



IAM Level 5

Certificate in Governance, Leadership and Motivation Qualification handbook

2011 edition

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1 • Introduction to the IAM Level 5 Certificate in Governance, Leadership and Motivation

Qualification aim

This certificate is based on the IAM's definition of administrative management, namely that the administrative management function supports organisations in planning, organising, directing and controlling their business activities across all functional areas. Thus administrative management and administrative managers have a key role in ensuring that businesses gain and maintain their competitive advantage.

This certificate is ideal for managers who wish to gain skills in specific business and administrative management techniques but are unable to commit to full time education.

Qualification accreditation information

Accreditation number: 600/3075/6

Last registration date: 31/07/2014

Last certification date: 31/07/2017

Qualification structure

The IAM Level 5 Certificate in Governance, Leadership and Motivation consists of two mandatory units.

IAM Mandatory units

QCF unit reference	IAM unit number	Unit title	Credit value
Y/602/1823	507	The context of corporate governance	10
D/602/1824	508	Leadership, motivation and group dynamics	10

Rules of combination (RoC)

To achieve the IAM Level 5 Certificate in Governance, Leadership and Motivation candidates must achieve 20 credits.

Qualification Assessment

The two mandatory units of the IAM Level 5 Certificate in Governance, Leadership and Motivation are assessed in a single group; consequently neither of the units are assessed individually.:

Governance, leadership and motivation

507 The context of corporate governance (10)

508 Leadership, motivation and group dynamics (10)

This pathway is assessed by a three-hour case study examination based on a pre-released case study. The paper is divided into two sections:

Section A

This section forms 60% of the total mark.

Candidates must complete three questions from a selection of six, all based on the pre-released case study.

Section B

This section forms 40% of the total mark for this paper.

This section is compulsory. Candidates must answer two compulsory questions relating to the pre-released case study.

Relevant sources of information

Related publications

The IAM also provide the following documents specifically for this qualification:

Publication	Available from
Study guide	http://www.instam.org
Sample assignments	http://www.instam.org
FAQs	http://www.instam.org

IAM assessment terminology

The table below includes the terminology the IAM uses in all types of assessments at levels 2 to 6. It also includes the Institute's explanation of the meaning of these terms in the contexts of assessments.

Knowledge/understanding	
<p>These are foundation skills.</p> <p>Assessment tasks in this category require candidates to demonstrate their knowledge and understanding of the required subject content. They assess basic learning.</p>	<p>define name outline state</p>
Application	
<p>Candidates must show an ability to demonstrate the understanding of the specified knowledge content in practical business contexts.</p> <p>Assessment tasks in this category require candidates, for example, to:</p> <ul style="list-style-type: none"> • make a practical decision • demonstrate the required knowledge, understanding and skills in organisational contexts. 	<p>apply calculate create (in an applied context) demonstrate/ demonstrate how design develop a strategy estimate investigate plan prepare propose use</p>
Analysis	
<p>Candidates must be able to break down situations, statements, theory and numerical and non-numerical data into components or essential features.</p> <p>For higher level analysis candidates should incorporate relevant concepts and theory into their arguments.</p> <p>Assessment tasks in this category require candidates to:</p> <ul style="list-style-type: none"> • select data relevant to tasks • organise data relevant to tasks • break down data/texts to their elements • respond to data/text that contains several elements 	<p>analyse / analyse critically appraise critically assess clarify compare compare and contrast differentiate between examine explain identify why, how, reasons, characteristics investigate judge select summarise</p>
Evaluation	
<p>The most advanced cognitive skill is that of evaluation. At this level candidates make connections, present judgements, opinions and draw conclusions that are supported by valid reasons and evidence.</p> <p>Evaluation involves reflective thinking.</p> <p>Assessment tasks in this category require candidates to give detailed responses and while doing so:</p> <ul style="list-style-type: none"> • provide supported decisions or conclusions • make a reasoned case • make comparisons based on valid and relevant reasons & evidence • set up arguments based on valid reasons and evidence 	<p>advise argue for and against compare, contrast and reach a judgement criticise deduct discuss evaluate identify the most important... interpret investigate e.g. the effectiveness of justify reason for and against recommend solve summarise ...to what extent?</p>

2 • Information for candidates

Candidate entry requirements

There are no formal entry requirements for this qualification. However, the IAM recommend that candidates should have a level 4 qualification or relevant work experience in the business administration area.

Language knowledge

The IAM recommend language knowledge which satisfies B2 SELT requirements. It is the centre's responsibility to assess if candidates have the required level of English and if they wish, they could require formal certification.

Age restrictions and legal considerations

The content and level of demand of this qualification is broadly equivalent to the second year of a university bachelor's degree in the area of business management. Therefore, given the complexity of some of the content we believe that candidates will not have sufficient knowledge or experience below the age of 18.

Progression

This qualification leads to further studies in management at levels 5 and 6.

Exemption policy

The Institute operates an exemption scheme which offers candidates recognition for other relevant academic or professional qualifications. For more information please refer to our exemption policy document, which can be found on our website www.instam.org.

Independent candidates

If a candidate wishes to undertake any of the IAM qualifications as an independent student, with no support from a tuition centre, they will need to complete the appropriate registration form which can be found on the IAM website, www.instam.org.

Important notice for independent candidates

It is important that all candidates are aware that IAM accredited centres are not permitted to provide tutorial or assessment support for independent candidates. If candidates are aware of any breach of these rules, they should immediately notify the IAM on info@instam.org.

Replacement documentation

In some circumstances candidates will require replacement copies of documents previously issued i.e. notifications of results, transcripts, certificates. For information on how to order replacements please refer to the information section of our website www.instam.org.

Membership

The IAM is the only professional body in the United Kingdom specialising in the promotion of Administrative Management.

Our membership includes directors, accountants and company secretaries, people concerned with specialist functions, general managers and executives with operational and administrative responsibilities in both the public and private sector.

There are two routes into professional membership of the IAM, based on:

- taking IAM professional qualifications
- previous experience and knowledge

Both routes have equal status and all members are encouraged to undertake Continuing Professional Development (CPD).

Student membership

All Level 5 Certificate in Governance, Leadership and Motivation candidates registered with the IAM receive student membership of the Institute. This enables them to have access to the student membership area of the IAM website, which includes the course study and support materials.

Associate (AInstAM)

Associate membership is open to individuals who:

- have been employed for **two** years or more in any business where their duties involve the management of business administration
- hold the IAM Level 4 Diploma in Business and Administrative Management

Associate members of the Institute are eligible to use the designatory letters AInstAM. Upon successful completion of the Level 4 Diploma in Business and Administrative Management, candidates automatically gain the grade of associate member.

Member (MInstAM)

Full membership is open to individuals who:

- have been employed for **five** years or more in any business where their duties involve the management of business administration
- hold either the IAM Level 5 Diploma in Business and Administrative Management. Full members of the Institute are eligible to use the designatory letters MInstAM.

Upon successful completion of the Level 5 Diploma in Business and Administrative Management, candidates automatically gain the grade of member.

Fellow (FInstAM)

Fellowship of the IAM is open to full members who have held continuous membership for at least **five** years. Fellows of the Institute are eligible to use the designatory letters FInstAM.

On occasion, the IAM will accept applications for direct entry to fellowship when the applicants experience and achievements merit the status of IAM fellow.

Designatory letters can only be used while an associate member, member or fellow is a paid-up member of the IAM.

3 • Information for centres

Obtaining IAM centre and qualification approval

IAM accredited centres must meet the required criteria and satisfy the IAM that their tutorial staff, learning resources and quality systems comply with IAM quality standards.

Accredited centre status

The potential of a centre to become an IAM accredited centre is assessed by reference to the quality and availability of appropriate:

- academic track record
- academic staff
- premises
- financial status
- learning resources
- information technology resources
- administrative services and examination centre facilities
- senior management commitment
- marketing capability

In short, a centre seeking accreditation by the IAM is expected to demonstrate that:

- it is capable of sustaining an effective system for supporting IAM candidates
- it has appropriate premises
- it is committing sufficient academic staff to offer the required level of teaching
- it will provide staff with the qualifications and skills necessary for valid and reliable tuition of candidates
- sufficient learning resources are available to support candidates who study at the centre
- the teaching is backed up by effective administrative resources and processes
- examination accommodation and invigilation facilities meet the IAM's standards
- it complies with the IAM accredited centre code of practice, rules and regulations
- the centre will market the IAM programmes with integrity

Becoming an IAM accredited centre

Centres wishing to apply to become an IAM accredited centre are invited to submit a formal application for accreditation.

For further information or to find out more about how to apply to become an accredited IAM centre, please contact the IAM business sales managers on info@instam.org.

Equal opportunities

When accrediting prospective and inspecting existing centres, the IAM will ensure that they:

- have equal opportunities policies incorporating processes in line with the above principles and that these adhere to current equal opportunities legislation
- are adhering to their own published equal opportunities policies in practice
- comply with the policies and processes set out in the IAM 'equal access, reasonable adjustments and special consideration' policy document

The IAM expects all centre staff to be aware of, and comply with, these policies.

Resource requirements

A statement assuring the IAM that the centre has the appropriate accommodation and systems to support the IAM provision. This includes the IT system which must enable the centre to transmit to the IAM systems assessment and other personal data securely. Our sales managers will inspect prospective centre facilities and systems, including teaching rooms, libraries, teaching materials and IT systems in the course of the initial accreditation visit. If the centre is outside the UK, we will ask for photographic evidence of the facilities.

Tutor Conference

The IAM holds a centre conference once a year. It is part of the centre accreditation contract that the centre ensures its participation at this event.

Registration and certification

It is the responsibility of the centre to ensure that their candidates' registrations are up-to-date.

Equal access and reasonable adjustments

When developing qualifications and designing assessments, the IAM makes every effort to consider the needs of all candidates, including those with disabilities or specific difficulties.

Despite careful design it is possible that some candidates require reasonable adjustments to assessment methods or arrangements in order to ensure that they can access the assessment.

Candidates may apply for special consideration at the time of the assessment because they have been disadvantaged by temporary illness, injury, indisposition or other adverse circumstances.

Appeals

Centres must have their own auditable appeals procedures that they must explain to candidates during the induction to the course.

Plagiarism

Guide to centres and examiners

What is plagiarism?

Candidates commit plagiarism when they copy, very closely imitate, paraphrase or cut and paste some one else's work, ideas and/or language and present it as their own.

How could tutors and centres prevent plagiarism in assessments?

First of all tutors should assess if the groups and individuals they teach are likely to commit plagiarism. They should also establish why this could happen, for example for linguistic, cultural reasons or because of simple ignorance or misunderstanding of the concept.

Tutors and centres then should:

- explain what plagiarism is and why it is wrong to plagiarise
- explain the concept of intellectual property; the ownership of words, concepts, electronic materials, etc.
- develop centre policies to prevent plagiarism
- explain the consequences of committing plagiarism
- explain the importance of referencing and teach the use of referencing systems
- set differentiated, individual assignments for each candidate

What are the consequences of plagiarism?

The IAM considers plagiarism dishonest and a serious offence. The IAM will enter a zero mark on the full piece of work containing the plagiarised materials. In cases of very serious or repeated plagiarism the candidate may be suspended for a specific length of time from registering to IAM qualifications or assessments.

Tutors should explain to candidates that those who commit plagiarism achieve lower academic results than those who do not.

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4 • IAM units

The context of corporate governance
Leadership, motivation and group dynamics

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Unit 507 The context of corporate governance**Credit: 10****GLH: 50****Unit aim**

This unit examines the principles and practice of corporate governance. It investigates the role governance plays in ensuring that a company's business operations are compliant with accepted governance principles and the relevant Codes of Practice.

Candidates who aspire to management positions in a corporate setting will develop the knowledge, skills and understanding related to good governance.

Learning outcomes

This unit has four learning outcomes.

The candidate will:

- 01 Understand the context and theory of corporate governance
- 02 Understand the UK model of corporate governance and the role of the Codes of Practice
- 03 Understand the role of the board of directors and how it is structured
- 04 Understand the role of stakeholders, shareholders and institutional investors

Assessment

This unit is assessed by a three-hour written examination based on a pre-released case study, set and marked by the IAM.

Mandatory reading

Mallin, C. (2007) *Corporate governance*. 2nd edition. Oxford, Oxford University Press

*For further learning resources please consult the **learning resources** section in the members' area of the IAM web site.*

Unit 507: The context of corporate governance

Outcome 01: Understand the context and theory of corporate governance

Assessment criteria

The candidate can:

- 1.1 Outline the meaning and purpose of corporate governance
 - 1.2 Examine the need for effective corporate governance
 - 1.3 Evaluate the development of corporate governance and corporate governance theory
 - 1.4 Analyse theories of corporate governance
-

Outcome 02: Understand the UK model of corporate governance and the role of the Codes of Practice

Assessment criteria

The candidate can:

- 2.1 Analyse the key influences on the development and implementation of corporate governance in the UK
 - 2.2 Evaluate corporate governance Codes of Practice
 - 2.3 Evaluate the current Combined Code and assess its impact on good corporate governance
 - 2.4 Apply the contents of the current UK Combined Code to business practice
-

Outcome 03: Understand the role of the board of directors and how it is structured

Assessment criteria

The candidate can:

- 3.1 Identify the key purpose and responsibilities of the board of directors
 - 3.2 Evaluate the role of executive and non-executive directors and how they are remunerated
 - 3.3 Assess the impact of good corporate governance on corporate performance
 - 3.4 Examine different types of board structure
 - 3.5 Demonstrate how the role of committees promote good corporate governance
-

Outcome 04: Understand the role of stakeholders, shareholders and institutional investors

Assessment criteria

The candidate can:

- 4.1 Identify the differences between stakeholders and shareholders
- 4.2 Explore different types of stakeholder groups and evaluate the influence they can have on the development of corporate governance
- 4.3 Understand the role of institutional investors and assess their influence on corporate governance
- 4.4 Evaluate the relationship between institutional investors and investee companies
- 4.5 Identify the tools of corporate governance that are available to institutional investors

Unit 508 Leadership, motivation and group dynamics**Credit: 10****GLH: 50****Unit aim**

This unit examines the role of working groups in organisations. It also investigates the role leadership plays in ensuring that the organisation is led, employees are engaged and motivated and groups and teams perform to their optimum capacity.

Candidates who aspire to work effectively in groups and teams or to lead teams will develop knowledge, understanding and skills to fulfil these aspirations.

Learning outcomes

This unit has five learning outcomes.

The candidate will:

- 01 Understand the role of groups and teams in organisations
- 02 Understand how groups and teams support organisational performance
- 03 Understand the role of motivation in organisations
- 04 Understand the function of leadership in organisations
- 05 Understand the role of employee engagement in organisations

Assessment

This unit is assessed by a three-hour written examination based on a pre-released case study, set and marked by the IAM.

Mandatory reading

Mullins, L. J. (2010) *Management and organisational behaviour*. 9th edition. Harlow, FT Prentice Hall I

*For further learning resources please consult the **learning resources** section in the members' area of the IAM web site.*

Unit 508: Leadership, motivation and group dynamics

Outcome 01: Understand the role of groups and teams in organisations

Assessment criteria

The candidate can:

- 1.1 Differentiate between groups and teams
 - 1.2 Differentiate between formal and informal groups
 - 1.3 Examine the stages in group formation and development
 - 1.4 Examine the notion of group dynamics
 - 1.5 Examine how group cohesiveness can be developed in organisations
 - 1.6 Analyse the behaviour of individuals within groups and teams
-

Outcome 02: Understand how groups and teams support organisational performance

Assessment criteria

The candidate can:

- 2.1 Evaluate team roles models and their effectiveness in maintaining balanced teams
 - 2.2 Identify different types of teams
 - 2.3 Analyse how the behaviour of individuals within groups and teams influences organisational performance
 - 2.4 Evaluate how patterns of communication in groups and teams support organisational goals
-

Outcome 03: Understand the role of motivation in organisations

Assessment criteria

The candidate can:

- 3.1 Compare the content and process theories of motivation
- 3.2 Examine the link between the psychological contract and motivation
- 3.3 Examine the role of job design in motivating employees

Unit 508: Leadership, motivation and group dynamics

Outcome 04: Understand the function of leadership in organisations**Assessment criteria**

The candidate can:

- 4.1 Differentiate between leadership and management
- 4.2 Examine the role of leadership in organisations
- 4.3 Compare theories of leadership
- 4.4 Assess the link between motivation and leadership

Outcome 05: Understand the role of employee engagement in organisations**Assessment criteria**

The candidate can:

- 5.1 Examine the link between employee engagement and organisational performance
- 5.2 Evaluate strategies for measuring employee engagement

