ABE Level 5 Award in Leadership Self-Awareness 610/5856/7

ABE Level 5 Award in Powerful Leadership Connection 610/5857/9

ABE Level 5 Certificate in Leadership Dynamics 610/5858/0

ABE Level 5 Diploma in Effective Leadership 610/5859/2

Qualification Specification v1

Version Control

Version and date	Change details	Section
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Contents

About ABE

Our Mission

We aim to build trust, resilience and reassurance in global business interactions leading to greater equity within and between nations. Our mission is to empower people to transform their lives and communities through gaining high-quality business, leadership and entrepreneurial skills.

Our Vision

We believe in an open, inclusive, global market economy where everyone benefits from responsible globalisation and trade. We believe that this will create a safer and more prosperous future for all.

ABE Qualifications

Our qualifications are created and designed to respond to the changing demands of business, in the UK and internationally, the pan sector and specialist subject areas, enable you, through the learning, to develop expertise in particular disciplines with underpinning focus on business management, leadership and enterprise. They integrate the latest in professional standards and provide opportunities for learners to develop professional knowledge and transferable skills for their current and future careers, they are:

Professional	Our qualifications are designed to give you the knowledge and transferable skills you need to excel in your career journey.
Affordable	ABE is a not-for-profit organisation; as such we endeavour to keep costs to a minimum. Our fast-track routes to degrees are often much less expensive than traditional routes.
Recognised	In addition to respected regulatory authorities, our qualifications are recognised by colleges, universities, employers and governments globally.
Supported	As an ABE learner and centre, you can access resources designed to support your studies and enhance your learning experience.
International	For more than 50 years, learners around the world have been benefitting from ABE qualifications.
Proven	Our learners speak for themselves – see their testimonials on our website. They work in a diverse range of industries and organisations.
Flexible	You can study full time or part time at a pace that suits you. Our qualifications provide expertise in pan sector and specific subject areas which are underpinned by Business Management, Leadership and Enterprise.

Recognition

These ABE qualifications are accredited as part of the Regulated Qualifications Framework (RQF) by Ofqual, the qualifications regulator for England. Internationally ABE has agreements or recognition by regulatory authorities in other countries where we operate, full details can be located on our website.

Progression

ABE qualifications have been designed with progression in mind and, after completing one of our qualifications, learners can progress onto a higher level of study or employment.

ABE offers a full framework of qualifications that have been designed for learners to be able to progress from Level 2 to Level 6.

These qualifications do not have any pre-requisites, and learners are free to start on the Level that best suits where they are in their learning journey and the scope of the academic requirement in each qualification. ABE recommends following the learning of one qualification at a time, but this is not a requirement.

Who is it for?

These qualifications are for learners that are 16 and over. It could be offered to those in employment, higher education or for those wanting to enhance their Continuous Professional Development (CPD).

Entry guidance and criteria

There are no formal entry requirements to study ABE Level 5 Leadership qualifications; however, there must be a reasonable expectation of success on the programme by assessing a learner's previous qualifications and/or related work experience.

It is a centres responsibility to use professional and academic judgement when assisting learners in making the decision at which level they should enter ABE programmes.

In order to successfully study for an ABE qualification, you should have an appropriate level of English language skills (reading, writing, speaking and listening). For the ABE Level 5 qualifications, ABE recommends the following standards are met:

- IELTS - 6
- Cambridge ESOL - Cambridge English First- Cambridge English Advanced (points score 196 or above)
- Pearson Test of English Academic (PTE Academic) - 56
- Common European Framework of Reference (CEFR) - B2

Centres can use other English language tests as a measure of a learner's English language skills; but the centre must be satisfied that the score is equivalent to those recommended above.

Recognition of prior learning (RPL), accreditation of prior learning (APL), and exemptions

If a learner holds other qualifications from either another professional body or university which is similar in content and level the learner is registering for, they might qualify for RPL, APL or an exemption from some ABE units.

If learners would like to find out if they qualify for any exemptions before registering for an ABE qualification, please send a letter or an email to admissions@abeuk.com to request a copy of the ABE Exemptions Policy and application form.

A registered learner can find further information on the ABE Portal.

Qualification Structure

ABE Qualification Reference	Unit Title	Level	Credits	GLH
5ALSA	Award in Leadership Self-Awareness	5	10	40
5APLC	Award in Powerful Leadership Connection	5	10	40
5CLD	Certificate in Leadership Dynamics	5	30	110
5DEL	Diploma in Effective Leadership	5	40	140

See individual qualification sections for Rules of Combined (RoC) units, learners must complete all the required units to achieve each qualification, and learners must achieve a minimum of a Pass for each unit.

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
5UDLA	Develop Leadership Self-Awareness	5	5	20	Assignment
5UPLB	Build a Personal Leadership Brand	5	5	20	Assignment
5ULI	Powerful Leadership Interactions (Communication)	5	5	20	Assignment
5UCCP	Cultivate a Culture of High Team Performance	5	5	20	Assignment
5UIIT	Inspire Individuals and Teams	5	10	30	Assignment
5UCRL	Critical Reflection in Leadership	5	10	30	Assignment

The objectives of the ABE Level 5 Leadership suite:-

- to equip learners with leadership skills, knowledge and the understanding necessary to achieve high performance in a business environment
- to equip learners with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values
- to provide opportunities for learners to enter or progress in employment or progress to higher education qualifications
- to provide opportunities for learners to develop the skills, techniques and personal attributes essential for successful career development
- to provide opportunities for learners to achieve a nationally recognised professional qualification
- to offer learners the chance of career progression in their chosen field

Resources for the qualification

For each unit ABE will provide the following learning materials:

- Tutor Guides for centres. This gives tutor-focused recommendations on how best to teach this syllabus
- A list of Frequently Asked Questions

Assessment

ABE's assessments are specifically designed to fit the purpose and objective of the qualification. These qualifications are assessed by assignments, externally set by ABE. You can find out how each unit is assessed by checking the Unit Specification in this document, or the qualification tables above.

Assignment

ABE sets assignments in the form of an assignment brief. Sometimes a scenario and/or templates are provided as well. An organisation context is required based on a company that you are working (or have worked for), either as an employee or a consultant. Learners can find the required word count for each assignment on the front of the assignment brief. For more information on assignments, please go to the questions and answers section of the ABE website.

Learners can submit assignments for these qualifications to ABE each month. For further details please visit the assessment section of the ABE website; https://www.abeuk.com/assessments.

All assignments submitted are marked by ABE. Results are released by ABE on each session's specified Results Day.

For more information on results release, please consult ABE Website. Centres can find out more information about submitting assignments in the Centre Delivery Guide.

Marking and moderation

ABE has a broad and varied external academic team with a breadth of experience across the qualification areas and levels. Our external assessment team marks and is very familiar with ABE learners and the format of ABE exams and assignments. ABE has a very robust marking and moderation process: assessments are marked and standardised by our external team, after which they go through two phases of moderation. The results are presented to the assessment board for ratification, prior to publishing.

Additional examination requirements

There are no additional examination requirements for this qualification.

Reasonable adjustments and special considerations

ABE has taken steps in the development of this qualification to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations policies are available from the ABE Portal.

Appeals and enquiry of results

ABE has an appeals procedure that has been written in accordance with the regulatory arrangements in the Ofqual General Conditions of Recognition. Full details of this procedure, including how to make an application, are available on the ABE Portal.

You can find further information relating to ABE assessment on the Exam Regulations section of the ABE website.

Grading

To achieve an ABE qualification, you must demonstrate sufficient depth of study and acquisition of knowledge and skills expected for the qualification. You will need to demonstrate your achievement through the assessments set by ABE. On completion of your ABE qualification, you will be awarded an overall qualification grade based on your performance across all your unit assessments.

The following qualification grades are available:	Units will be assessed using the following grading scale:	
Grade	Grade	Boundary
Distinction	Distinction	70 - 100
Merit	Merit	55 - 69
Pass	Pass	40 - 54
Fail	Fail	0 - 39

Calculation of the qualification grade

The overall qualification grade will be calculated based on learner performance at unit level. Each unit carries a maximum of 100 points. The calculation of the overall qualification grade is based on the learner's performance in all units. All units in multi-unit qualifications must be attempted and contribute to your final grade. A minimum of Pass is required for all units to complete the qualification.

ABE Level 5 Award in Leadership Self Awareness (2 units)

Grade	Boundary points threshold
Distinction	140 - 200
Merit	110 - 139
Pass	80 - 409

ABE Level 5 Award in Powerful Leadership Connection (2 units)

Grade	Boundary points threshold
Distinction	140 - 200
Merit	110 - 139
Pass	80 - 409

ABE Level 5 Certificate in Leadership Dynamics (5 units)

Grade	Boundary points threshold
Distinction	350 - 500
Merit	275 - 349
Pass	200 - 274

ABE Level 5 Diploma in Critical Reflection in Leadership (6 units)

Grade	Boundary points threshold
Distinction	420 - 600
Merit	330 - 419
Pass	240 - 329

Grade descriptors

The table below details the grade descriptors that will be used to make judgements on grade boundaries. These descriptors will also help you to understand what we expect to see in order to achieve each grade.

Level 5

0-39 Fail	40-54 Pass	55-69 Merit	70-100 Distinction
Knowledge and understanding of the subject matter including underpinning theoretical concepts			
Lack of, limited or incomplete knowledge and understanding of the subject matter and underpinning concepts and theories, including their relevance; lack of ability to apply concepts to a relevant context.	Adequate knowledge and understanding of most key areas of the subject matter and basic use of their underpinning concepts and theories; sometimes able to apply to a relevant context.	Sound knowledge and understanding of the subject matter and in the appropriate use of concepts and theories; understands how to apply them to a relevant context.	Extensive knowledge and understanding of the subject matter and in the appropriate use of related concepts and theories, including in-depth understanding and application to a relevant context.
Awareness of relevant ethical, social, legal, regulatory and other local issues of relevance			
Lack of awareness of relevant ethical, social, legal, regulatory and local issues.	Adequate awareness of relevant ethical, social, legal, regulatory and local issues.	Clear recognition of relevant ethical, social, legal, regulatory and local issues.	In-depth recognition of relevant ethical, social, legal, regulatory and local issues.
Professionalism, business acumen, innovation and professional practice			
Lack of or limited awareness of business acumen, innovation and consideration of relevant professional practice.	Adequate awareness of business acumen, innovation and consideration of relevant professional practice.	Sound awareness of business acumen, innovation and consideration of relevant professional practice.	Clear evidence of awareness of business acumen, innovation and consideration of relevant professional practice.
Investigating and solving problems using different methods including data gathering and use of literature			
Lack of or limited use of information gathering, investigation and problem solving methods; limited use of data and of relevant literature.	Adequate use of information gathering, investigation and problem solving methods; some use of data and of relevant literature.	Sound use of a range of information gathering, investigation and problem-solving methods; good use of data and relevant literature.	Clear, consistent and appropriate use of a wide range of information gathering, investigation and problem-solving methods; use of data and relevant literature throughout.

0-39 Fail	40-54 Pass	55-69 Merit	70-100 Distinction
Critical evaluation, analysis and independent thinking			
Lack of or limited evidence of evaluation, analysis and independent thinking; conclusions are unsupported or lacking; content is highly descriptive.	Adequate level of evaluation, analysis and independent thinking, although some content is descriptive; conclusions are generally made but often lack support.	Sound evidence of evaluation, analysis and independent thinking, points made are generally explored and supported; conclusions made where appropriate and are supported.	Clear and consistent evidence of evaluation, analysis and independent thinking, points made are appropriately detailed and supported; conclusions are consistently made, clear, relevant and justified.
Professional communication			
Poor or inappropriate standard of communication and editing, lacking in relevant examples; limited consideration of the audience; inappropriate choice of media and format; poorly referenced.	Adequate standard of communication and editing, generally using in relevant examples where appropriate; some consideration of the audience; some appreciation of the choice of media and format; referencing is generally adequate but inconsistent.	Good standard of communication and editing, using in relevant examples where appropriate; consistent consideration of the audience; sound appreciation of the choice of media and format; work is accurately referenced throughout.	Outstanding communication and editing, using highly relevant and topical examples where appropriate; clear and consistent consideration of the audience; thorough appreciation of the choice of media and format; high quality referencing throughout.

Results and certification

The results release date for each session is published on your Portal dashboard and on the Assessment page of the website.

If you are taking an ABE Diploma, please allow three months from the date of your results to the receipt of your certificate. Certificates are usually dispatched around six weeks after results have been published (this is to allow time for any enquiries about results or appeals). Transit times vary according to which country you are in.

ABE Level 5 Award in Leadership Self-Awareness

Ofqual reference
610/5856/7

ABE reference
5ALSA

Credit value
10

Operational start date
2nd June 2025

Guided Learning Hours (GLH)
40

Total Qualification Time (TQT)
100

Qualification summary

The Award in Leadership Self-Awareness is designed to equip current and aspiring leaders with the knowledge and practical skills needed to develop a strong personal leadership brand and enhance self-awareness in their leadership practice.

The qualification focuses on, understanding the importance of self-awareness in effective leadership. Exploring the role and value of a personal leadership brand, and how it supports influence, integrity, and authenticity. Applying leadership models, theories, and self-assessment tools to evaluate personal strengths, values, behaviours, and areas for development. Developing strategies and plans to enhance self-awareness and improve leadership capabilities.

Through this qualification, learners will gain the ability to reflect on their own leadership impact, align their actions with their values, and build trust and confidence with others. It supports both personal growth and career progression by promoting a reflective and authentic leadership style.

Units of achievement

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
5UDLA	Develop Leadership Self-Awareness	5	5	20	Assignment
5UPLB	Build a Personal Leadership Brand	5	5	20	Assignment

Learners must complete two of the required units to achieve this qualification and learners must achieve a minimum of a Pass for each unit.

ABE Level 5 Award in Powerful Leadership Connection

Ofqual reference
610/5857/9

ABE reference
5APLC

Operational start date
2nd June 2025

Credit value
10

Guided Learning Hours (GLH)
40

Total Qualification Time (TQT)
100

Qualification summary

The Award in Powerful Leadership Connection is designed to develop the communication and relationship-building skills essential for effective and inspirational leadership. It equips leaders with the knowledge and practical tools needed to enhance their leadership interactions, align with organisational goals, and foster high-performing teams.

The qualification focuses on understanding and applying the principles of effective leadership communication to inspire, motivate, and empower others. Enhancing team performance using contemporary leadership and team management methodologies.

This qualification supports the development of emotionally intelligent, adaptable leaders capable of creating strong connections that drive performance and organisational success.

Units of achievement

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
5ULI	Powerful Leadership Interactions (Communication)	5	5	20	Assignment
5UCCP	Cultivate a Culture of High Team Performance	5	5	20	Assignment

Learners must complete two of the required units to achieve this qualification and learners must achieve a minimum of a Pass for each unit.

ABE Level 5 Certificate in Leadership Dynamics

Ofqual reference
610/5858/0

ABE reference
5CLD

Operational start date
2nd June 2025

Credit value
30

Guided Learning Hours (GLH)
110

Total Qualification Time (TQT)
300

Qualification summary

The Certificate in Leadership Dynamics is designed to develop well-rounded, self-aware, and adaptable leaders who can inspire, motivate, and engage diverse teams to achieve high performance. This qualification equips learners with the theoretical understanding and practical skills to build a strong personal leadership brand, communicate powerfully, and create inclusive, high-performing teams. The qualification focuses on self-awareness and building a personal brand, effective communication and team performance management and Inclusive and Inspirational Leadership to apply adaptive leadership behaviours to manage diverse personalities, life stages, and neurodiversity by promoting a culture of inclusivity, trust, and respect, contributing to a positive leadership climate.

This qualification supports leadership development at both personal and organisational levels, fostering the confidence and capability to lead with purpose in a dynamic and diverse workplace.

Units of achievement

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
5UDLA	Develop Leadership Self-Awareness	5	5	20	Assignment
5UPLB	Build a Personal Leadership Brand	5	5	20	Assignment
5ULI	Powerful Leadership Interactions (Communication)	5	5	20	Assignment
5UCCP	Cultivate a Culture of High Team Performance	5	5	20	Assignment
5UIIT	Inspire Individuals and Teams	5	10	30	Assignment

Learners must complete five of the required units to achieve this qualification and learners must achieve a minimum of a Pass for each unit.

ABE Level 5 Diploma in Effective Leadership

Ofqual reference
610/5859/2

ABE reference
5DEL

Operational start date
2nd June 2025

Credit value
40

Guided Learning Hours (GLH)
140

Total Qualification Time (TQT)
400

Qualification summary

The Diploma in Effective Leadership provides a comprehensive and practical framework for developing confident, adaptive, and self-aware leaders who can drive individual and organisational success. This qualification is designed for current and aspiring leaders who seek to refine their leadership approach, build high-performing teams, and foster a positive, inclusive workplace culture through continuous reflection and improvement. The qualification focuses on self-awareness and building a personal brand, effective communication and team performance management and Inclusive and Inspirational Leadership to apply adaptive leadership behaviours and Reflective Leadership Practice to manage diverse personalities, life stages, and neurodiversity, by analysing their leadership experiences and outcomes critically to foster a culture of continuous improvement within their organisations. This diploma supports leaders in becoming purpose-driven, people-focused, and performance-oriented, ready to meet the evolving demands of modern leadership.

Units of achievement

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
5UDLA	Develop Leadership Self-Awareness	5	5	20	Assignment
5UPLB	Build a Personal Leadership Brand	5	5	20	Assignment
5ULI	Powerful Leadership Interactions (Communication)	5	5	20	Assignment
5UCCP	Cultivate a Culture of High Team Performance	5	5	20	Assignment
5UIIT	Inspire Individuals and Teams	5	10	30	Assignment
5UCRL	Critical Reflection in Leadership	5	10	30	Assignment

Learners must complete all six of the required units to achieve this qualification and learners must achieve a minimum of a Pass for each unit.

ABE Unit Number: 5UDLA

Unit Title	Develop Leadership Self-Awareness
Ofqual Unit Ref	M/651/6376
Unit Purpose & Aim(s)	Effective leadership relies on leaders reflecting on the contribution they make, and the impact that they have, on those they work with. It is important that leaders understand and develop this self-awareness, in order to build and maintain a positive organisational environment. This unit is designed to provide you with the theoretical knowledge and practical skills needed to develop self-awareness as a leader and identify strengths and areas for development. You will explore the relationship between self-awareness and effective leadership and examine self-awareness models and theories. The unit will also cover the methods used to assess personal leadership skills. Additionally, you will learn how to apply strategies to develop self-awareness of leadership skills, including a self-assessment that can be used to produce a personal development plan. By reflecting on your leadership effectiveness, you will identify areas for improvement to further develop your leadership capabilities and gain insights into your behaviours and the effects these may have on others. Such insight is essential for supporting your growth both as a leader, and within your career.
Level	5
Credit Value	5
GLH	20
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand how to develop leadership self-awareness	1.1 Analyse the relationship between self-awareness and effective leadership	▪ How different leadership styles and theories highlight the importance of self-awareness: - Authentic Leadership (George, Avolio and Luthans) - Adaptive leadership (Heifetz) - Situational leadership (Hersey and Blanchard) - Servant Leadership (Greenleaf) - Charismatic Leadership (House) - Responsible Leadership (Maak and Pless) - Value-based/Value-driven Leadership (Gentile) - Transformational/Transactional Leadership (Burns, Bass) etc.* ▪ Connections between self-awareness and effective leadership practices, e.g., improved decision-making, enhanced communication,

		stronger working relationships, increased adaptability, self-confidence etc.*
		▪ The importance of Emotional intelligence (EI) in developing self-awareness (Goleman, Salovey and Mayer)
		▪ How self-awareness creates a foundation for effective leadership, enabling leaders to understand their strengths and development areas, their values and motivations, and how their behaviours impact others
	1.2 Evaluate leader self-awareness models and theories	▪ Definitions of self-awareness ▪ Self-awareness theories (e.g., self-awareness theory (Duval and Wicklund), leadership styles (Tannenbaum and Schmidt (1958), Showry & Manasa (2014), Self-determination theory (Deci & Ryan, 1985), Goal-Setting theory (Locke and Latham), strengths based approaches (Seligman) etc.* ▪ Emotional Intelligence Models (e.g., Salovey and Mayer, Bar-On, Goleman) ▪ Theoretical models for analysis of effective leadership e.g., The Ladder of Inference (Argyris, Senge), The Johari Window (Luft, Ingham), Self-leadership (Manz), etc.*) ▪ The behaviours that self-aware leaders model, e.g., reflection, adjusting, ownership, clear communication, understanding of strengths and impact of own leadership etc.*
	1.3 Analyse how personality and behaviours impact leadership effectiveness	▪ Trait and skills-based theories of leadership (Stogdill, Katz) ▪ The range of skills required for effective leadership (e.g., self-awareness, critical thinking, problem-solving, decision-making, results focus, negotiating, influencing, inspiring, motivating, communicating, listening, Emotional Intelligence, etc.*) ▪ The range of behaviours required for effective leadership, (e.g., adaptability, flexibility, empathy, compassion, approachability, openness, honesty, collaboration, mission driven, discipline, etc.*) ▪ How personality and behaviours can impact leadership effectiveness e.g., stability and remaining calm under pressure can give security, transparent and clear communication can build trust, whereas poor communication can cause confusion and low morale, etc.* ▪ Techniques for understanding personal differences

		- Examples of a range of leaders with different personalities and behaviours and how these impact their effectiveness, (e.g., Steve Jobs, Sheryl Sandberg, Bill Gates, Richard Branson, Estee Lauder, Sir Alan Sugar, Mary Barra, Jeff Bezos, Donald Trump etc.*)
	1.4 Discuss the methods used to assess personal leadership strengths and identify areas for development	- Methods used to assess personal leadership strengths (e.g., personal SWOT, 360-degree feedback, performance appraisals, team feedback, leadership style inventories (e.g. Blake and Mouton, Kouzes and Posner), self-assessment tools and psychometric tests.) - Approaches to assessing EI, EQ (Emotional Quotient) assessments (e.g., online assessments, Johari window, feedback from others etc.*) - The benefits of assessment, (e.g., increased self-awareness, learning, personal growth, adaptability etc.*) - The risks of assessment, (e.g., lack of honesty, validity of assessment measures, interpretation of assessment reports etc.*)

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
2. Apply strategies to develop self-awareness of leadership skills	2.1 Conduct a self-assessment to identify personal leadership strengths and areas for improvement	- The techniques that can be used to identify personal leadership strengths and areas for improvement e.g., observations, self-reflection journal, performance reviews, 360-degree feedback, feedback mechanisms, self-evaluation. - Self-assessment tools can include type and trait based personality tests, (e.g., Myers-Briggs Type Indicator, or MBTI (Briggs et al., 1998), Goldberg's (1990), Costa and McCrae's 'Big Five', etc.*) - How to collect and use workplace evidence to support self-assessment - How to gather feedback from colleagues to support self- assessment
	2.2 Produce a personal development plan based on self-assessment and feedback	- Personal development plan (PDP) to include short, medium and longer terms objectives and development needs, using SMART goals (Specific, Measurable, Achievable, Relevant and Time-bound) - The components of a personal development plan, (e.g., activities, timescales, resources and support required, expected benefits, deadlines, review process, how impact will be measured etc.*) - The range of formal and informal development activities, (e.g., on the job learning, coaching, mentoring, social learning, peer coaching etc.*)
	2.3 Implement a personal development plan to build leadership self-awareness and effectiveness	- How to implement a personal development plan to build leadership self-awareness - Strategies for documenting and monitoring personal development plan, (e.g., regular reviews and evaluations to track the effectiveness of the plan, reflection on progress and overcoming challenges) - Strategies for continuous improvement, (e.g., seeking feedback, engaging in professional development, research, professional body membership etc.*)
	2.4 Apply reflective practices to gain insights into personal leadership behaviours and their effects on others	- Reflective practices in leadership (Dewey, Schon) - The importance of reflective practice in gaining insights into personal leadership behaviours and their effects on others - How to use a reflective journal to record experiences and insights

*Please note that other examples or references are also acceptable and may be more relevant to the learner's context. Please ensure that all references are fully acknowledged using a known referencing system such as Harvard or APA.

Assessor Guidance	
1.	Assignment

Additional Information	
Relationship to National Occupational Standards	INSML001 Manage yourself to achieve your work and personal objectives INSML002 Develop your knowledge, skills and competence to meet the requirements of your work INSML030 Coach or mentor employees INSML031 Develop and sustain working relationships with colleagues and stakeholders INSML032 Develop and sustain collaborative relationships with departments and other organisations INSML042 Develop knowledge and communicate information
Links (s) to IoL's Dimensions / modules of My Leadership	Coming soon
Ofqual subject/sector classification	15.3 - Business management

ABE Unit Number: 5UPLB

Unit Title	Build a Personal Leadership Brand
Ofqual Unit Ref	K/651/6374
Unit Purpose & Aim(s)	Developing a personal brand can enhance a leaders' influence and integrity. Developing a personal leadership brand involves identifying and consistently demonstrating your unique values, strengths, and style as a leader.

In this unit you will understand how to develop a personal leadership brand, analysing its importance and role in leadership. You will explore models and theories on how to build a personal leadership brand. The unit will also cover the benefits of strengthening and managing your own personal leadership brand.

Additionally, you will learn how to apply strategies to develop your own personal leadership brand, by planning activities that reflect on your values, strengths, development areas and motivation.

By reflecting on your personal leadership brand, you will be able to confidently lead in a manner that is consistent with your beliefs and values, thereby instilling trust and confidence in your peers, employees and stakeholders. |
Level	5
Credit Value	5
GLH	20
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand how to develop a personal leadership brand	1.1 Analyse what is meant by a personal brand and its role in leadership	- Definitions of personal branding - The benefits of a strong personal leadership brand: credibility, increased visibility, influence, a competitive advantage, career advancement and a positive reputation, etc.* - The importance of developing a personal brand in leadership, including building trust with others and giving leaders themselves, and others, an understanding of their values and demonstrating an ongoing commitment to align actions, words and goals, etc.* - Different leaders and their personal brands
	1.2 Explain how to build a personal leadership brand with reference to models	Clarify leadership style/identity and how this aligns with personal brand , e.g., collaborative, directive, coaching-oriented, visionary, etc.*

		• How to create a Unique Value Proposition (UVP) by identifying personal leadership traits, core values that drive decisions and define purpose in relation to the team, organisation and wider community ▪ Understanding of branding consistency – behaviours match words and the importance of 'living your values' ▪ Models related to personal branding, e.g. 4Ps Model, Authentic Leadership Theory, C Maloney (2013 Five stages in building Personal brand), Transformational Leadership Theory, etc.*
	1.3 Compare different methods that can be used for developing a personal brand in leadership	▪ Methods for developing a personal brand: - Social media strategy, e.g., write/publish content - Networking - Online/virtual presence to position as a 'thought leader', e.g., podcasts - Personal statement/biography outlining/confirming key values - Continuous learning and development, to stay updated with industry or technology trends and maintaining a strong personal brand, etc.* ▪ Strategies for adapting communication of personal brand to different audiences, considering factors such as cultural differences, levels of expertise, generational differences, motivation, neurodivergence etc.*
	1.4 Evaluate the benefits of managing own personal leadership brand	▪ The professional and personal benefits of managing own personal brand ▪ Professional benefits include: Increased visibility in organisation and sector, greater influence in decision-making, the establishment of trust and loyalty, Organisational 'on-brand' leadership, etc.* ▪ Personal benefits include: building new contacts and networks can become easier, establishment of personal credibility, brand can evolve with own personal and career development, strengthens authenticity, etc.*

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
2. Apply strategies to develop personal leadership brand	2.1 Conduct a self-assessment to reflect on your values, strengths, development areas and motivation	• Techniques for carrying out a self-assessment to define personal brand, including identifying own core values, motivation and assessing current personal brand and perceptions • Strategies for identifying and reflecting on strengths and development areas • Identify and communicate values and the core principles that guide your decisions and actions. (e.g., Integrity, empathy, innovation, accountability, authenticity etc.*)
	2.2 Plan building and maintenance of own personal leadership brand, which aligns with leadership goals	• How to plan personal branding to build and maintain professional reputation • The strategies and techniques used for the building and maintenance of a personal leadership brand online, e.g., creating a professional online presence, understanding communicating with a virtual audience, utilising social media and content creation and sharing • The techniques used for the development and maintenance of a personal leadership brand through networking, e.g., attendance at Industry events or conferences, joining professional bodies or organisations and mentorship or coaching opportunities etc.* • Development of personal leadership brand through demonstration of leadership and expertise, e.g., through public speaking, presentations or Chairing/participating in Panel discussions, publishing articles or books, volunteering for a charity or local cause etc.*
	2.3 Implement a personal development plan to strengthen leadership personal brand and a plan for continuous development	• Implementation of a personal development plan to strengthen and monitor personal leadership brand, e.g., using analytical tools to stay informed of any online communications/media, responding to any negative feedback promptly and constructively, reviewing to ensure consistent personal brand perception • What is meant by continuous development, (e.g. maintaining currency, effectiveness and impact of skills, knowledge and behaviours, commitment to lifelong learning, etc.*) • The impact of not continuing to develop personal leadership brand • Strategies for planning continuous development, e.g., seeking feedback, engaging in professional development, mentorship, etc.*

*Please note that other examples or references are also acceptable and may be more relevant to the learner's context. Please ensure that all references are fully acknowledged using a known referencing system such as Harvard or APA.

Assessor Guidance	
1.	Assignment

Additional Information	
Relationship to National Occupational Standards	INSML002 Develop your knowledge, skills and competence to meet the requirements of your work INSML003 Develop and maintain your professional connections INSML004 Lead your organisation INSML009 Develop your organisation's values and culture INSML031 Develop and sustain working relationships with colleagues and stakeholders ILSML040 Optimise the use of technologies INSML042 Develop knowledge and communicate information
Links (s) to IoL's Dimensions / modules of My Leadership	Coming soon
Ofqual subject/sector classification	15.3 - Business management

ABE Unit Number: 5ULI

Unit Title	Powerful Leadership Interactions
Ofqual Unit Ref	J/651/6373
Unit Purpose & Aim(s)	Powerful leadership interactions are those that inspire, motivate, and empower others to achieve their full potential. They are characterised by strong communication, trust, and a shared vision. Effective leadership communication is fundamental in cultivating a collaborative and dynamic organisational environment. This unit is designed to provide you with the theoretical knowledge and practical skills needed to adapt your leadership interactions to various audiences and situations, enhancing your leadership interactions. You will explore the principles of effective communication, including its role in building and maintaining relationships within teams and across an organisation. The unit will also cover the importance of feedback in professional growth and relationship management. Additionally, you will learn to align your stakeholder interactions to meet their diverse needs, applying relevant techniques to build positive relationships, manage conflicts, and resolve issues effectively. By reflecting on your personal communication practices, you will identify areas for improvement to further develop your leadership capabilities. These skills will empower you to lead with confidence and create a supportive and engaged organisational culture.
Level	5
Credit Value	5
GLH	20
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand how to adapt leadership communication	1.1 Discuss how to adapt communication styles to suit diverse audiences and situations	- The importance of context in communication, including the influence of formal vs. informal settings, hierarchical levels, and organisational culture - How to use Hofstede's Cultural Dimensions Theory to understand cultural differences and improve cross-cultural communication and collaboration - The techniques that can be used to assess the needs, preferences, and expectations of different audiences within an organisation, e.g., surveys, observations, feedback mechanisms, brainstorming, information/data analysis, etc.*

		▪ The different leadership communication styles and their impact, e.g., assertive, aggressive, passive, passive-aggressive, non-verbal, active listening, empathetic, persuasive, etc.* ▪ Strategies for adapting communication styles to different audiences, considering factors such as cultural differences, levels of expertise, generational differences, individual preferences, personality, neurodivergence, etc.* ▪ The importance of situational awareness and the ability to read verbal and non-verbal cues to tailor interactions for individuals
	1.2 Analyse the role of effective communication in building and maintaining relationships within a team and across an organisation	▪ Models of communication, e.g., Linear (Shannon-Weaver, Berlo's SMCR, Lasswell, Aristotle), Interactive (Osgood-Schramm, Westley and MacLean), Transactional (Barnlund, Dance's Helical) ▪ The importance of transparency and open communication in cultivating and maintaining an inclusive and collaborative environment ▪ How effective leadership communication can shape organisational culture and build employee engagement ▪ How to use Goleman's Emotional Intelligence framework to build and enhance communication effectiveness within and across organisational teams ▪ The strategies for ensuring effective communication across different departments and levels within an organisation to maintain alignment and cohesion, e.g., agreed communication channels, regular formal and informal interactions, active listening, clear and concise messaging, feedback mechanisms, cultural sensitivity, employee engagement, open dialogue with leaders, leadership role-modelling, technology tools to support collaboration, etc.*
	1.3 Evaluate the significance of feedback in the development and maintenance of professional relationships	▪ Theories and models of feedback, e.g., Feedback Intervention Theory (FIT), Johari's Window, SBI (Situation-Behaviour-Impact), AID (Action-Impact-Desired outcome), etc.* ▪ The role of feedback in enhancing individual and team performance ▪ How timely, constructive feedback contributes to continuous improvement, motivation, and relationship development ▪ Approaches for formal and informal feedback ▪ The best practices for delivering feedback that is specific, timely, and actionable, to nurture growth and development ▪ The role of creating a psychologically safe environment where employees feel comfortable giving and receiving feedback

		▪ How to embed a feedback-rich culture within an organisation to enhance communication and relationships
	1.4 Examine how different leadership communication methods impact on team dynamics	▪ Tuckman's stages of group development (forming, storming, norming, performing, adjourning) to understand how communication influences team performance ▪ The range of communication methods that leaders can use and their impact on team dynamics, e.g., face-to-face meetings, digital communication (emails, instant messaging, collaborative tools, video conferencing), formal presentations, informal conversations, etc.* ▪ The importance of non-verbal cues in leadership communication, e.g., body language, eye contact, tone of voice, etc.* ▪ How communication methods affect team cohesion, motivation, morale, and conflict resolution ▪ The impact of communication technologies on team dynamics, including the benefits and challenges of virtual communication

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
2. Demonstrate aligning leadership communication interactions with stakeholder needs	2.1 Assess the communication needs of different stakeholders	▪ The key internal and external stakeholder groups, e.g., employees, customers, suppliers, investors, regulators, etc.* ▪ The techniques for identifying and categorising stakeholders based on their level of interest and influence, e.g., Mendelow's Matrix, Mitchell, Agle, and Wood's Stakeholder Salience Model ▪ How to analyse different stakeholders' communication needs and preferences, including information requirements, frequency of communication, and preferred channels ▪ The power dynamics in stakeholder communication and how to navigate them effectively ▪ Best practices for engaging with stakeholders, e.g., regular updates, consultations, and feedback mechanisms
	2.2 Apply a range of communication techniques to build strong, positive relationships with team members	▪ The techniques used to build trust, open communication, mutual respect, and a collaborative team environment within a team, e.g., active listening, empathetic communication, storytelling, non-verbal communication, brainstorming, etc.* ▪ Strategies for establishing rapport with team members, including the use of empathy, mirroring, and positive reinforcement ▪ How to apply Cialdini's Principles of Influence to enhance leadership communication, e.g., reciprocity, authority, scarcity, commitment, liking, social proof ▪ How to ensure that communication practices are inclusive and consider the diverse backgrounds, perspectives and need of team members
	2.3 Implement communication techniques to manage conflicts and resolve issues	▪ The role of a leader as a mediator in facilitating communication between conflicting parties to reach a resolution ▪ Conflict resolution styles, e.g., avoidance, accommodation, competition, compromise, collaboration ▪ Communication strategies for de-escalating tensions and preventing conflicts from escalating ▪ Strategies for using effective communication to identify underlying issues, facilitate dialogue, and negotiate mutually beneficial solutions, e.g., active listening, empathy, 'I' statements, avoiding accusations/blame, taking a break, find common ground, seek compromise, avoid power plays, professional mediation, etc.* ▪ How to apply conflict resolution theories and approaches, e.g., Thomas-Kilmann Conflict Mode Instrument (TKI), Interest-Based Relational (IBR)

	2.4 Reflect on personal communication practices and identify areas for improvement to enhance leadership effectiveness	- The importance of reflective practice in identifying strengths and areas for improvement in leadership interactions - How to apply Kolb's Experiential Learning Cycle to structure reflection and personal development efforts - How to use self-assessment tools to assess personal communication practices, e.g., 360-degree feedback, communication style inventories, etc.* - How to develop a personal action plan to enhance communication skills and leadership effectiveness - Strategies for continuous improvement, e.g., seeking feedback, engaging in professional development, mentorship, practising mindfulness, etc.*

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Assessor Guidance	
1.	Assignment

Additional Information	
Relationship to National Occupational Standards	INSML003 Develop and maintain your professional connections INSML008 Promote equality of opportunity, diversity and inclusion in your organisation INSML026 Manage team communications INSML031 Develop and sustain working relationships with colleagues and stakeholders INSML032 Develop and sustain collaborative relationships with departments and other organisations INSML033 Manage conflicts in the work environment INSML042 Develop knowledge and communicate information
Links (s) to IoL's Dimensions / modules of My Leadership	Coming soon
Ofqual subject/sector classification	15.3 - Business management

ABE Unit Number: 5UCCP

Unit Title	Cultivate a Culture of High Team Performance
Ofqual Unit Ref	**L/651/6375**
Unit Purpose & Aim(s)	Successful, high team performance requires effective leadership. The ability to apply a range of contemporary team management methodologies will enable you to maximise the performance and productivity within your team. This unit is designed to provide you with the theoretical knowledge and practical skills needed to adapt and apply contemporary leadership approaches to manage and maximise team performance. You will explore the principles of high-performing teams and the workplace factors that impact team performance. The unit will also cover the importance of aligning team objectives with the goals and aspirations of the organisation. Additionally, you will review the organisation's processes, policies and procedures that support high team performance and productivity. By reflecting on both your personal and organisational leadership approaches to managing and maximising team performance, you will identify areas for improvement to further develop a culture of high-performance teams within your organisation.
Level	**5**
Credit Value	**5**
GLH	**20**
Grades	**Fail/Pass/Merit/Distinction**

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand how to cultivate a culture of high-performance teams	1.1 Analyse the characteristics of high-performance teams	- Models and theories for team effectiveness and productivity, e.g., (Tuckman, Drucker, Hackman, Robbins and Judge, etc.*) - Characteristics of high performing teams, e.g., clear communication, trust, respect, shared goals, effective collaboration, continuous learning, focus on results, psychological safety, individual excellence, pride in organisation, diversity, healthy conflict, etc.* - How to recognise the stages of team development and capability, (Tuckman's four stage model: Forming, Storming, Norming and Performing, 1965.)
	1.2 Evaluate factors that affect team performance and their impact on the organisation	Factors that affect team performance, e.g., clear goals/direction, team dynamics, training and development, feedback, communication, employee wellbeing, leadership, psychological safety, diversity,

		relationship between individual and team goals, skills, employer/employee expectations (Rousseau) ▪ The impact of high-performance teams on the organisation, including the overall success, growth and opportunities for the organisation, etc.* ▪ The impact of underperformance on organisation, e.g., overall success, innovation and growth, employee engagement and retention, etc.*
	1.3 Assess the importance of performance measures when setting operational objectives for high- performance teams	▪ The importance of organisational vision, mission, strategy and objectives and the relationship to team objectives ▪ The importance of performance measures (Parmenter, Sonntag Marr) ▪ The difference between KRI's (Key Results Measures) and KPIs (Key Performance Indicators) ▪ KRI's (Key Results Measures): Output orientated measures that record actual performance and metrics that measure quantitative results, e.g., net or gross revenue/profit, gross margin, product complaints, conversion rates, etc.* ▪ KPIs (Key Performance Indicators): Input orientated metrics that focus on specific actions and responsibilities to achieve results, e.g., volume targets, quality standards, service levels, etc.* ▪ Goal setting models, e.g., HARD, SMART, SMARTER, etc.* ▪ How to ensure team goals include behavioural objectives aligned with the organisation's values in order to build a culture of high-performance teams ▪ Strategies for managing underperformance and performance improvement, e.g., training, coaching, clear goals, regular monitoring and feedback, encouraging ownership, etc.*
	1.4 Evaluate contemporary approaches to managing performance to maximise team potential	▪ Difference between traditional and modern performance management approaches, e.g., approaches to goal setting, feedback, appraisals, etc.* ▪ Traditional approaches, e.g., formal, hierarchical, manager led, structured, one-way feedback, strengths/weaknesses, etc.* ▪ Contemporary approaches to managing and maximising team performance, e.g., employee centric continuous feedback, self and peer monitoring, real time feedback, emphasis on strengths, growth and development, encouraging risk taking and learning, fostering

		collaboration, values and behaviours assessments, quality initiatives, etc.*
		- Tools and techniques to track and monitor performance and commitment to high team performance, e.g., surveys, audits, observations, technology and software, peer reviews, 360 feedback, etc.* - Impact of modern approaches, e.g., encourages open communication, builds trust and transparency, creates psychological safety, empowers teams through involvement in goal setting, recognises employee needs for development and growth, etc.* - The role of the leader in developing teams to maximise performance and potential, e.g., assessing needs and capabilities, creating opportunities for growth, coaching, mentoring, delegating, etc.* - The role of organisational policies, processes and procedures that support team performance and growth, e.g., talent management, career aspiration, succession planning, managing underperformance, performance improvement, etc.*

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
2. Apply contemporary leadership approaches to build a culture of high team performance	2.1 Apply a range of contemporary leadership and performance management approaches to maximise team performance	- How to select relevant leadership approaches, specific to team, organisational culture and performance expectations - Application of contemporary approaches to manage team performance, e.g., employee centric continuous feedback, self and peer monitoring, real time feedback, emphasis on strengths, growth and development, encouraging risk taking and learning, fostering collaboration, values and behaviours assessments, quality initiatives etc.* - Application of tools and techniques for gaining commitment to performance goals and objectives - Co-creating goals and objectives, encouraging collaboration and clear communication, psychological safety, sharing vision, purpose, values, etc.* - Ways to track performance progress and measure commitment to high team performance including technology and software - Actions to develop and enhance team performance, e.g., assessing needs and capabilities, creating opportunities for growth, coaching, mentoring, delegating, etc.*
	2.2 Critically review own leadership practices and ability to create a culture of high-performance teams	- The techniques that can be used to evaluate own performance, defining success measures, performance appraisals, self-assessment tools, 360-degree feedback, etc.* - The importance of reflective practice in identifying strengths and areas for improvement in leadership approaches to performance management including, goal setting, encouraging collaboration and trust, providing regular feedback and recognition, developing skills, competencies and talent, creating shared vision and purpose, leading by example, etc.* - The use of contemporary approaches to maximise team performance through formal and informal feedback - Collect and use workplace evidence to review own leadership practices and approaches to team management - Summarise strengths and areas for development in order to maximise team performance and build a culture of high-performance teams

	2.3 Evaluate the effectiveness of the organisation's policies, processes and procedures for managing and maximising team performance	- The policies procedures and processes that support managing and maximising team performance, e.g., induction and onboarding, performance review/appraisal, disciplinary, training for managers and employees relating to performance appraisal and review, how organisational mission, mission, objectives and values are communicated and aligned to team performance etc.* - The tools, technology and software used for tracking performance and engagement of employees and teams.
	2.4 Produce an action plan to develop own and organisational approaches to cultivate a culture of high-performance teams	- How to create an action plan to develop own and organisational approaches to building and managing high team performance - The resources required to implement an action plan, including physical, human, financial resource and leadership buy-in - The expected benefits of implementing actions and how they support the aim of maximising team performance, including benefits for the team and for the organisation e.g., overall success, innovation and growth, employee engagement, professional and career development, employee retention, etc.* - Ways to review progress of the action plan and evaluate the impact on cultivating a culture of high-performance teams in the organisation

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Assessor Guidance	
1.	Assignment

Additional Information	
Relationship to National Occupational Standards	INSML005 Provide leadership to your team INSML018 Manage continuous improvement and overall performance of your organisation INSML023 Follow your organisation's disciplinary and grievance procedures INSML024 Build teams and allocate work to team members INSML025 Manage and quality assure work in your team INSML029 Support employees' learning and development
Links (s) to IoL's Dimensions / modules of My Leadership	Coming soon
Ofqual subject/sector classification	15.3 - Business management

ABE Unit Number: 5UIIT

Unit Title	Inspire Individuals and Teams
Ofqual Unit Ref	H/651/6372
Unit Purpose & Aim(s)	Effective leadership involves motivating, inspiring and influencing individuals and teams, and creating the right environment where everyone is included and valued. Having diverse teams and adapting your approach to bring out the best in everyone is a key characteristic for successful leadership. This unit is designed to provide you with the theoretical, practical, and technical understanding needed to motivate and inspire diverse teams and create an inclusive environment where individuals can thrive. You will explore various theories and models, evaluating their effectiveness in supporting inspirational leadership. The unit encourages you to apply adaptive leadership behaviours to facilitate discussions with individuals and teams that fosters a culture of trust, respect and motivation. You will produce action plans to maximise the strengths of a diverse team, considering a range of individual differences, including personalities, neurodiversity, generational differences, and life stages. These skills will enable you to create an inclusive and inspiring work environment where individuals and teams feel respected and valued for their contributions, enhancing both your personal leadership skills and the overall leadership culture within your organisation.
Level	5
Credit Value	10
GLH	30
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand how to motivate individuals and teams	1.1 Discuss the role of intrinsic and extrinsic motivation in achieving individual and team goals	- The differences between intrinsic and extrinsic motivation - Internal factors that influence motivation, e.g., personal circumstances, basic needs, drive, aspiration, stage in life/career, health and wellbeing, sense of fulfilment, sense of achievement, etc.* - External factors that influence motivation, e.g., leadership style, nature of work, reward/recognition, opportunities for progression, communication, feedback, conflict, team dynamics, competition, direction, support, sanctions, etc.* - The relationship between motivation and the achievement of individual and team goals

	1.2 Analyse the impact of motivation on employee engagement, productivity and retention	- Areas that can be affected by motivation levels, e.g., quality of work, productivity, reputation, growth, sustainability, innovation, retention, engagement, etc.* - Employee engagement theories and models, e.g., Kahn, Deloitte, Gallup, Zinger, etc.* - Impact of motivation on employee engagement and consequences when motivation is low - Impact on individual, team and organisational productivity - Impact on retention and consequences when motivation is low, e.g., reputational damage, customer perception, etc.*
	1.3 Evaluate the effectiveness of different motivational theories and strategies for inspiring individuals and teams	- Motivational Content theories, e.g., Maslow, McClelland, Herzberg, Pink - Motivational Process theories, e.g., Locke, Vroom, Burt's Nudge theory, etc.* - Motivational strategies for inspiring individuals, e.g., giving autonomy, avoid micromanaging, accommodating flexible work schedules, goal setting, meaningful reviews, continuous feedback, reward, recognition, delegation, power/influence, etc.* - Motivational strategies for inspiring teams, e.g., safety and security, team building, team goals aligned to bigger picture, balanced workload, collaboration, etc.* - Ways to evaluate effectiveness, e.g., increased work rate, productivity, engagement, achievement, communication, collaboration, commitment, feedback, surveys, etc.*

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
2. Understand leadership approaches to meet diverse employee needs	2.1 Analyse the importance of role modelling behaviours in leadership	- Role modelling and its importance, e.g., Cruess, Filstad, Macaulay - Examples of positive and negative role modelling - Leadership behaviours that inspire and motivate individuals and teams, e.g., goal setting, involvement, informal and formal communication, regular meetings, 1-1s, encourage collaboration and team working, demonstrating values, etc.* - Behaviours that demonstrate inclusive leadership, e.g., authenticity, honesty, vulnerability, share mistakes, promote learning, encourage innovation and creativity, value and celebrate differences, etc.*
	2.2 Evaluate the impact of generational differences and life stages on employees' motivation, engagement and work preferences	- Generational differences and their work preferences e.g., Baby Boomers, Gen X, Millennials, Gen Z, etc.* - Different life stages and the impact on motivation and engagement at work, e.g., (Erikson) - Young Adulthood, Middle Adulthood, Late Adulthood - How to use insights gained to influence leadership practices when motivating and inspiring individuals - The consequences of not considering individual differences when motivating and inspiring individuals at work
	2.3 Examine how leaders can create inclusive work environments for neurodivergent individuals	- The role of diversity, equality and inclusion legislation in influencing an inclusive workplace/work environment - The role of legislation, policies and procedures in supporting leaders with inclusive practices - Definition and concept of psychological safety, (Clarke, Edmonson) and its role in creating an inclusive environment - Importance of an inclusive working environment – impact for individuals, impact for teams, impact for the organisation - Neurodiversity, the terminology and conditions, e.g., ADHD, Autism, Tourette syndrome, Dyslexia, Dyspraxia, Dyscalculia, etc.* - Workplace challenges faced by neurodivergent individuals - Actions leaders can take to support neurodivergent individuals, e.g., clear communication, awareness and education, ask directly about needs and requirements, adjustments and support, regular feedback, build a strengths-based support system, etc.*

	2.4 Assess the benefits and challenges of implementing inclusive leadership practices that accommodate diverse team members	▪ Inclusive leadership practices, e.g., self-awareness, social awareness, relationship building, non-judgemental, listening, curiosity, showing humility and vulnerability, etc.* ▪ Benefits of implementing inclusive leadership practices, e.g., innovation, creativity, productivity, efficiency, engagement satisfaction, access to broader talent pool, brand reputation, etc.* ▪ Challenges associated with implementing inclusive leadership practices, e.g., lack of knowledge and understanding, unconscious bias, resistance to change, ineffective communication, insufficient resources, etc.* ▪ How to implement inclusive leadership practices, including resources, commitment and leadership buy-in

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
3. Apply adaptive leadership behaviours to encourage and inspire diverse teams	3.1 Demonstrate role modelling behaviours that create trust, respect, and inspiration within a team	- Characteristics of inspirational leaders (Garton, Kurter) - How to role model behaviours that create trust and respect within a team, e.g., listen, compassion, emotional intelligence, authentic, approachable, etc.* - How to role model behaviours that inspire a team, e.g., decisive, strategic, enhance potential in others, develop talent, develop core values, create sense of purpose, etc.* - The importance of organisational culture in defining leadership behaviours - Trust/cooperation mix (Colenso)
	3.2 Facilitate team discussions using adaptive leadership behaviours to meet the needs of diverse teams	- Adaptive leadership theory (Heifetz & Linsky) - Traits of adaptive leaders, e.g., the ability to link organisational change to stakeholder needs, the capacity to create an environment that embraces and maximises diversity of views, being proactive, looking for opportunities, admitting mistakes, commitment to learning and risk taking, encouraging innovation among employees, etc.* - How to test underlying theories, assumptions and beliefs during team discussions to gain deeper understanding, e.g., questioning, active and empathic listening, considering biases, critical thinking, seeking evidence, etc.* - How to use Appreciative Inquiry (Cooperrider, Whitney, Srivastva) to highlight team strengths and encourage collaboration, e.g., focusing on past successes to shape future actions, highlighting individual and team strengths, focusing on positive aspects, taking actions that are shaped by vision of future needs - The importance of varying approaches to encourage discussion with individuals and teams - Assess own ability in using adaptive leadership behaviours to encourage and inspire diverse teams, considering strengths and any areas for development

	3.3 Produce an action plan to address and leverage the strengths of a diverse team, considering individual differences (personalities, neurodiversity, generational differences, and life stages)	▪ How to set relevant success measures that will support a culture of inspirational and inclusive leadership practice ▪ How to assess the skills and strengths of a diverse team ▪ How to set clear, actionable team objectives that align with the organisation's needs and culture, while considering individual differences ▪ How to ensure commitment from all stakeholders to implement agreed actions, to maximise the strengths of a diverse team

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Assessor Guidance	
1.	Assignment

Additional Information	
Relationship to National Occupational Standards	INSML005 Provide leadership to your team INSML008 Promote equality of opportunity, diversity and inclusion within your organisation INSML009 Develop your organisation's values and culture
Links (s) to IoL's Dimensions / modules of My Leadership	Coming soon
Ofqual subject/sector classification	15.3 - Business management

ABE Unit Number: 5UCRL

Unit Title	Critical Reflection in Leadership
Ofqual Unit Ref	F/651/6371
Unit Purpose & Aim(s)	Effective organisational leadership requires a continuous process of self-evaluation and growth. Critical reflection plays a vital role in developing self-awareness and improving leadership practices at both personal and organisational levels.

This unit is designed to provide you with the theoretical, practical, and technical understanding needed to engage in reflective practices that enhance leadership capabilities. You will explore various structured individual and group reflective models, evaluating their effectiveness in supporting leadership development.

The unit encourages you to apply individual and group reflective techniques to critically assess leadership experiences and outcomes. You will develop strategies to overcome your personal leadership challenges and improve performance based on your reflection findings.

These skills will empower you to apply reflective insights to real-world situations, enhancing both your personal leadership skills and the overall leadership culture within your organisation. |
Level	5
Credit Value	10
GLH	30
Grades	Fail/Pass/Merit/Distinction

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
1. Understand critical reflection in relation to leadership practices	1.1 Evaluate the benefits and challenges of critical reflection for leadership development	- The differences between reflection and critical reflection - The benefits of critical reflection, e.g., enhances self-awareness, facilitates continuous improvement, supports more effective decision-making, improves relationships, helps leaders adapt to change, supports emotional intelligence, etc.* - The challenges of critical reflection, e.g., time-consuming, may lead to over-analysis or self-doubt, can be uncomfortable when reflecting on negative experiences or failures, etc.* - The role of reflection in identifying strengths and areas for improvement in leadership - The role of critical reflection as a tool for resilience and adaptability as a leader

		▪ How leaders can develop a deeper understanding of themselves, their teams, and their organisations using critical reflection
	1.2 Explore structured reflective models	▪ The range of reflective models, e.g., Kolb's Experiential Learning Cycle, Gibbs' Reflective Cycle, Schön's Dewey, Rolfe et al. ▪ How reflective models guide systematic reflection on leadership experiences ▪ How reflective models provide a structured approach to evaluating leadership decisions and actions ▪ The importance of using a model to create deeper learning, ensure rigour in reflection, and track leadership development over time
	1.3 Analyse group reflective models and their related practices	▪ The concept and benefits of group reflective practices, e.g., action learning sets, peer review sessions, etc.* ▪ Structured group reflective models, e.g., communities of practice (Lave and Wenger), Working out Loud (Stepper), action learning (Revans, Beard), group coaching (Clutterbuck), etc.* ▪ How group reflection develops collective problem-solving, shared leadership insights, and creates a learning culture within teams ▪ The importance of trust, openness, and effective facilitation in group reflection for leadership development ▪ The practices that support group reflection and leadership development, e.g., role-playing, case-studies, discussion, feedback (giving and receiving), coaching skills (questioning, listening, silence), team building exercises, team de-briefs, team retrospectives, etc.*
	1.4 Evaluate the impact of reflective practices on personal and organisational leadership development	▪ How reflective practices can lead to transformational leadership at both personal and organisational levels ▪ How reflection enhances leadership knowledge, skills and behaviours, e.g., enhanced emotional intelligence and self-awareness, improved critical thinking, continuing learning, enhanced decision-making, ▪ The role of reflection in creating a feedback-rich environment and improving decision-making processes ▪ The impact on organisational culture, e.g., building a learning organisation, enhancing collaboration, improving overall leadership effectiveness, etc.* ▪ The link between reflective practices and sustainable leadership development, to ensure leaders remain responsive to dynamic, changing environments

	1.5 Analyse how leaders can apply insights from reflective activities to improve their leadership practices	- How to use insights gained from reflection to develop strategic thinking and emotional intelligence - How reflection on past leadership actions can inform future behaviour and decision-making, leading to improved leadership performance - The importance and value of learning from mistakes - The practical strategies for integrating reflective insights into leadership practices, e.g., setting new goals, adapting leadership styles, refining communication approaches, etc.* - Case studies of leaders who have successfully integrated reflective insights into their leadership practices, resulting in personal and organisational growth

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
2. Apply the implementation of individual reflective practices to improve personal leadership performance	2.1 Analyse personal assumptions, beliefs and behaviours using a critical reflection model	▪ The ways that personal values, beliefs, and assumptions shape leadership behaviour ▪ How to apply reflective models to critically assess personal assumptions and biases ▪ How to reflect on multiple perspectives using a range of lenses ▪ How critical self-reflection can lead to a deeper understanding of how unconscious beliefs influence leadership actions ▪ The impact of personal reflection on emotional intelligence and self-regulation in leadership
	2.2 Apply individual reflective practices to critically reflect on leadership experiences	▪ The tools and techniques for effective individual reflection, e.g., journaling, visualisation, mindfulness, meditation, self-assessment tools, etc.* ▪ The practical steps for integrating individual reflective practices, e.g., keeping a reflective journal, scheduling regular self-assessment, and using reflective models, etc.* ▪ Reflecting on leadership successes and failures to identify areas for personal improvement ▪ The role of critical reflection in fostering adaptability, resilience, and emotional intelligence in leadership ▪ The external resources that support the development of other perspectives for critical reflection, e.g., coaching, mentoring, professional development (conferences, workshops, and training sessions to expose leaders to new ideas and best practices), etc.*
	2.3 Produce a personal learning plan to address personal leadership challenges based on individual reflections	▪ How to develop a personal learning plan that aligns with identified leadership challenges and growth areas based on reflective activities ▪ How to set SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) for leadership development ▪ The resources that support development to achieve personal learning goals, e.g., training, mentorship ▪ Using ongoing reflection to monitor personal progress and adapt the learning plan as leadership needs evolve

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative Content
3. Demonstrate participation in group reflective practices to improve organisational leadership performance	3.1 Apply a group reflective practice to critically reflect on organisational leadership experiences	- How to use group reflective models and practices to address leadership issues in organisations - Facilitating group reflection to evaluate leadership practices, decision-making, and team dynamics within the organisation - The role of a facilitator in managing group reflective practices and ensuring productive outcomes, e.g., creating psychological safety, guiding reflection, balancing participation, focusing on outcomes, modelling good practices, maintaining neutrality, etc.* - How to encourage diverse perspectives during group reflection to enhance collective leadership learning, e.g., questioning techniques, active listening, structured activities, breakout discussions, challenging assumptions, respecting cultural and experiential differences, encouraging storytelling, adapting communication styles, modelling curiosity, demonstrating empathy, etc.*
	3.2 Develop and agree objectives to improve organisational leadership performance based on outputs from group reflection activities	- Setting collaborative leadership goals through group reflection, and aligning with organisational strategy and vision - How to create clear, actionable objectives that arise from group reflections on leadership challenges - How to use group insights to create leadership development plans that address organisational needs - How to ensure commitment from all stakeholders to implement agreed changes in leadership practices within the organisation, e.g., early engagement, clear communication, collaborative goal-setting, providing resources and support, demonstrating leadership commitment, building accountability, celebrating successes, etc.*

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Assessor Guidance	
1.	Assignment

Additional Information	
Relationship to National Occupational Standards	INSML001 Manage yourself to achieve your work and personal objectives INSML002 Develop your knowledge, skills and competence to meet the requirements of your work INSML009 Develop your organisation's values and culture INSML015 Identify and evaluate opportunities for innovation and improvement
Links (s) to IoL's Dimensions / modules of My Leadership	Coming soon
Ofqual subject/sector classification	15.3 - Business management

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