written assignment covering knowledge and work product for skills and behaviours of the Standard are included in a 'Bundle' to ensure evidence limits are met <p>Coach/Assessor</p> <ul style="list-style-type: none"> • If remote or blended delivery - 2 Week telephone/video coaching call between each visit or 2 monthly remote reviews – Assessor/Coach to be sent the draft work by e-mail, who then provides feedback on progress to date. Telephone Coaching Record to be completed. These are optional but should be agreed with both employer and apprentice. This would ensure best use of the time spent to progress and achieve module completion. • Conduct a professional discussion with the apprentice around their development gaps. Provide feedback and necessary coaching with regards to apprentice on subject knowledge and skills • Conduct planned professional discussions around gathered performance evidence, question the apprentice around behaviours and skills: What they did? How they approached the situation? Why the approach was appropriate, or not? • Periodically hold discussions in the reviews around the apprentice's personal and professional development plan, how the areas identified are being addressed • Hold planned discussion around the use of credible witness statements 	<ul style="list-style-type: none"> • Re-cap at the beginning of every session <p>Undertake work-based activities:</p> <ul style="list-style-type: none"> • Complete skills gap, self-awareness review • View learning resources on personal and professional CPD, self-reflection- own strategic leader capabilities (Unit 700 AC1.2, 3.3) • Gather evidence of professional development planning or the creation of one. This must have long, medium, and short-term objectives • Gather evidence of attendance at networking events • Collection of 360° witness feedback on the strategic leadership behaviours naturally occurring in the workplace. This can be linked to an ongoing professional development plan (Unit 700 AC3.3) • Gather product evidence of how and when the apprentice has set strategic direction in partnership with the board, including how they have encouraged employee buy-in to the organisation's vision • Gather witness testimonies around effective or, ineffective planning of initiatives and prioritisation techniques over a period of time, demonstrating strategic leadership development (Unit 700 AC3.3) <p>** To be reflected upon Pre-Gateway:</p> <ul style="list-style-type: none"> • Prepare for a discussion around strategic leadership style, the impact this has had on others and the organisation, considering what the apprentice has learnt during the apprenticeship. When preparing provide examples of the changes

- **A professional discussion is not mandatory but if carried out this should be of short duration and video evidence should last no longer than 5 Minutes
- Observations may support validation of skills utilised in the role of strategic leader
- Witness statements for naturally occurring evidence could support the evidence of application of the skills and behaviours required of a strategic leader
- ILM has produced Top Tips and guidance for professional discussions. Utilising a Professional Discussion agenda form would support the audit for quality assurance purposes



Self-check

made and how effective these were (**Unit 700 AC3.2**)

- 360° feedback collected can also be linked back to this unit demonstrating impact of development (**Unit 700 AC3.2**)



Self-check

Resources

Books:

Cooperrider, D. L. (1986). Appreciative inquiry: Toward a methodology for understanding and enhancing organizational innovation. Cleveland, OH: Case Western Reserve University

Dweck C. 2016. Mindset. The New Psychology of Success. New York NY. Ballantine Books.

Gardner H. 1999. Intelligence Reframed; Multiple intelligences for the 21st century New York; Basic Books

Online: <http://www.cipd.co.uk>

Institute of Leadership & Management: www.institutelm.com

Thought Leadership Research, Leadership Webinars, Leadership News, Briefs and weekly podcast, Leadership scorecards, Edge Magazine

Off the job training resources - daily access

- Studying Membership of Institute of Leadership & Management
- ILM Learning Resources
- Level 7 Senior Leader EPA Pack

Module 1 Organisational Values

Maps to K2 K6 K13 K19 K20 S1 S7 S8 S10 S21

Aligns with units 700, 701 & 702 of ILM Level 7 Diploma in Leadership & Management

Teaching, Learning, Coaching & Assessment	Learner activities to be completed & reflection
<p>The apprentice will need to know how to:</p> <ul style="list-style-type: none"> • Interpret ethics and value-based leadership principles in order to challenge strategies, operations, and financial assumptions, and define their responsibility for resource allocation • Oversee development and monitoring of financial strategies based on KPIs that maintain sustainability and business continuity/risk management (K6, S7, S10) • Take account of the external social and political environment and the diverse needs of internal and external stakeholders (K13, K20, S21) • Implement a high-performance strategy, focussing on growth and improving efficiency, synthesising outcomes from modelling and horizon scanning (K2, S1) • Apply the approaches and principles to developing a corporate social responsibility programme and justifies how they apply these principles to ensure the organisation's compliance to governance and regulations (K19, S8) <p>Coach/Assessor:</p> <ul style="list-style-type: none"> • Provide the apprentice with support to hone their communication strategy skills, justifying the approaches taken to shape and manage it • Review all evidence presented • Complete a witness testimony/interview (video/mp3) observing when the apprentice communicated organisational information and show how they have acted on analysis and feedback to make recommendations for continuous improvement to the overall organisational strategy • Apprentice to gather work products for this and their portfolio. Work products can be used to support knowledge and show competence for skills elements, when annotated appropriately • Assessed at EPA in Professional Discussion – underpinned by portfolio <div data-bbox="208 1283 400 1347" style="text-align: center;"> </div> <p>Self-check</p>	<ul style="list-style-type: none"> • Re-cap at the beginning of every session <p>Undertake work-based activities:</p> <ul style="list-style-type: none"> • Complete individual research and collate information on value-based leadership and strategies (Unit 700 AC1) • Evidence financial modelling and assumptions and define responsibility for resource allocation in line with own role. (Unit 701 AC1,2,3) Also links to strategic business proposal • Produce a video/audio recording or support with Witness Testimony of when the apprentice has communicated the vision, demonstrating how they have used influencing and negotiation strategies to collaborate with a diverse range of stakeholders • Gather evidence of the apprentice building their organisational brand and reputation. This evidence must show the agreement to develop strategic initiatives, goals and activities with target dates and that agreement was gained from the board • Gather evidence of application of the principles the apprentice used to develop a corporate social responsibility (CPR) strategy and how they ensured organisational compliance to governance and regulation, reflecting on the mechanism(s) for strengthening their organisational approach and strategy. Links to strategic business proposal • Evidence and demonstrate how the apprentice has implemented a high-performance strategy and culture, focussing on growth and improving efficiency, evidencing the synthesis of outcomes

from modelling and horizon scanning undertaken
(Unit 702 AC1,2,3)

- Gather evidence through professional discussion and testimony how the apprentice has evaluated the effectiveness of the communication strategy, explaining how they acted on analysis and feedback to make recommendations for continuous improvement to the overall strategy
(Unit 700 AC1,2,3)
- Evidence how they have overseen development and monitoring of financial budgets



Self-check

Resources

Academic:

- E journals - EBSCO
- Business Magazines
- Company & Industry Reports

Institute of Leadership & Management: www.institutelm.com

Thought Leadership Research, Leadership Webinars, Leadership News, Briefs and weekly podcast, Leadership scorecards, Edge Magazine

Journals:

- Leadership Quarterly
- Professional Manager

Books:

Ambrosini, V., Jenkins, M. and Mowbray, N. (2015). *Advanced Strategic Management: A multi- perspective approach*. Palgrave McMillan Higher Education

Armstrong, P. (2017). *Disruptive technologies: Understand, Evaluate, Respond*. Kogan Page.

Blackburn, W.R. (2016). *The Sustainability Handbook: The Complete Management Guide to Achieving Social, Economic and Environmental Responsibility*. Abingdon, Oxon: Routledge

Grant, R. (2016). *Contemporary Strategy Analysis*. John Wiley & Sons.



Sammons, P. (2017). *Contract Management: Core Business Competence*. London: Kogan Page.

Tricker, B. (2015). *Corporate Governance: Principles, Policies, and Practices* 3rd ed. Oxford: Oxford University Press.

Module 2 Finance, Workforce, Planning & Procurement

Maps to K11 S9 S12 S14 B4

Aligns with units 700, 701 & 702 of ILM Level 7 Diploma in Leadership & Management

Teaching, Learning, Coaching & Assessment	Learner activities to be completed & reflection
<p>The apprentice will need to know how to:</p> <ul style="list-style-type: none"> • Conduct workforce planning activities to develop a strategy that creates a diverse, inclusive, resilient, and valued workforce that optimises their skills to the benefit of the organisation (K11, S9, S14, B4) • Justify their approach to overseeing procurement, supply chain management and contracting (S12) • Apprentice to gather work product as evidence for this module. Work products can then be used to support knowledge and show competence for skills elements, when annotated appropriately, supported by witness testimony <p>Coach/Assessor:</p> <ul style="list-style-type: none"> • Engage the apprentice to discuss the relevant skills they used • Set dates supporting the apprentice in completion of their evidence • Assessed at EPA in Professional Discussion – underpinned by portfolio <p>  </p> <p>Self-check</p>	<ul style="list-style-type: none"> • Re-cap at the beginning of every session <p>Undertake work-based activities:</p> <ul style="list-style-type: none"> • Undertake and complete research to collect the information used for strategic workforce planning activities, providing evidence (Unit 700, AC1.3, 2.2) • Create a recording of them providing their peers/team with details regarding objective setting and delegation of work to enable empowerment. This will form the basis for a discussion around procurement, supply chain management and contracting • Collect evidence of communication with departments and teams to encourage optimisation of skills in the workforce (Unit 701 AC1.1, 1.2, 3.1, 3.3) • Gather evidence showing an effective approach to overseeing procurement, supply chain management and contracting including problems encountered and how these were resolved (Unit 702 AC1.1) <p>  </p> <p>Self-check</p>

Resources

Academic:

- E journals – EBSCO Business Magazines
- Company & Industry Reports

Institute of Leadership & Management: www.institutelm.com

Thought Leadership Research, Leadership Webinars, Leadership News, Briefs and weekly podcast, Leadership scorecards, Edge Magazine

Journals:

- Leadership Quarterly
- Professional Manager

Online: www.finance-ni.gov.uk/articles/definition-best-value-money

Books:

Chopra, S. (2019). *Supply Chain Management: Strategy, Planning and Operation*. 7th ed. Harlow: Pearson Education.

Harrison, W.T., Horngren, C.T., Thomas, C.W., Tietz, W.M. and Suwardy, T. (2018). *Financial Accounting: International Financial Reporting Standards*. Global Edition, Pearson.

Johnsen, T.E., Howard, M. and Miemczyk, J. (2019). *Purchasing and Supply Chain Management*. 2nd ed. Abingdon: Routledge.

Kirton, G. and Greene, A-M. (2016). *The Dynamics of Managing Diversity. A Critical Approach*. 4th ed. Abingdon, Oxon: Routledge.

Sammons, P. (2017). *Contract Management: Core Business Competence*. London: Kogan Page

Module 3 Driving Change & Risk Management

Maps to K1 K4 K7 K17 S4.1 S5 S6 B1

Aligns with unit 701 (AC1, 2 & 3) of ILM Level 7 Diploma in Leadership & Management

Teaching, Learning, Coaching & Assessment	Learner activities to be completed & reflection
<p>The apprentice will need to know how to:</p> <ul style="list-style-type: none"> • Shape their organisation's mission, culture, and values by championing projects as an ambassador that transform services across the organisation (K1, S6) • Justify how they have worked collaboratively in driving change and implementing new ways of working to improve the sustainability of the organisation and how they have established a creative and innovative environment (K4, S4.1, B1) • Critically analyse approaches to decision making and the use of big data when developing competitive strategies to implement and manage change (K7) • Justify the risk management techniques they have used to lead and respond to a crisis situation (K17, S5) • Drive transformative change with tangible benefits for the organisation • Analyse and evaluate a crisis situation that they have managed explaining and justifying changes to policy and procedure that they recommended as a result of the experience • Apprentice to produce reports and to gather work product's as evidence. Work products can then be used to support knowledge and show competence for skills elements, when annotated appropriately <p>Coach/Assessor</p> <ul style="list-style-type: none"> • Hold a professional discussion around apprentice's organisation's mission, culture, and values. Examples of the decisions made whilst championing projects to transform services across the organisation • Witness statement or testimony, regarding how the apprentice has both driven and managed strategic change and how they justified changes to policy and procedures that they recommended with benefits for the organisation • Apprentices are responsible for selecting a crisis situation they have managed that will enable assessment criteria to be achieved • Assessed at EPA in Professional Discussion – underpinned by portfolio 	<ul style="list-style-type: none"> • Re-cap at the beginning of every session <p>Undertake work-based activities:</p> <ul style="list-style-type: none"> • Complete individual research • Trial approaches – work practice to gather evidence of big data that is commonly used to aid strategic decision making (Unit 701 AC1) • Showcase the organisations mission, culture, and values • Gather a witness statement that authenticates and demonstrates the apprentice has used critical thinking and analysis before making a decision to develop competitive strategies and implement change (Unit 701 AC1 & AC2) • Consider the skills used to show how the apprentice has established a creative and innovative environment • Gain feedback from others on the effectiveness of this and how the apprentice has driven transformational change with benefit for the organisation (Unit 701 AC3) • Write a summary report including the evaluation of a crisis situation that was managed, including justifying the risk management techniques used, and the changes to policy and procedure the apprentice recommended as a result of the experience (Unit 701 AC3) <div data-bbox="1339 1315 1912 1382" style="text-align: center;"> </div> <p>Self-check</p>



Self-check

Resources

Academic:

- E journals – EBSCO, Business Magazines
- Company & Industry Reports

Institute of Leadership & Management: www.institutelm.com

Thought Leadership Research, Leadership Webinars, Leadership News, Briefs and weekly podcast, Leadership scorecards, Edge Magazine

Journals:

- Leadership Quarterly
- Professional Manager

Books:

Baxter, K. (2010). *Fast Track to Success: Risk Management*. Prentice Hall.

Burnes, B. (2017). *Managing Change*. 7th ed. Harlow, Pearson

Chandler, D. (2016). *Strategic Corporate Social Responsibility: Sustainable Value Creation*. 4th ed. Thousand Oaks, CA: SAGE Publications.

Leleux, B., and van de Kaaij, J. (2018). *Winning Sustainability Strategies: Finding Purpose, Driving Innovation and Executing Change*. 2019 ed. Basingstoke: Palgrave Macmillan.

Manners-Bell, J. (2017). *Supply Chain Ethics: Using CSR and Sustainability to Create Competitive Advantage*. London: Kogan Page

McQuaid, R. (2010). Theory of Organizational Partnerships: partnership advantages, disadvantages, and success factors. In: S. P. Osborn (ed.). *The New Public Governance? Emerging Perspectives on the Theory and Practice of Public Governance*, London: Routledge, pp. 127-148.

Stanford, N. (2018). *Organization design (The practitioner's guide)*. Abingdon, Oxon.: Routledge.

Risk Management Standards:

ISO 31000:2018 provides guidelines on managing risk faced by organisations. The application of these guidelines can be customised to any organisation and its context

Module 4 Team Working & Development

Maps to K10 K18 S4.2 S15 S16 S17 S18 B2 B5

Aligns with units 700 & 702 of ILM Level 7 Diploma in Leadership & Management

Teaching, Learning, Coaching & Assessment	Learner activities to be completed & reflection
<p>The apprentice will need to know how to:</p> <ul style="list-style-type: none"> Justify how they use and encourage continued professional development opportunities for themselves and others Use coaching and mentoring techniques to build engagement in their team and develop an agile and collaborative culture of high performance (K10, K18, S18, B5) Evaluate how they have led and influenced people, building constructive and trustful teams, confident to take risks when appropriate and able to respond to and provide constructive feedback and challenge (S15, S17) Justify how they have taken responsibility for driving continuous improvement through establishing an open and high-performing working environment with clear goals and accountabilities (S4.2, S16, B2) Apprentice to gather work products as evidence that can be used to support knowledge and show competence for skills elements, when annotated appropriately <p>Coach/Assessor</p> <ul style="list-style-type: none"> Apprentice will evidence the coaching and mentoring techniques used to build engagement that builds a culture of high performance Hold a professional discussion around the leading of a continuous improvement strategy including how and when they led and influenced people to overcome challenges. This can also extend to a witness statement Conduct witness interview around the apprentice successfully building trustful teams confident to take risks and to respond to and provide constructive feedback and challenge. 360° feedback may also support here Ensure all documentation/evidence shows that the apprentice has been leading and supporting a culture of high performing team working and development. There are elements of a number of skills and behaviours present in this module/unit. A holistic approach may mean elements of skills and behaviours are captured across a range of other modules/units Assessed at EPA in Professional Discussion – underpinned by portfolio Ensure evidence is uploaded to EPA Pro 	<ul style="list-style-type: none"> Re-cap at the beginning of every session <p>Undertake work-based activities:</p> <ul style="list-style-type: none"> Apprentice to utilise and put into practice two coaching & mentoring tools/techniques to build engagement Witness statement - supporting evidence of how the apprentice has used and encouraged opportunities for professional development of self and others Gather evidence that supports how the apprentice has built trustful teams and responded to provide constructive feedback and challenge (Units 700 AC1 & 702 AC1,2,3) Strategic planning meeting, showing the apprentices specific involvement Gather 360° feedback that covers the apprentice's area of responsibility, identifying how they have driven continuous improvement and established a high performing work environment with clear strategic goals and accountability (Unit 700 AC2.2) Organise witness interview with senior management to discuss competence when delivering strategic plans. (this will include the discussion of evidence gathered by the apprentice around how they have progressed others towards their plans for continuous improvement) (Unit 700 AC2.1, 2.2)



Self-check



Self-check

Resources

Academic:

- E journals – EBSCO, Business Magazines
- Company & Industry Reports

Institute of Leadership & Management: www.institutelm.com

Thought Leadership Research, Leadership Webinars, Leadership News, Briefs and weekly podcast, Leadership scorecards, Edge Magazine

Journals:

- Leadership Quarterly
- Professional Manager
- Training journal (www.trainingjournal.com)

Books:

Arnold, J. (2016). *Coaching skills for leaders in the workplace*. 2nd ed. London: Robinson.

Carr R. Coaching conversations. *Training Journal*. October 2008:64-67.

Coles, R., Vaz Costa, S. and Watson, S. eds. (2018). *Pathways to Well-Being in Design Examples from the Arts, Humanities and the Built Environment*. Abingdon, Oxford: Routledge

Cooper, C. and Hesketh, I. (2019). *Wellbeing at Work: How to Design, Implement and Evaluate an Effective Strategy*. London: Kogan Page/CIPD

Cosgrove E. Twenty/Twenty Mentoring. *Training Journal*. February 2017:34-36.

Cox, E., Bachkirova, T. and Clutterbuck, D. (2018). *The Complete Handbook of Coaching*. London: SAGE Publication

Kouzens, J.M. and Posner, B.Z. (2014). *The Leadership Challenge 5th Edition*. San Francisco: Jossey-Bass.

Neale, S., Spencer-Arnell, L. and Wilson, L. (2011). *Emotional Intelligence Coaching – Improving Performance for Leaders, Coaches and the Individual*. London: Kogan Page.

Munde J. et al (2020) Role of Corporate Mentoring in Talent Development,

Computing in Engineering and Technology. pp.763-770

Stanford, N. (2018). *Organization design (The practitioner's guide)*. Abingdon, Oxon.: Routledge.

Waldman, J. (2009) 'Introducing a coaching culture', *Training Journal*, pp. 65–69

Online:

- www.cipd.co.uk - continuing professional development
- www.teamtechnology.co.uk - Online business resources

Off the job training resources:

- Studying Membership of Institute of Leadership & Management
- ILM Learning Resources
- Level 7 Senior Leader EPA Pack for Apprentices

Module 5 Research, Methodologies & Analysis, and Communication

Maps to Research K3 K14 K16 S2 S19, Methodologies & Analysis K5 K8 K9 S3 S11 B3, and Communication K12 K15 S13 S20

Strategic Business Proposal 500-Word Summary and Strategic Business Proposal align with units 700, 701 and 702 of ILM Level 7 Diploma in Leadership & Management

Teaching, Learning, Coaching & Assessment	Learner activities to be completed & reflection
<p>This module should cover the learning required for completion of a Strategic Business Proposal. The Strategic Business Proposal is completed during End-point Assessment (after Gateway).</p> <p>The provider should ensure that the apprentice has completed their learning before Gateway; the provider must not provide further training after Gateway, unless a re-take is required.</p> <p>The apprentice will need to show <u>during the End-point Assessment</u> that they have:</p> <p>Research theme:</p> <ul style="list-style-type: none"> • Researched and produced the strategic business proposal which involves the apprentice completing a relevant and defined piece of work that has real business benefit • Created a high-performance strategy, focussing on improving efficiency, changing customer demands, and trend analysis, and which has support from a range of stakeholders • Evaluated how the strategic business proposal takes full account of the leadership structures within the organisation and of key stakeholders, and manages relationships across stakeholders • Critically evaluated the need for improving brand management and reputation, and explained how this would reduce risks to the organisation's brand <p>Methodologies & Analysis theme:</p> <ul style="list-style-type: none"> • Justified and used an approach that is underpinned by research using a range of methodologies • Critically analysed and synthesised the outcomes and produced creative solutions to areas of ambiguity or complexity • Applied economic theories and financial modelling to develop strategies and allocate resources in line with legal, governance and procurement requirements 	<ul style="list-style-type: none"> • Re-cap at the beginning of every session <p>Undertake work-based activities:</p> <ul style="list-style-type: none"> • Complete and submit Strategic Business Proposal 500-Word Summary to consider how the apprentice has researched the relevant strategic areas of the business to support the high-level business case, including cost v benefit (Unit 701 AC1.2) • Generate and evaluate viable options and use relevant decision-making techniques. • Demonstrate how the apprentice has used appropriate models/techniques to identify new market strategies, changing customer demands and trend analysis to make strategic decisions that create a high performing strategy (Unit 701 AC1 & 2 requires high performance culture/team) • Evidence of working with the board and, for example, other corporate leadership structures, the markets it operates in, roles and responsibilities, who its stakeholders are and what they require from the organisation and the sustainability agenda to support the strategic business proposal (Unit 701 AC1) • Understand how to select and justify the strategies required to manage the high-level business case through to the desired business outcomes. • Evidence of how the apprentice has set strategic direction and how they have gained support from key stakeholders. (Unit 701 AC1)

Communication theme:

- Justified and used influencing and negotiating strategies to collaborate with stakeholders and build their organisation's brand and reputation in developing the strategic business proposal
- Delivered a strategic business proposal and presentation that demonstrates a clear vision for the organisation and translates this into operational strategies

The apprentice will need to have knowledge of:

- *Research methods:* Such as case study, mixed-methods, action research, grounded theory, narrative enquiry, experiment.
- *Selection of tools and techniques:* Quantitative (e.g., surveys, questionnaires, experiments, observations). Document screening (e.g., financial reports). Qualitative (e.g., interviews, focus groups).
- *Sampling and data collection:* Primary data. Secondary data. Sample population (and access to sample sets). Ethical, legal and regulatory frameworks.
- *Data analysis:* Methods of analysis (e.g., software packages). Reliability and validity, bias and error.
- *Timeframes:* Longitudinal study, cross-sectional studies.
- *Ethics and risk factors:* Ethical approval. Risk assessment. Risk to researcher/s and participants (e.g., safety/security/protection of researcher and participant). Insider research in workplace. Misconduct.
- *Presentation of findings:* Format (tailored to audience/research type). Underpinning evidence (referencing)

The apprentice will need to:

- Gather work product's as evidence for the remainder of this module before Gateway
- Prepare a 500-word summary that must determine the focus of the strategic business proposal's scope and title at Gateway. The employer will ensure it has a real business application and ILM will review the summary. ILM must agree the summary at Gateway

To meet ILM Level 7 Diploma in Leadership & Management requirements:

- Must consider personal brand
- Must justify choice of media to evidence impact of proposal to satisfy and influence stakeholders and to enhance personal brand
- Must include reference to professional (collaborative) networks

- Design an appropriate strategy for implementing a high-level business case that takes full account of diversity, risk and performance measurement and has been informed through active participation with all stakeholders. Gather evidence of when the apprentice has managed relationships effectively across multiple and diverse stakeholders (**Unit 701 AC1.1,1.2**)



Self-check

Coach/Assessor:

- Feedback on the completed summary content
- Conduct a professional discussion around evidence required for the Strategic Business Proposal
- Attend EPA dates
- Ensure evidence is uploaded to EPA Pro

The apprentice must complete the following activities in readiness for Gateway & EPA:

- Finalise portfolio labelled and referenced
- Practice presentation skills and timings
- Final CPD

- The apprentice must not start work on the full Strategic Business Proposal until ILM has signed-off the Strategic Business Proposal 500-word Summary
- Implementation of this Strategic Business Proposal only starts **after** the apprentice has gone through the Gateway

Note: The Strategic Business Proposal does not need to be fully implemented during the EPA period, but it must be a comprehensive strategic business proposal that will enable full implementation at an appropriate time for the organisation.



Self-check

Resources**Academic:**

- E journals – EBSCO Business Magazines
- Company & Industry Reports

Institute of Leadership & Management: www.institutelm.com

Thought Leadership Research, Leadership Webinars, Leadership News, Briefs and weekly podcast, Leadership scorecards, Edge Magazine

Journals:

- Leadership Quarterly
- Professional Manager

Books:

Lewis, S. (2016). *Positive Psychology and Change: How Leadership, Collaboration and Appreciative Inquiry Create Transformational Results*. Wiley-Blackwell.

Quirke, B. (2017). *Making the connections: Using internal communication to turn strategy into action*. Routledge.

Off the job training resources:

- Studying Membership of Institute of Leadership & Management
- ILM Learning Resources
- Level 7 Senior Leader EPA Pack for Apprentices


Module 6 End-point Assessment Preparation

Final check that all required learning has been covered

Make the apprentice aware of what happens at Gateway and End point Assessment:

- **Employer must** be confident that the apprentice is working at or above the level of the occupational standard
- Apprentices must have achieved English and mathematics Level 2
- Apprentices must submit Portfolio of Evidence and Strategic Business Proposal 500-word Summary at Gateway
- ILM must sign-off the Strategic Business Proposal 500-word Summary to confirm its suitability prior to the work commencing **after** Gateway
- End-point Assessment methods:
 - Strategic Business Proposal, Presentation with Questioning
 - Professional Discussion, underpinned by a Portfolio of Evidence
- Performance in these assessments will determine the overall apprenticeship grade: Fail, Pass, Distinction

This apprenticeship standard is designed to prepare successful apprentices to meet the requirements for application as a Fellow with The Institute of Leadership & Management.

End-point Assessment Preparation	Learner activities to be completed & reflection
<p>The apprentice will need to show they can:</p> <ul style="list-style-type: none"> ● Understand requirements to undertake a strategic business proposal post Gateway ● Understand how to complete the strategic business proposal following Gateway ● Understand how to use and apply appropriate research methodologies ● Understand the importance of critical analysis and synthesising outcomes that produce creative solutions ● Apply economic theories and financial modelling to develop strategies ● Allocate resources in line with legal governance ● Consider procurement requirements in own organisation ● Justify and use an approach that is underpinned by research using a range of methodologies <p>Coach/Assessor</p> <ul style="list-style-type: none"> ● Checks knowledge and understanding has been applied in context of strategic leader role ● Checks that apprentice can critically analyse and integrate complex information ● Agree Gateway Meeting – proceed to EPA, dates agreed, employer, apprentice, Assessor/Coach 	<ul style="list-style-type: none"> ● Re-cap at the beginning of every session <p>Undertake work-based activities:</p> <ul style="list-style-type: none"> ● Gather and check that product evidence demonstrates actions and behaviours across the full standard groupings ● Gather more than one witness statement from stakeholders, participants, senior management team or Board. Provide highlights of the apprentice’s own activity and strategic involvement ● Gather 360° feedback ● Gather the portfolio evidence, this evidence must clearly map onto the matrix <div style="text-align: center;">  </div> <p>Self-check</p>

- Gather Assessor/Coach feedback on portfolio of evidence and gateway requirements, must be Assessor/Coach led to ensure meets standards for diploma and Senior Leader Apprenticeship
- Assessor/Coach recap on the course content, hold a final series of planned checks and discussions
- Utilise City & Guilds resources if applicable
- Ensure evidence is uploaded if using e-portfolio



Self-check

End-point Assessment (after Gateway) - Supported by Employer only

1: Strategic Business Proposal, Presentation with Questioning.

2: Professional Discussion, underpinned by a Portfolio of Evidence.

Aligns with units 700, 701 and 702 of ILM Level 7 Diploma in Leadership & Management

Successful completion requires the apprentice to have sufficient strategic responsibility and complexity in their role.

Research

Maps to K3 K14 K16 S2 S19

Employer support activities	Learner activities to be completed
<p>The apprentice will need to show they have:</p> <ul style="list-style-type: none"> • Researched and produced the strategic business proposal which involves the apprentice completing a relevant and defined piece of work that has real business benefit • Created a high-performance strategy, focussing on improving efficiency, changing customer demands, and trend analysis, and which has support from a range of stakeholders • Evaluated how the strategic business proposal takes full account of the leadership structures within the organisation and of key stakeholders, and manages relationships across stakeholders • Critically evaluated the need for improving brand management and reputation, and explained how this would reduce risks to the organisation's brand • The strategic business proposal must include evidence of board or senior leader sign-off for implementation to ensure assessment of S2. The full range of KSBs needs to be evidenced • The strategic business proposal's word limit is 4,000 words (+/- 10% at the apprentice's discretion) excluding tables, graphs, figures, references and annexes. 4,000 words is reflective of the real world that senior leaders work in and aligns with this role's demands, as well as adding real value • The apprentice must prepare and deliver a presentation to the independent end-point assessor that, along with the strategic business proposal, appropriately covers the KSBs assigned. It will be followed by questioning from the independent assessor 	<ul style="list-style-type: none"> • Re-cap at the beginning of every session <p>Undertake work-based activities:</p> <ul style="list-style-type: none"> • Apply and reflect on learning to complete a strategic business proposal • Must produce a strategic business proposal that takes account of the leadership structures and key stakeholder management (Unit 700 AC1,2,3) • The strategic business proposal should have a real business benefit • Gather evidence, such as emails, showing discussions with the Board or Senior Management team agreeing the sign-off for the strategic business proposal summary • Work must meet the needs of the business, relevant to role as agreed by senior leaders or board agreement • Demonstrate knowledge of high-performance strategy, improving efficiency, customer demands and trend analysis • Produce a strategic business proposal (4,000 words) (Unit 700 AC1.1,1.2 & Unit 701 AC1.1., 1,2, 3.1 & Unit 702 AC 3.1) including: <ul style="list-style-type: none"> ○ An executive summary

Presentation must focus on the following:

- What the intended outcomes and impact of the strategic business proposal were
- How the apprentice undertaken the strategic planning
- What the rationale was for the activities
- Further recommendations for future growth and progress
- How the apprentice has negotiated with, and influenced stakeholders

Employer:

- This assessment method includes two components:
 - An outcome component - a strategic business proposal based on post-gateway work
 - A presentation with questioning to ensure the apprentice is assessed against the KSBs assigned to this assessment method
- The strategic business proposal starts after the apprentice has gone through Gateway. The duration of the strategic business proposal should be 12 weeks
- The apprentice will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment. The purpose of the questioning is to seek clarification of the strategic business proposal or presentation, to assess the depth and breadth of knowledge, skills and behaviours and to assess those KSBs that the apprentice did not have the opportunity to demonstrate with the strategic business proposal

ILM has clear and fair arrangements in place for making reasonable adjustments to the assessment methods for the EPA for this apprenticeship standard; if required Employers must follow these procedures

EPA PRO - Upload copy of presentation materials and the Strategic Business Proposal



Self-check

- The scope of the strategic business proposal (including key performance indicators)
 - Objectives
 - The strategic business proposal (which may include Gantt charts, risk/issue/mitigation, responsibility assignment matrix (RACI matrix))
 - Financial budgeting and resources
 - Proposed implementation of the strategic business proposal including communications and stakeholder plans
 - Analysis of options identified in the strategic business proposal
 - Recommendations and conclusions
 - Must include an annex showing how the strategic business proposal maps to all of the KSBs that are being assessed by this method
- The strategic business proposal does not need to be fully implemented during the EPA period, but it must be a comprehensive strategic business proposal that will enable full implementation at an appropriate time for the organisation
 - Prepare and practice presentation & Q&A approach

In order to achieve the ILM Level 7 Diploma in Leadership & Management the apprentice must ensure they have demonstrated building their personal brand



Self-check

Resources

Academic:

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- Company & Industry Reports

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Thought Leadership Research, Leadership Webinars, Leadership News, Briefs and weekly podcast, Leadership scorecards, Edge Magazine

Journals:

- Leadership Quarterly
- Professional Manager

Books:

Bass, B.M. and Riggio, R.E. (2006). *Transformational Leadership, 2nd ed.* New York, NY: Routledge.

Covey, S.M.R. (2008). *The Speed of Trust: The One Thing that Changes Everything.* London: Simon and Schuster.

Hooley, G., Nicoulaud, B., Piercy, N. and Rudd, J. (2017). *Marketing strategy and competitive positioning. 6th edition.* Harlow, FT Prentice Hall.

Lewis, S. (2016). *Positive Psychology and Change: How Leadership, Collaboration and Appreciative Inquiry Create Transformational Results.* Wiley-Blackwell.

Quirke, B. (2017). *Making the connections: Using internal communication to turn strategy into action.* Routledge.

Roe, K. (2017). *Leadership Practice and Perspectives.* Oxford: OUP

Schein, E. and Schein, P. (2017). *Organizational culture and leadership, 5th ed.* San Francisco: Jossey- Bass.

Whitmore, J. (2017). *Coaching for Performance: The Principles and Practice of Coaching and Leadership, 25th Anniversary ed.* London: Nicholas Brealey Publishing Limited.

Research Textbooks:

Coughlin, D. and Brannick, T. (2014). *Doing Action Research in Your Own Organisation.* 4th ed. London: Sage Publications Ltd.

Creswell, J.W. and Creswell, J.D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Thousand Oaks, California: Sage Publications.

Denscombe, M. (2012). *Research Proposals: A Practical Guide.* Maidenhead, Berkshire: Open University Press/McGraw-Hill Education.

Easterby-Smith, M., Thorpe, R., Jackson, P. and Jasperson, L. (2018). *Management and Business Research.* 6th ed. London: Sage Publications Ltd.

Fawcett, B. and Pockett, R. (2015). *Turning Ideas into Research. Theory, Design and Practice.* London: Sage Publications Ltd.


Fink, A. (2016). *How to Conduct Surveys: A Step-by-Step Guide.* California, Thousand Oaks: Sage Publications.

Flick, U. (2019). *An Introduction to Qualitative Research.* 6th ed. London: SAGE Publications Ltd.

Floyd, A. and Arthur, L. (2012). Researching from Within: external and internal ethical engagement. *International Journal of Research and Method in Education*, 35(2), 171-180.

Methodologies & Analysis

Maps to K5 K8 K9 S3 S11 B3

Employer support activities	Learner activities to be completed
<p>The apprentice will need to show they have:</p> <ul style="list-style-type: none"> Justified and used an approach that is underpinned by research using a range of methodologies Critically analysed and synthesised the outcomes and produced creative solutions to areas of ambiguity or complexity Applied economic theories and financial modelling to develop strategies and allocate resources in line with legal, governance and procurement requirements  <p>Self-check</p>	<ul style="list-style-type: none"> Re-cap at the beginning of every session <p>Undertake work-based activities:</p> <ul style="list-style-type: none"> Demonstrate that the apprentice critically analysed and integrated complex information that produced solutions to complex issues Apply procurement requirements in line with own organisational strategy Justify how the apprentice has selected and used an approach including leadership that is underpinned by research, using a range of methodologies showing how they have critically analysed and integrated complex information (Unit 701 AC1,2,3) (Unit 700 AC2.1) Summarise in discussion or written format how the apprentice has applied systems thinking, knowledge/data management, research methodologies and programme management. Demonstrate application of financial modelling to develop strategies Gather evidence on the financial strategies applied for example scenarios, modelling and identifying trends (Unit 700 AC2.1,2,3) (Unit 702, AC1.1,1.2,1.3) Evidence when and how the apprentice has applied economic theory to aid decision-making Demonstrate how the apprentice has evaluated financial and non-financial information and use financial data to allocate resources Demonstrate financial governance and legal requirements, and procurement strategies



Self-check

Resources

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Journals:

- Leadership Quarterly
- Professional Manager

Books:

Bell, E. Bryman, A and Harley, B. (2018). *Business Research Methods*. 5th ed. Oxford: Oxford University Press.



Biggam, J. (2018). *Succeeding with your Masters Dissertation: Step by Step Handbook*. 4th ed. London: Open University Press.

Costley, C., Elliott, G. and Gibbs, P. (2010). *Doing Work Based Research: Approaches to Enquiry for Insider-Researchers*. London: Sage Publications Ltd.

Robson, C. and McCartan, K. (2016). *Real World Research*. 4th ed. Chichester, W. Sussex: John Wiley & Sons Ltd.

Communication

Maps to: K12 K15 S13 S20

Employer support activities	Learner activities to be completed
<p>The apprentice will need to show they have:</p> <ul style="list-style-type: none">• Justified and used influencing and negotiating strategies to collaborate with stakeholders and build their organisation's brand and reputation in developing the strategic business proposal• Delivered a strategic business proposal and presentation that demonstrates a clear vision for the organisation and translates this into operational strategies  <p>Self-check</p>	<ul style="list-style-type: none">• Re-cap at the beginning of every session <p>Undertake work-based activities:</p> <ul style="list-style-type: none">• Evidence how the apprentice has led within their area of control/authority, influencing both upwards and outwards, negotiating and using advocacy skills to build reputation (personal brand) and effective collaboration (Unit 701 AC3.1) (Unit 700 AC2.1)• Evidence how and when the apprentice has used advocacy skills to build brand and reputation management (Unit 700 AC1.1,1.2,1.3)• Justify choice of media to present strategic business proposal (Unit 702 AC3.2)• Witness Testimony to evidence how the apprentice has used their personal presence and “storytelling” to articulate and translate vision into operational strategies, demonstrating clarity in thinking and how they have built professional networks to communicate impacts (Unit 700 AC2.3, 3.3)• Communicate impact following evaluation of implementation of at least part of the proposal (Unit 700 AC3,2) <p>In order to achieve the ILM Level 7 Diploma in Leadership & Management the apprentice must ensure they have demonstrated: personal presence & brand, choice of media, collaboration & networking</p>  <p>Self-check</p>

Resources

Academic:

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- Business Magazines
- Company & Industry Reports

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Journals:

- Leadership Quarterly
- Professional Manager

Books:

Corey, J.J. Jr. (2015). *Contract Management and Administration for Contract and Project Management Professionals*. Fuquay Varina, NC: JJ Corey.
O'Brien, J. (2016). *Negotiation for Procurement Professionals: A Proven Approach that Puts the Buyer in Control*. 2nd ed. London: Kogan Page.

Online:

- <https://www.cips.org>
- <https://www.ioscm.com>

Achieving ILM Level 7 Diploma in Leadership & Management (8617) – completed during EPA

Unit 700 Develop Leadership & Management Capability Through Enquiry (20 credit)	ILM Level 7 Diploma AC	Aligned to Standard - Output:	To achieve learner must:
1. Be able to justify an enquiry-based approach as a means of developing leadership and management capability	1.1 Use an enquiry-based research-orientated approach for leadership and management development in complex situations in a learner specific context	Strategic Business Proposal Summary Strategic Business Proposal – Research EPA Gateway Prep (Research)	Must use a research orientated approach and consider leadership and management development relevant to own context
2. Be able to design and undertake an enquiry-based approach to learning and development	2.1 Propose a valid enquiry which draws on existing cross-cultural knowledge and current practice in leadership and management using a robust methodological approach within a realistic time frame and budget in the learner specific context 2.2 Undertake a robust data-driven enquiry based on an investigative proposal negotiated with stakeholders that adds additional value through active participation in a learning community	Strategic Business Proposal Summary Strategic Business Proposal – Research, and Methodologies & Analysis EPA Gateway Prep (Research) Presentation & QA	Must include reference to building professional networks (wider learning community)
3. Be able to evaluate and deliver the outcome of enquiry-based learning	3.1 Critically evaluate the impact on the identified stakeholders of the actions arising from the enquiry findings 3.2 Justify choice of media to evidence the impact of the enquiry to satisfy and influence stakeholders and to enhance own personal brand 3.3 Evaluate the extent to which the impact of a rigorous data-	Strategic Business Proposal – Methodologies & Analysis Note: all outcomes do not have to have been delivered in terms of the proposal Presentation & Q&A Organisational Values, and Finance, Workforce, Planning & Procurement, and Driving	Must justify choice of media to evidence impact of proposal to satisfy and influence stakeholders Must consider how approach has enhanced own personal brand Must include reflection on impact of the strategic business proposal in terms of value to self,

	driven enquiry has, through action, added value to self and organisation and raised awareness of global and strategic issues in leadership and management in a learner specific context	Change & Risk Management, and Team Working & Development - PD Underpinned by Portfolio	organisation and global/strategic issues of leadership.
Unit 701 Develop a High-Level Business Case (20 credits)	ILM Level 7 Diploma AC	Aligned to standard - Output	To achieve learner must:
1. Understand the strategic context for change to identify the requirement for a high-level business case	1.1 Establish a business need that takes full account of the drivers for change and the strategic fit to organisational goals and priorities 1.2 Propose, and obtain agreement for, the development of a high-level business case that draws on existing knowledge and current practice, uses a robust methodological approach, and takes account of the needs of stakeholders	Strategic Business Proposal Summary Strategic Business Proposal – Research, and Methodologies & Analysis Presentation & Q&A Organisational Values - PD underpinned by portfolio	Must focus on improving efficiency, high performance and changing customer demand Must use trend analysis
2. Be able to generate and evaluate viable options and apply decision-making techniques	2.1 Evaluate viable high-level business case options and associated costs and benefits 2.2 Justify the selection of a best business case option	Strategic Business Proposal – Methodologies & Analysis	Must evaluate cost v benefits of options
3. Understand how to select and justify the strategies required to manage the high-level business case through to the desired business outcomes	3.1 Design an appropriate change management strategy for implementing the high-level business case that takes full account of diversity, risk and performance measurement and has been informed through active participation in a learning community	Strategic Business Proposal – Research, and Communication Presentation & QA Organisational Values, and Driving Change & Risk Management-- PD underpinned by portfolio	Strategic business proposal must be informed through participation. Must evidence involvement in networking and the wider learning community . Must justify choice of media to evidence impact of the strategic

	<p>3.2 Justify choice of media to evidence the impact of the enquiry to satisfy and influence stakeholders and to enhance own personal brand</p> <p>3.3 Evaluate the impact of the enactment of a significant part of the change management strategy</p>		business proposal to enhance own personal brand
Unit 702 Developing and Maintaining a High-Performance Culture and Optimising Resources (20 credits)	ILM Level 7 Diploma AC	Aligned to standard - Output	To achieve learner must:
1. Understand how to assess and benchmark performance	<p>1.1 Establish with relevant stakeholders a range of appropriate data and indicators for assessing performance in own area of responsibility in terms of effectiveness, efficiency, financial viability, sustainability, diversity and relevance</p> <p>1.2 Undertake a rigorous data-driven enquiry using an appropriate methodology to assess and benchmark performance and identify risks and challenges to current ways of working</p> <p>1.3 Establish metrics to drive sustainability, performance and demonstrate value added</p>	<p>Strategic Business Proposal – Research, and Methodologies & Analysis</p> <p>Presentation & QA</p> <p>Organisational Values – PD & Portfolio</p>	Must include evidence of data and information gathered/ benchmarking KPIs/ viability/ sustainability/diversity & metrics to drive and sustain high performance
2. Understand how to develop and maintain a culture of high levels of performance	2.1 Critically evaluate the impact of the enquiry and establish strategies for the development and maintenance of high levels of performance that take account	Strategic Business Proposal – Research, and Methodologies & Analysis, and Communication Presentation & QA	Must evaluate impact for development and maintenance of high performing culture/teams in line with stakeholder needs

	of stakeholder needs, identified risks, challenges and diversity 2.2 Engage effectively with collaborative networks to add value and ensure sustainability of high levels of performance	Organisational Values – PD & Portfolio	Must consider strategic workforce planning, well-being and resilience Must evidence networking collaboratively to sustain high performance and champion diversity
3. Understand the leadership and management skills required for future-readiness	3.1 Critically review the outcomes of the enquiry to establish the leadership and management skills and perspectives required by a future-ready leader/ manager to create and sustain long-term organisational success 3.2 Justify choice of media to evidence the impact of the enquiry to satisfy and influence stakeholders and to enhance personal brand	Strategic Business Proposal – Communication Presentation Q&A Organisational Values – PD & Portfolio	Must review outcomes in terms of leadership skills over the longer term Must state how they have encouraged continual development for self and wider team Must evidence use of persuasive and engaging skills articulating strategies that maximise opportunities for sustainable growth Must justify choice of media to evidence impact of the strategic business proposal to enhance own personal brand