**MARK SHEET –Leading your work team**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 the difference between leadership and management[40 Marks] | | | | | | | | | |
| **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   * Explain the difference between leadership and management | **Referral [ca.5/20]** | | **Pass [10/20]** | | **Good Pass [ca.15/20]** | | |  | |
| * Little or nothing given on the difference between leadership and management * Leadership and management are discussed but the difference is not explained * Some explanation of the difference between leadership and management is given but it is minimal or incorrect | | * The difference between leadership and management is explained with the difference made clear and is correct and appropriate although it may be limited | | * Leadership and management are each correctly and appropriately explained with the difference(s) made explicitly clear in detail * A thorough and detailed explanation is given of a range of differences between leadership and management and also their strengths and weaknesses are discussed | | |
| / 20  (min. of 10) | Pass or Referral |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AC 1.2   * Explain why leadership is important within own team | **Referral [ca.5/20]** | | **Pass [10/20]** | | **Good Pass [ca.15/20]** | | |  | | |
| * The importance of leadership within own team is merely stated or described, as opposed to explained * The importance of leadership within own team is explained **but** is incorrect and/or inappropriate and/or minimal * The importance of leadership is explained **but** it is merely generic and not related to own team | | * The importance of leadership within own team is correctly and appropriately explained | | * The importance of leadership within own team is thoroughly explained in detail and the implications and/or impact of ineffective or inappropriate leadership is explained * The role of leadership in the development and/or cohesion of the team is explained with reference to models such as Adair, Tuckman, Belbin, etc. and examples given to enhance the explanation | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Assessment comments** (optional): | | | | **Verification comments** (optional): | | | | | | |
| **Learning Outcome / Section 2:** Understand a range of leadership styles, their benefits and potential impact on individuals and performance [60 Marks] | | | | | | | | | | |
| **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   * Describe a range of different leadership styles | **Referral [ca.4/16]** | | **Pass [8/16]** | | **Good Pass [ca.12/16]** | | |  | | |
| * Less than three leadership styles are described * At least three leadership styles are given **but** they are merely stated or listed, as opposed to described | | * A range of at least three recognisably different leadership styles is described although the description may be limited | | * A range of over three recognisably different leadership styles is described in detail * A range of over three different leadership styles is described in detail along with their uses, associated behaviours and potential impacts on individuals and outputs/performance and the description is enhanced with examples | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.2   * Identify the most commonly used leadership style(s) within an organisation | **Referral [ca.3/12]** | | **Pass [6/12]** | | **Good Pass [ca.9/12]** | | |  | | |
| * No leadership styles are identified * Leadership style(s) are identified **but** is/are incorrect or inappropriate | | * At least one leadership style is identified that is most commonly used within an organisation **and** the way of identifying the commonest style is briefly given | | * The leadership style(s) most commonly used within **own** organisation are described, as opposed to merely identified * A range of most commonly used leadership styles is explained, as opposed to merely identified or described, with the explanation enhanced with examples * The method of identifying those styles most commonly used within own organisation is given | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.3   * Explain the likely effect this leadership style(s) has on a team’s performance | **Referral [ca.5/20]** | | **Pass [10/20]** | | **Good Pass [ca.15/20]** | | |  | | |
| * The likely effect on a team’s performance of one or more generic leadership style(s) is explained **but** is not the style(s) identified for the last AC * A non-specific likely effect of the leadership style(s) identified for the last AC is explained **but** this effectis not related to a team or it is related to a team in general **but** not their performance * The likely effect this leadership style(s) has on a team’s performance is merely stated, as opposed to explained | | * The likely effect on a team’s performance of the leadership style(s) identified for the last AC is explained | | * The likely effect(s) on **own** team’s performance of the leadership style(s) identified for the last AC is explained, with the cause and effect link between the style and the team performance made clear and enhanced with examples * The appropriate use of personal leadership styles is explained, followed by a thorough and detailed explanation of the identified leadership style’s various effects on **own** team’s performance along with a description of how they affect the team and its effectiveness | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.4   * Identify own leadership style and its potential impact on a team | **Referral [ca.3/12]** | | **Pass [6/12]** | | **Good Pass [ca.9/12]** | | |  | | |
| * Own leadership style is identified **but** no potential impact on a team is given * The potential impact of a non-specific leadership style on a team is identified **but** it is not identified as **own** style | | * Own leadership style is identified along with its potential impact on a team | | * A method/tool for identifying leadership style is used, leading to identification of own leadership style along with its potential impact on **own** team * Different personal leadership styles that are adopted in different circumstances are identified and explained along with their potential effect(s) on **own** team * An explanation is given of the various ways in which the identified leadership style(s) could affect the team | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | **Verification comments** (optional): | | | | | | |
|  | | | | | | **/ 100** | | | **TOTALMARKS** | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | |
| **Outcome (delete as applicable): PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome (delete as applicable): PASS / REFERRAL** | | | **Signature of QA:**  **Date of QA check:** | | | |