Higher National Unit specification

General information for centres

Unit title: Leadership for Managers

Unit code: F5GH 36

Unit purpose: This Unit is designed to enable candidates to build on their existing skills, knowledge and capabilities to develop the leadership skills and personal effectiveness required by managers in modern organisations.

On completion of the Unit the candidate should be able to:

1 Evaluate approaches to leadership.
2 Analyse the effect of interpersonal skills on leadership.
3 Analyse the role of leaders in the change process.

Credit points and level: 2 HN credits at SCQF level 9: (16 SCQF credit points at SCQF level 9*)

*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Recommended prior knowledge and skills: Candidates should have a good working knowledge of what management and leadership involve, probably gained through work in a managerial position in an organisation. Candidates should have good communication, analytical, evaluative and diagnostic skills. These could be demonstrated by successful completion of management Units at SCQF level 8 such as *Management: Plan, Lead and Implement Change* (DV8C35) or through successful work experience and relevant training.

Core Skills: There are opportunities to develop the Core Skills of *Communication*: Written Communication (Reading), *Communication*: Written Communication (Writing), *Problem Solving*: Critical Thinking, Problem Solving: Planning and Organising, *Problem Solving*: Reviewing and Evaluating, *Working with Others* all at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: This Unit can be assessed holistically by means of a report on leadership based on the experience of the candidate when acting as a leader in an organisation. Candidates will be expected to demonstrate that they applied relevant concepts to the situation which they faced. They will also be expected to evaluate various aspects of their work as a leader including their leadership approach to the situation. The report can be based on a specific task which candidates undertake.

Higher National Unit specification: statement of standards

Unit title: Leadership for Managers

Unit code: F5GH 36

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Please refer to *Evidence Requirements for the Unit* after Outcome 3.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Evaluate approaches to leadership

Knowledge and/or Skills

♦   Differences between managers and leaders
♦   Functions of leadership
♦   Models of leadership
♦   Influences on leadership behaviour

Outcome 2

Analyse the effect of interpersonal skills on leadership

Knowledge and/or Skills

♦   Sources of power
♦   Influencing
♦   Managing Conflict
♦   Negotiation

Outcome 3

Analyse the role of leaders in the change process

Knowledge and/or Skills

♦   Levels of change
♦   Force field analysis - drivers for change; resistors
♦   Stages of change
♦   Strategies for change
♦   Methods of overcoming resistance to change

Higher National Unit specification: statement of standards (cont)

Unit title: Leadership for Managers

Evidence Requirements for the Unit

The evidence provided must relate to a particular situation involving change in which the candidate acted as a leader. A candidate must provide evidence which draws on Knowledge and/or Skills items from all three Outcomes to show that she/he can:

♦ analyse her/his approach to leadership in the particular situation and, by comparing it with alternative approaches, evaluate the effectiveness of the approach in this particular case
♦ evaluate two different inter-personal skills which she/he used as a leader in this situation and, for each skill, analyse the extent to which it contributed to her/his effectiveness as a leader in the situation
♦ use relevant concepts to analyse his/her role as a leader in the change process and draw conclusions on the extent to which the actions helped to ensure that the change was effectively implemented
♦ use relevant concepts to provide valid and coherent justification to support all evaluation, analysis and conclusions including possible implications and consequences
♦ draw conclusions on their experience in this situation for their future development as leaders

Evidence must cover routine and non-routine aspects of leadership in an organisation.

Assessment Guidelines for the Unit

Assessment for this Unit can be undertaken holistically. Candidates may be able to find a suitable situation in which they are required to lead a team through change. Alternatively, candidates could be asked to undertake a task outlined by the tutor which will enable them to demonstrate the leadership skills and personal effectiveness required by the Unit. Their evidence should be based on their experience of leading in a change environment.

Candidates can present their evidence in the form of a report which, if in written format, it should be about 4,000 words long which can be completed in their own time. A written report could be supplemented by oral questions to ensure all aspects of the Evidence Requirements are fully met.

Administrative Information

Unit code: F5GH 36

Unit title: Leadership for Managers

Superclass category: AF

Original date of publication: April 2009

Version: 02

History of changes:

Version	Description of change	Date
02	Support notes updated and advice amended to be less directed to those in employment.	22/01/15

Source: SQA

Higher National Unit specification: support notes

Unit title: Leadership for Managers

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This Unit is aimed at managers who wish to develop their leadership skills. It may be undertaken as part of a wider management training and development programme.

The Unit is designed to enable candidates to become fully conversant with current approaches to leadership and the role of the leader in modern organisations. It provides candidates with an opportunity to build on their existing experience, skills and capabilities. It aims to enable them to develop their own approach as a leader in a manner which will be consistent with current leadership thinking, the culture of an organisation and the expectations of the people they lead. As a result, their effectiveness in organisations should be increased. The Unit encourages managers to base their actions on relevant approaches, models and techniques and to use these to reflect on the role of leaders and how they can operate successfully.

There is a considerable amount of material on leadership, ranging from the highly prescriptive to the strongly theoretical. This includes a significant number of models on leadership. It is also an area where there have been many developments in recent years. While candidates should be aware of the main developments in leadership and of current thinking, the main requirement is that they recognise that the theories and models can be a guide to how they approach the leadership aspect of the work of a manager. The following notes give some guidance on the kind of material which could be covered in each Outcome. In many cases, there are alternative approaches which could also be used if desired.

Outcome 1

Differences between managers and leaders: Kotter; Zaleznik.

Functions of leadership: developing sense of direction or vision (strategic); defining tasks necessary to achieve objectives and achieving objectives (task); maintaining morale and cohesion (interpersonal or maintenance); action centred leadership.

Models of leadership: trait theories; style theories such as Ohio studies, managerial grid, Tannenbaum and Schmidt; transactional leadership; contingency theories such as Fiedler, path goal theory, Hersey and Blanchard's situational leadership; transformational theories such as charismatic leadership, emotional intelligence, relational leadership, value based leadership, contextual leadership (including systematic perspectives on leadership).

Influences on leadership behaviour: firm life cycle; socio-cultural factors; organisational culture; gender; expectations of others such as colleagues, superiors and subordinates.

Outcome 2

Sources of power: these can be stated in several ways such as French & Raven's reward, referent, legitimate, expert and coercive but they can also include control of resources and information.

Higher National Unit specification: support notes (cont)

Unit title: Leadership for Managers

Influencing: differences between power, authority and influence; influencing strategies (reason, assertion, exchange, courting favour, coercion, partnership); styles of influencing.

Managing Conflict: causes of conflict; handling conflict (competition, collaboration, compromise, accommodation, avoidance).

Negotiation: win-win; stages in the negotiating process; negotiating behaviours (eg avoiding irritators, counter proposals and using behaviour labelling, seeking information).

Outcome 3

Levels of change: individual; group; organisation.

Force field analysis: drivers for change (eg political, economic, socio-cultural, technological, environmental, legal — PESTEL); resistors (eg self-interest, misunderstanding, low tolerance for change, different assessments of situation, fear of unknown).

Stages of change: Lewin's unfreezing, changing and refreezing; a prior planning stage and a subsequent evaluation stage could also be mentioned.

Strategies for change: Storey (total imposed package, imposed piecemeal initiatives, negotiated piecemeal initiatives, negotiated total packages); Thurley and Wirdenius (directive, negotiating, normative, analytical, action-centred); Lewin's stages of change (unfreezing, changing, refreezing).

Methods of overcoming resistance to change: education and commitment, participation and involvement, facilitation and support, negotiation and agreement, manipulation and co-option, explicit and implicit coercion.

Guidance on the delivery and assessment of this Unit

This Unit can be delivered on a stand-alone basis. It can also be used as part of a wider management development programme.

Delivery of this Unit will involve ensuring that candidates become familiar with relevant concepts of leadership. The Unit also includes skills and techniques which should enhance their personal effectiveness and help them operate more effectively as leaders. The emphasis throughout is on applying these ideas to the work of a manager. Delivery should therefore encourage candidates to relate the theories and approaches to their own experience of management both as a manager and as someone being managed. An important aspect of delivery, therefore, is helping candidates to develop their own approach to leadership which draws on their study of leadership but also recognises the demands of modern organisations as well as the expectations of others such as members of their team and their own managers.

Candidates should be encouraged to recognise that successful leadership often requires a flexible, adaptable approach and that they should take this into account when developing their own ideas on what is required of a leader and how a leader should act.

Higher National Unit specification: support notes (cont)

Unit title: Leadership for Managers

Outcome 2 covers a number of inter-personal skills which can help candidates to develop their personal effectiveness as leaders. The delivery process should give candidates the opportunity to practise and develop their existing skills and to reflect on their experience of using them. This can be done through specific skills development sessions. However where possible candidates can also be encouraged to take advantages of opportunities to practise these skills in their own work environment and to reflect on both the process and Outcome of doing this.

The Unit offers considerable scope for candidates to relate the material to their own experience. They can be given short case studies or examples to help them to recognise different facets of leadership as well as analysing and reflecting on their own work as leaders and that of other leaders with whom they have come into contact. These case studies and real life examples could form the basis of assignments which could act as formative assessments. Overall, the focus of the Unit is giving managers the underpinning knowledge of leadership skills and techniques that they need to perform effectively in modern organisations.

Using case studies and fostering an analytical, enquiring approach in delivery should help to prepare candidates for the final summative assessment. For this they could prepare a report on a leadership task which they have undertaken as part of their work as a manager. The formative assessment referred to above is likely to assist candidates to develop the skills and ability to analyse situations and problems which they may face in their role as leaders.

Opportunities for developing Core Skills

This Unit provides opportunities for candidates to work towards components of three Core Skills: *Communication, Problem Solving* and *Working with Others*, all at SCQF level 6. The following gives some examples of some of the opportunities for developing these Core Skills which the Unit makes available to candidates.

Communication: **Written Communication (Reading) at SCQF level 6**

This is a challenging Unit which demands that candidates master complex management theories. This will require skills in accessing and evaluating relevant complex background on these management theories. Sources used should be extensive and encompass all areas of activity, and could include textual, electronic and oral testimony. The Unit will develop skills in accessing and evaluating complex information and ideas as candidates analyse and apply knowledge from text books, internet sites, DVD/CD based databases and news archives. Candidates will be able to develop efficient systems for collating, coding and storing notes for ease of reference, including making effective and responsible use of ICT equipment to facilitate this.

Communication: **Written Communication (Writing) at SCQF level 6**

Candidates will research and analyse complex background information and theory, and present written responses which are factually and technically accurate, clear, unambiguous and concise. Underpinning knowledge for the Unit will require an in-depth understanding of organisational communication theory and practice and an ability to analyse, explain and justify the use of techniques and media which influence and motivate others. They will be required to present an analytical written report which is technically accurate and which reaches coherent conclusions.

Higher National Unit specification: support notes (cont)

Unit title: Leadership for Managers

Communication: **Written Communication (Oral Communication) at SCQF level 6**

Candidates will be required to demonstrate leadership skills which will require them to communicate information orally to others. The situation will be complex and will require candidates to convey essential information in a manner which will enable others to respond to the situation and act accordingly. In order to do this effectively and meet the requirements of this Unit, candidates will need to structure oral communication to take account of the needs of team members and use language and vocabulary appropriate to the situation.

Problem Solving: **Critical Thinking at SCQF level 6**

Candidates taking this Unit will be expected to lead a team in a complex situation to achieve a given Outcome. Effective leadership demands that candidates successfully identify the factors involved in the situation, assess the relevance of them and develop an approach to deal with the situation. Candidates are required to analyse the leadership approach which they adopt.

Problem Solving: **Planning and Organising at SCQF level 6**

Candidates must demonstrate that they can act as a leader in a given situation. This will require them to plan how the task, which involves organisational change and will be complex, will be carried out. To act effectively as a leader, candidates will need to identify the steps needed for the plan and select suitable resources. They are required to assess what happened and must therefore, ensure that the task is completed.

Problem Solving: **Reviewing and Evaluating at SCQF level 6**

Candidates are expected to review and evaluate a situation involving organisational change in which they acted as a leader. They are expected, for example, to evaluate the effectiveness of the leadership approach which they adopted and draw conclusions for their future development as leaders on the basis of the evidence in the situation.

Problem Solving: **Working with Others at SCQF level 6**

Candidates will require a sophisticated understanding of current management theories relating to communicating and working with others. Recognition of the factors affecting and maximising success in motivating people, including methods for overcoming barriers to organisational achievement, will be an element of competence. Candidates will demonstrate a sophisticated level of knowledge of the effect of interpersonal skills on leadership. Awareness of the impact of verbal and non-verbal communication techniques in the demonstration of assertive and supportive behaviour is critical. Candidates should explore the use of a range of active listening techniques including adaptation of language and register, in influencing others and managing conflict, using contextualised case studies.

Higher National Unit specification: support notes (cont)

Unit title: Leadership for Managers

Open learning

This Unit is particularly suitable for Open Learning as candidates should be able to acquire the relevant knowledge by working through the distance learning material which will be available for this Unit. Appropriate arrangements would need to be made for assessment and quality assurance.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**

General information for candidates

Unit title: Leadership for Managers

The Unit enables you to build on the leadership skills and personal effectiveness that you need to fulfil your leadership role as a manager. It also provides a platform for your future development and, in particular, developing and consolidating your own approach to leadership. The Unit also enables you to further develop your existing skills in influencing, negotiation and handling conflict which leaders need and which will help you to enhance your personal effectiveness. Leadership is a critical aspect of modern management and the Unit will cover a number of different theories and approaches to leadership as well as the key role that a leader has in implementing organisational change. The emphasis is on applying these to your work as a manager. In this way, you can operate more effectively as a manager and contribute fully to the overall performance of the organisation.

You will be given support material to help you work on this Unit on your own. It will give you the background knowledge and understanding that you need as well as case studies and examples of how different approaches and skills can be applied to the work of managers. It will encourage you to relate and apply the ideas to your own experience as a manager and to investigate for yourself what happens elsewhere in your own and in other organisations. This will help you to develop the analytical skills which you will need for the assessment.

The assessment for the Unit is based on a leadership project. It is likely that you will be given a brief and asked to provide a report on the project. The report will provide evidence of your ability to implement and evaluate leadership issues and skills and how you analyse and review your leadership approach. It is expected that the report should be about 4,000 words long, if in written format.

You will have succeeded in meeting all the requirements of this Unit if you pass this assessment.