



Higher National Unit specification: general information

Unit title: Management: Organisational Leadership and Development

Unit code: H1S8 35

Superclass: AB

Publication date: July 2012

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

The purpose of this Unit is to enable candidates to analyse the organisational processes and functions which contribute to the development of an organisational vision and the development of leadership capability within an organisation. It gives candidates the opportunity to examine current thinking on organisational development and to analyse the different approaches to the development of current and aspiring leaders in the organisation.

The Unit is aimed at candidates who have current experience of working in a position with management responsibilities or who are returning to management after a break. It is also suitable for those who do not presently have current management experience but have undertaken previous study of management and have realistic aspirations of taking up a management role in the future. Successful completion of this Unit will provide a foundation for further study of management at SCQF level 8 or above.

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

- 1 Analyse the development of a vision to support organisational purpose and values.
- 2 Analyse the development of organisational leadership.

Recommended prior knowledge and skills

It is recommended that candidates undertaking this Unit possess good communication skills to a level equivalent to at least SCQF level 6. It would be beneficial also if candidates had some knowledge of management and business principles. This could be evidenced by achievement of HN Units in *Management* at SCQF level 7 and SCQF level 8 such as *Management: Leadership at Work* and *Management: Plan, Lead and Implement Change*.

General information (cont)

Credit points and level

1 Higher National Unit credit at SCQF level 8: (8 SCQF credit points at SCQF level 8*)

**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.*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

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.

The assessment exemplar for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable instrument of assessment. Centres wishing to develop their own assessments should refer to the assessment exemplar to ensure a comparable standard. Assessment exemplars are available on SQA's secure website.

Higher National Unit specification: statement of standards

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

Please refer to *Knowledge and/or Skills for the Unit* and *Evidence Requirements for the Unit* after the Outcomes.

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

Analyse the development of a vision to support organisational purpose and values.

Knowledge and/or skills

- ◆ Characteristics and types of vision
- ◆ Core competences of the organisation and their impact on vision
- ◆ Contribution of organisational values and ethics to vision
- ◆ Organisational aims and overall purpose and their impact on vision
- ◆ Contribution of organisational structures and cultures to vision
- ◆ Stages in the development of a vision
- ◆ Visioning techniques

Outcome 2

Analyse the development of organisational leadership.

Knowledge and/or skills

- ◆ Developmental methods for new and aspiring leaders
- ◆ The learning organisation
- ◆ Contribution of organisational culture to leadership development
- ◆ Continuous development process
- ◆ Leadership competence and capability
- ◆ Career planning

Evidence Requirements

Candidates will need to provide evidence to meet all Knowledge and/or Skills items of both Outcomes. This evidence must be produced in controlled conditions. Candidates must provide responses to a number of unseen questions.

Higher National Unit specification: statement of standards (cont)

Unit title: Management: Organisational Leadership and Development

The questions must cover a minimum of three Knowledge and/or Skills items within each Outcome.

The responses should demonstrate that candidates can analyse the development of a vision and the development of organisational leadership in organisations. The responses should relate to complex organisational contexts and cover a range of factors which could affect vision and leadership within the organisation. In their responses candidates should show that they can:

- ◆ make use of accepted theoretical models and approaches in their analysis
- ◆ analyse the strengths and limitations of different methods of organisational leadership and development
- ◆ draw conclusions which are based firmly on their analysis
- ◆ make recommendations which are feasible and practicable for organisations
- ◆ illustrate their responses with suitable examples
- ◆ provide a valid, reasoned justification for their responses

Higher National Unit specification: support notes

Unit title: Management: Organisational Leadership and Development

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 40 hours.

Guidance on the content and context for this Unit

The Unit may be part of a Group Award such as the Diploma in Management and Leadership, designed to provide candidates with knowledge and understanding of management concepts, principles and practice. It is suitable for candidates who wish to develop their management capabilities and extend the range of their managerial competence. Candidates may, for example, wish to prepare themselves for a new managerial role, perhaps in a more senior position where they will have greater responsibility for determining the future direction and development of the organisation. It may, therefore, be undertaken on a stand-alone basis or in combination with other Units as part of a management development programme designed for a particular situation. This Unit is very closely linked to other level 8 Units which form part of the Diploma in Management and Leadership particularly those dealing with strategy as these also focus on the future direction of the organisation. Strategy and vision should be complementary while strategic change requires organisational leadership to carry it through.

Where candidates are employed, they may well be able to apply the Unit to real work situations, perhaps by exploring the vision of the organisation in which they work. However, this Unit can also be taken by candidates who are not yet in a suitable occupational role but who hope to assume such a position at some point in the future.

The Unit covers leadership and development in all types of organisations and thus includes organisations of different size, public and private organisations, and organisations operating in different markets. For this Unit, an 'organisation' can refer to a significant operating Unit, with a relative degree of autonomy, within a larger organisation.

The following gives some indication of the coverage of the two Outcomes.

Outcome 1

In carrying through organisational change candidates should recognise that the leader who carries 'hearts and minds' of employees will gain greater commitment to the change. The development of an organisational vision provides the mechanism to present a challenging, realistic, credible and attractive future for an organisation which has the potential to be an emotional catalyst for employees which will move them positively through the change.

This Outcome looks at the contributory and influencing factors on an organisational vision. The candidate is introduced to the characteristics of a vision — clarity, stability over time, transfer of ownership to 'hearts and minds' of those who will execute the vision, enthusiasm and empowerment, and, the types of vision — negative, positive, intrinsic and extrinsic.

Higher National Unit specification: support notes (cont)

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The candidate will analyse the development of a vision to identify the factors which have contributed to it. Overall aim, purpose, culture, structure, core competences, values and ethical stance all influence the type, characteristics and content of the vision. Organisations in different sectors, ie public, private, not-for-profit, service and manufacturing may be used as the context for differing aims and purpose.

Candidates will also evaluate the stages of development from recognition of changing need of the organisation to idea generation to congruence and 'fit' to final wordsmithing. The use of emotive language may be evaluated and positive and negatives identified. The idea generation stage may use visioning techniques of 'brain storming or thought showering', imagination, and others where employees may be involved in the construction of the final shared vision.

In this way, Outcome 1 will enable the candidate to evaluate the congruence or 'fit' of the organisational vision with organisational purpose and values.

Outcome 2

This Outcome is concerned with the different methods of developing leaders and leadership skills, for instance, coaching and mentoring, secondments, development review and feedback, self-analysis and reflective practice and other 'opportunities' both formal and informal. Candidates will analyse their strengths and weaknesses in order to confirm the effectiveness of a choice of method which may be made.

The culture in which these initiatives may work most effectively is a supportive one and the learning organisation is introduced here to offer the opportunity to evaluate the dynamic of its features such as 'no blame culture', learning from mistakes, ownership for learning at all levels and learning across the organisation through sharing good practice. Other cultural factors can inhibit or promote leadership development and the candidate is expected to be able to identify and evaluate cultural factors which operate in this way.

Continuous development is one method of introducing ownership of one's own development across the organisation and links to Continuous Professional Development (CPD), experiential learning and reflective practice. Candidates should be able to evaluate the advantages and disadvantages of each learning and development approach and theoretical model.

Candidates will appreciate that in developing leadership there is the need for leadership competences and capabilities to define the needs of development and against which to compare leaders. The Chartered Institute of Personnel and Development provide an example of a framework of Leadership and Management standards which define the expectations of leaders in terms of abilities and skills. Emotional intelligence has been recently discussed as another capability needed by leaders. The approaches or models chosen must give the opportunity for the analysis of their usefulness both to current and aspiring leaders as well as 'new recruits'.

Higher National Unit specification: support notes (cont)

Unit title: Management: Organisational Leadership and Development

Career planning is an approach which encompasses leaders and others within the organisation but is used here to reflect the developmental aspect for the individual leader and the succession aspect for the organisation. In developing organisational leadership, the organisation must ensure that it prepares for contingencies where leaders are removed or leave. It is not an option to have a 'leaderless' situation. Therefore a systematic approach to development of leaders is needed to obviate a 'shortfall'.

Guidance on the delivery of this Unit

This Unit can be delivered through lecturer-mediated discussion. It can be in a traditional face-to-face environment or using a virtual learning environment or by various combinations of the two such as classroom interaction augmented by an on-line forum or other electronic methods of communication.

The choice of delivery methods for the Unit is particularly important as the Unit lends itself to learning and teaching approaches which make it possible for candidates to develop and consolidate learning understanding as they work through the Unit. Candidates could, for example, be encouraged to write a blog or maintain a learning diary. Candidates can use methods like this to prepare themselves for the assessment in which they have to respond to questions in controlled conditions.

Delivery methods can encourage candidates to develop notes and other aide-memoires which help them to grasp essential ideas but also ensure that they have notes which they can use for revision. Delivery could, therefore, make use of some, or all, of the following:

- ◆ presentations and other non-written assessments, eg group presentation; individual presentation; production of artefact, eg poster, video, audio, role play, debate and discussion; residential periods: different candidates could, for example, explore different influences on vision and share these with others — this also helps to make candidates responsible for their own learning
- ◆ writing assignments, eg learning journals, diaries, reading logs, reflexive notebooks: these also enable candidates to share learning and give them an opportunity to prepare notes which they can use for revision
- ◆ making use of new technology, eg blogs, wikis, social media tools, VLE, e-portfolios: these also enable candidates to accumulate and store notes which consolidate learning and which can be used for revision
- ◆ collaborative work, eg projects, posters, events, work experiences, residential exercises and field events: all these can be used in conjunction with any of the above to help candidates interact and to promote their individual learning.

The above help to generate an active, participative learning environment in which candidates take responsibility for their own learning. They also help to give direction to candidates so that they are fully prepared for the assessment. They can also help a tutor to check that candidates are on the right lines as well as providing opportunities to give feedback. For example, postings — or lack of postings — on an interactive forum help tutors identify candidates who have a good grasp of relevant concepts and those who may be finding the material challenging. They can also be a guide to the level of commitment shown by a candidate.

Higher National Unit specification: support notes (cont)

Unit title: Management: Organisational Leadership and Development

Candidates can be encouraged to make use of their own experience and, for those in relevant employment, the situation in the organisation in which they work. They can also consider other organisations that they may be involved with such as voluntary organisations and can be encouraged to seek out, and discuss, case study material.

Guidance on the assessment of this Unit

This Unit can be assessed holistically via a closed-book examination with questions covering both Outcomes. Candidates must provide responses to a number of unseen questions. The questions must cover a minimum of three Knowledge and/or Skills items within each Outcome. Candidates should be allowed 2.5 hours to complete their responses and must do so in a closed-book environment.

Candidates may need guidance on how to prepare for, and undertake, an examination. In many cases, it may have been some time since they sat an examination and some may not have good memories of the experience. As a result, there may be some apprehension among candidates. However, for those who wish to go on to further study, examination experience is likely to be of considerable benefit as it will prepare candidates for future examinations and, ideally, enable them to point to recent successful experience of coping with examination conditions.

Formative assessment is a well-tried and well-recognised method of preparing candidates for summative closed-book assessment under controlled conditions. Formative assessment can take many forms such as timed exercises of 'mock' questions — which candidates may mark for themselves or by marking each others' work. These can help candidates brush up their examination technique as well as providing a forum for discussion which can help alleviate anxieties about the actual exam.

The delivery methods outlined above can also help to ensure that candidates are properly prepared for the examination. They can help candidates take responsibility for their own work and ensure that they have material which contains the content required and is in a format suitable for revision purposes.

Assessment Guidelines

Outcomes 1 and 2

As noted above, it is recommended that both Outcomes of this Unit be assessed holistically via a closed-book examination.

Higher National Unit specification: support notes (cont)

Unit title: Management: Organisational Leadership and Development

Online and Distance Learning

The above guidance on delivery and assessment indicates there are considerable opportunities for Online and Distance Learning and Assessment in this Unit. In addition material prepared by the SQA to support this Unit is available in electronic format.

It is possible, therefore, to co-ordinate a learning and teaching/assessment programme through a VLE which would, if desired, also allow geographically dispersed candidates to initiate, develop and maintain contact with each other. The SQA support material also allows for a more traditional distance learning approach for candidates who prefer to learn in this way.

The Evidence Requirements for this Unit stipulate that assessment evidence must be generated in controlled conditions via a closed-book examination. For distance learning candidates it will be necessary to make arrangements for them to sit the examination in an appropriate situation.

Opportunities for developing Core Skills

Depending on the learning and teaching approaches adopted, both Outcomes of this Unit provide opportunities for developing the three components of the Core Skill of *Communication* at SCQF level 6 and two of the three components of *Problem Solving* at SCQF level 6.

Communication: Oral Communication at SCQF level 6

Candidates may be asked to give a presentation on various aspects of both Outcomes, eg development of leadership within their own organisation; factors affecting vision to other members of the group in a manner which conveys essential information and ideas. The subject matter is complex and candidates may also respond to questions or queries from others. Candidates may also contribute to debates and discussions or participate in a viva, all of which will require them to use vocabulary, register and sentence structure appropriate to the audience involved.

Communication: Written Communication (Reading) at SCQF level 6

In order to complete the Unit, candidates will have to become familiar with current thinking on vision and organisational leadership including appropriate theoretical ideas and models. This will require them to read written text which will include diagrams and charts and which uses sophisticated language to convey sustained argument. In order to generate evidence for this Unit candidates have to respond to questions in controlled conditions. This will require them to read about a particular organisational context which will be complex and require them to cope with specialist vocabulary. In order to provide responses to the questions, they will have to extract suitable information and ensure that it is fit for their purpose.

Higher National Unit specification: support notes (cont)

Unit title: Management: Organisational Leadership and Development

Communication: Written Communication (Writing) at SCQF level 6

In order to complete the Unit, candidates will have to generate evidence to demonstrate that they have achieved both Outcomes. This is done in controlled conditions. Candidates will be required to provide responses which analyse information given to them and which make use of complex language and specialist vocabulary. Candidates will also have to organise their responses and structure them in a manner which directly meets the requirements of the question.

Problem Solving: Critical Thinking at SCQF level 6

When generating evidence for assessment, candidates will have to identify key factors in an organisation which impinge on vision and leadership development. They will be expected to assess the importance of these factors and make use of this when responding to questions. They will be expected to justify the points they make with reference to suitable theoretical ideas and models and show how they are applicable in a particular organisational context.

Problem Solving: Reviewing and Evaluating at SCQF level 6

Candidates are expected to respond to questions in controlled conditions. Some of these responses will require them to draw conclusions and make recommendations. These will have to be justified in the light of the information available to candidates, some of which they may have gathered themselves.

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

History of changes to Unit

Version	Description of change	Date

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General information for candidates

Unit title: Management: Organisational Leadership and Development

This is a one credit (8 SCQF credit points) Unit at SCQF level 8 and is designed to enable you to develop the skills and understanding that you will need to analyse the organisational processes and functions which contribute to the development of an organisational vision and the development of leadership capability within an organisation. It gives you the chance to examine current thinking on organisational development and to analyse the different approaches to the development of current and aspiring leaders in the organisation.

The Unit will, therefore, contribute to your development as a manager. If you have current management experience it will help you to explore and reflect on issues which affect the development of an organisation as it moves into the future. It will give you insights into how your organisation can prepare itself for the future and the type of issues that it will have to deal with. If you are not yet in a management position, the Unit can help to prepare you for the time when you take up management responsibilities. It can help you to gain important background knowledge for a management role and help you to meet the challenges and demands of it. Also, if you have worked as a manager in the past but have not done so for a little while, the Unit can help you review your experience and update it in the light of recent developments.

The Unit has two Outcomes. Outcome 1 is designed to investigate management's role in developing an organisational vision which meets the needs of the organisation. You will analyse the factors which impact on the development of a vision such as culture, structure, aims and purpose, values and ethical stance. Doing this helps to ensure that the vision is congruent with the organisation's current and future situation. You will also investigate the characteristics of vision as they relate to motivating, empowering and leading employees through change.

In Outcome 2 you will look at the development of organisational leadership — the methods which can be used, the types of organisational culture and techniques which support leadership development and the abilities and potential expected of leaders which may be described in various frameworks and models. Finally, you will look at how leaders may plan their career and how organisations may ensure that they are able to provide leaders to succeed those who move away.

For successful completion of this Unit, you will be required to provide evidence that you have reached a suitable level of understanding and application of the concepts, theories, models and approaches that you have learned. To do this, you will be expected to achieve a satisfactory level of performance in an examination which will take place at the end of the Unit. The examination will be a closed-book paper which you will complete under controlled conditions.