

CHECKLIST– BECOMING AN EFFECTIVE LEADER (ORGANISATIONAL LEADERSHIP SKILLS)

SUGGESTED WORD COUNT RANGE: 8,250-9,250*	
Learning outcome, section 1: Understand your own ability to fulfil key responsibilities of the leadership role	
Assessment criteria (AC)	How to pass notes
<p>AC 1.1</p> <p>Evaluate your own ability to use a range of leadership styles in different situations and with different types of people to fulfil the leadership role.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce Blanchard’s Situational Leadership model and describe the styles within it. <input type="checkbox"/> Review your leadership styles questionnaire results to help set the context for your answer, acknowledging your dominant leadership style(s). <input type="checkbox"/> Use at least three examples of different situations to describe your use of the different leadership styles. <input type="checkbox"/> Evaluate how effectively/ineffectively each style was used in each specific situation. <input type="checkbox"/> Include a different type of person/group of people and a different situation in each example. Use objective evidence to support your conclusions. Objective evidence can include (but is not limited to) feedback (internal or external), performance statistics, KPIs, appraisal information, sales information, etc. (Surveys are available on request.)
<p>AC 1.2</p> <p>Use theories of emotional intelligence to review the effect of emotions on your own and others’ performance.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe at least two theories of emotional intelligence. <input type="checkbox"/> Using at least two examples, review the effects of emotions on your own and others’ performance. Make sure in the review that you apply one or both of the theories. <input type="checkbox"/> Examine the effects on your own and others’ performance in the answer. <input type="checkbox"/> Reach judgements about how emotions affect performance. <p><i>Note: It is a good idea to share an example of an interaction where emotions were charged on both sides. What did you do? What did they do? What approach did you take to deal with it (link to a theory)? What was the impact of this on your own performance? What was the impact on the performance of the other person?</i></p>

Learning outcome, section 2: Be able to evaluate your own ability to lead others	
Assessment criteria (AC)	How to pass notes
<p>AC 2.1 Review your own ability to set direction and communicate this to others.</p> <p><i>Please refer to the recommended theories document for relevant theories.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe and review both your ability to set direction and your ability to communicate this direction to others. Use practical examples to do this. You should include relevant theory and describe how you have applied it. You might like to consider making use of Locke & Latham's Goal Setting theory or Wiese & Freund. <input type="checkbox"/> Reach some conclusions about how effective you are/have been. What works well or not so well? How do you know that? Use objective evidence to support them. Where have you applied the theory? <input type="checkbox"/> Determine what you do well or not as well. What does the feedback tell you? What is your impact on others/team or the organisation? What do you need to improve, if anything? <p>Note: Surveys are available on request.</p>
<p>AC 2.2 Review your own ability to motivate, delegate and empower others.</p> <p><i>Please refer to the recommended theories document for relevant theories.</i></p>	<p>This question comes in 3 parts.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a theory of motivation and delegation and empowerment and provide an example of when you have motivated, delegated, and empowered in the context of those theories. <input type="checkbox"/> Use objective evidence to explain how effective you were. <input type="checkbox"/> Discuss areas you could develop further and use feedback to support your conclusions. <input type="checkbox"/> Determine whether your practice aligns with the theories. <p>Note: Surveys are available on request.</p>
<p>AC 2.3 Produce a personal development plan to improve your own ability to lead.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure your personal development plan includes activities, timescales, resources, support, and costs. <input type="checkbox"/> Ensure it is designed to improve your ability to lead and is informed by the review in previous questions. <input type="checkbox"/> Identify improvements already made.

	<input type="checkbox"/> Explain the actions you plan to take, which include future improvements clearly. <input type="checkbox"/> Draw on conclusions reached in the previous four questions, but it isn't necessary to include all of them.
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Verb guide				
The verbs below are used in questions and will guide you on the level of detail required in your answer.				
Assess	Evaluate	Implement	Analyse	Review
Make a judgement based on a set criterion supported by objective evidence.	This extends further than assessment; conclusions need to be made with key evidence to support judgements and suggestions on how areas can be improved, e.g. recommendations.	Describe actions you will take to improve existing behaviour.	Critique existing practices within a given context.	Make a judgement of current practices in line with relevant theory, supported by examples and recommendations.

*Assignment word count

Your assignment should be between 8,250-9,250 words. You may go over this amount by up to 20% to reach a maximum total of 11,100 words.

Please note:

- If your assignment is longer than 11,100 words you will be requested to shorten it.
- If your word count is significantly below 8,250 words it is unlikely that you have included enough detailed information to pass.

The word count guidelines aim to ensure focus and clarity in your writing and help you judge how much detail you need to include.