

**THE ILM LEVEL 3 CERTIFICATE
IN
LEADERSHIP AND MANAGEMENT**

A MANAGEMENT DEVELOPMENT PROGRAMME

FOR

FIRST LINE MANAGERS



This booklet is designed to introduce you to the Certificate Programme and briefly describes the main points and activities. It should confirm all the information you need about the programme content, but if you have any queries, please do not hesitate to contact Donna Evans, Programme Co-ordinator on 0115 984 3119.



ABOUT THE CERTIFICATE

The ILM Level 3 Certificate in Leadership and Management is a nationally recognised qualification, which gives practising or potential first line managers the foundation for their formal development in this role. The qualification does this by developing basic management skills and assisting participants in gaining the underlying knowledge required by a manager. This qualification broadens skills and knowledge in a flexible and practical way.

There are no formal entry requirements but participants will normally be either practising or aspiring first line managers, supervisors or team leaders, with the opportunity to meet the assessment demand.

The profile of a First Line Manager is provided to assist in advising and recruiting participants onto the appropriate level programme. ILM believes that first line managers:

- * May engage in some of the tasks performed by their fellow team members, but this is not their primary function
- * Are practising managers who engage more extensively in managerial tasks in which other team members do not engage
- * Have a wider span of control, responsibility, authority or power and a greater degree of autonomy than a team leader
- * Have to make decisions which have some resource implications
- * Have to initiate actions in relation to the employment of others
- * Have to operate with less supervision and control by others
- * Plan work looking several weeks or months ahead
- * Have a greater knowledge than team leaders of specific requirements of customers or suppliers
- * May deal with similar problems to team leaders, but require superior technical knowledge and more subjective judgements that demand understanding of relationships between people working together.

What distinguishes first line managers from middle managers is that they have limited budgetary responsibility. They may make decisions about resource utilisation but the budgetary responsibility for these resources exists at a higher level. They are also limited in the range of decisions they can make compared to middle managers, with all delegated decision making bound by Company rules or procedures.



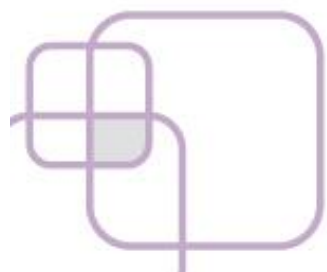
PROGRAMME DELIVERY STYLE

The Certificate will be delivered via a mix of virtual classroom sessions over the internet and face to face sessions, over a number of half-day input sessions. This allows time for the skills learnt to be practised in between tutor input sessions. The programme will therefore consist of:

- * Pre and post learning activities to be completed either side of the learning sessions as individuals, in pairs or in small groups.
- * Twelve learning sessions of around three and a half hours duration each, to provide the knowledge inputs and to enable some activities to be undertaken in pairs or in small groups.
- * A Programme Induction and additional tutorial support during the programme to help with assessments and support your learning.
- * Practical activities to be undertaken within the workplace to embed the learning and enable skill development between the learning sessions.
- * Access to a Student Area on the CHaRM website, from which you will be able to download all the material you will need for the programme, including copies of the slides, activities to be undertaken, and additional support material available on the student area within the CHaRM website.
- * A learning log to help you capture key learning points and development areas that you wish to work on between sessions.
- * An action plan at the end of each module to share with managers to ensure that full transfer of the learning into the workplace is gained.

Here at CHaRM we believe that to really learn new skills, it is vital that you try things out during the programme so 'input' will be kept to a minimum. The programme will consist mainly of short inputs of information, discussion and practical exercises. To fully benefit from the programme, participants are asked to participate as much as possible and contribute their ideas and suggestions.

The programme will be as informal as possible to encourage discussion and active participation. Role-play exercises will be used in some of the modules to enable participants to practise new skills in a 'safe' environment.



PROGRAMME CONTENT

Induction and tutorial session

It is a requirement that each programme starts with an induction. The induction session will include the registration of participants with the ILM.

It is also a requirement of the ILM standard that the Certificate is assessed and this will be via a range of assessments, one for each module. The second part of this induction session will be a tutorial session on report writing to enable the participants to provide the required assessment reports that they have to produce during the programme.

Module One - Understanding the Communication Process at Work

The aim of this module is to develop knowledge and understanding of the communication process in the workplace. Learning Outcomes:

- * Understand the nature and importance of the communication process in the workplace
- * Understand the methods of communication
- * Be able to assess own effectiveness in communication.

This module will be assessed by a professional discussion.

Module Two – Understanding the Organisation and its Context

The aim of this module is for learners to develop knowledge and understanding of organisations and their context. Learning Outcomes:

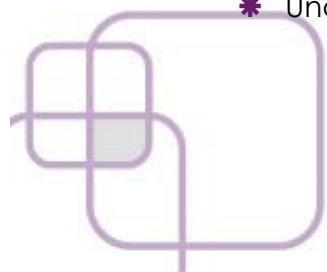
- * Understand the organisation as an entity
- * Understand the context within which the organisation operates

This module will be assessed via a written assessment.

Module Three – Understand How to Establish an Effective Team

The aim of this module is to develop an introductory knowledge and understanding of team building. Learning Outcomes:

- * Understand how to develop and maintain effective working relationships
- * Understand how to build a team.



This module will be assessed alongside the assessment for Module Four, with students asked to deliver their assessment for this module as a presentation, with supporting information presented in writing.

Module Four – Giving Briefings and Making Presentations

The aim of this module is to be able to give a briefing and make a presentation in the workplace. Learning Outcomes:

- * Be able to plan a briefing or presentation
- * Be able to conduct a briefing or presentation
- * Be able to evaluate a briefing or presentation.

This module will be a skills assessment which will involve participants in delivering a presentation to the rest of the group.

Module Five – Planning and Allocating Work

The aim of this module is develop knowledge and understanding to be able to effectively plan and monitor work in the workplace. Learning Outcomes:

- * Understand how to work within the organisational guidelines to achieve team goals
- * Understand how to plan and allocate work
- * Understand how to monitor a team's performance against the plan.

Participants will be required to do some pre-work for this module and to bring the relevant information with them to the training session for discussion and use in activities.

This module will be assessed by a written mini-assignment.

Module Six – Understanding Leadership

The aim of this module is to develop knowledge and understanding of leadership. Learning Outcomes:

- * Understand leadership styles
- * Understand leadership qualities and review own leadership qualities and potential.

The assessment for this module is a written assessment, which includes self-analysis and reflection.



Module Seven – Motivating to Improve Performance

The aim of this module is to develop knowledge and understanding of motivation theory and how it can be applied in the workplace to improve team performance. Learning Outcomes:

- * Understand the factors that influence motivation levels in the workplace
- * Understand how a theory of motivation can be used to improve performance levels.

This module will be assessed by a written mini-assignment.

Module Eight - Understanding Performance Management

The aim of this module is develop knowledge and understanding to be able to manage performance in the workplace. Learning Outcomes:

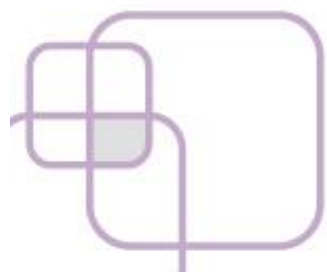
- * Understand the value of assessing performance to meet organisational and individual needs
- * Know how to manage performance of individuals in the team
- * Understand the value of feedback in the workplace
- * Know how to manage underperformance in the workplace.

This module will be assessed by a skills assessment followed by a professional discussion.

THE ASSESSMENT PROCESS

All assessment methodologies are work-related and designed to provide individual development and/or direct organisational benefits.

Achievement of the qualification is dependent upon the completion of one assessment per module. Students must achieve a minimum number of marks for each section plus a total of at least 50 marks.



PROGRAMME TUTORS

The programme will be led by Amanda Kennedy, with Susan Rogers, Chartered MCIPD as an additional tutor. Amanda is an experienced trainer and coach with knowledge of a variety of organisations, which she brings to the programme. Susan is a Human Resource Management specialist, with over twenty years' experience of people management and development. Susan brings her legal and employee relations experience to the programme to support the learning in the relevant modules.