



Higher National Unit specification

General information

Unit title: Sport and Active Leisure Management: Organisational Change and Leadership (SCQF level 8)

Unit code: H8HC

Superclass: AE

Publication date: November 2014

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to enable learners to gain an understanding of concept and various types of Organisational Change and the appropriate strategies to overcome resistance to organisational change. The Unit will also enable the learner to identify, understand and evaluate various leadership approaches that can be utilised to facilitate organisational change.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Explain the concept, areas and causes of organisational change.
- 2 Identify causes of resistance to change and describe strategies used when implementing change within an organisation.
- 3 Compare leadership approach theories and evaluate leadership styles used to facilitate organisational change.

Credit points and level

1 Higher National Unit credit at SCQF level 8: (16 SCQF credit points at SCQF level 8)

Recommended entry to the Unit

The access to this Unit is at the discretion of the centre, but it would also be beneficial if the learner had basic understanding, experience in management and/or leadership related studies.

Higher National Unit specification: General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for 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. This Unit can be integrated with other three Units in the PDA Sport and Active Leisure Management framework:

Sport and Active Leisure Management: Promoting Excellent Customer Service

Sport and Active Leisure Management: Applied Business Project

Sport and Active Leisure Management: Managing People

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

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. Learners 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

Explain the concept, areas and causes of organisational change.

Knowledge and/or Skills

- ◆ People change
- ◆ Product/Service change
- ◆ Structural and Systems change
- ◆ Technological change
- ◆ Cultural change
- ◆ Internal driving forces/causes for change
- ◆ External driving forces/causes for change
- ◆ Lewin's Force Field Analysis

Outcome 2

Identify causes of resistance to change and describe strategies used when implementing change within an organisation.

Knowledge and/or Skills

- ◆ Individual resistance to change
- ◆ Organisational resistance to change
- ◆ Organisational change strategies
- ◆ Organisational change strategy considerations

Outcome 3

Compare leadership approach theories and evaluate leadership styles used to facilitate organisational change.

Knowledge and/or Skills

- ◆ Leadership styles
- ◆ Leadership Approach Theories
- ◆ Transitional leadership characteristics.

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Outcome 1

Learners will demonstrate their Knowledge and/or Skills, in relation to their own organisation, by showing evidence that they:

- ◆ explain the concept of organisational change.
- ◆ explain a minimum of one model of change.
- ◆ identify and describe at least one operational area that can be affected by organisational change
- ◆ identify and describe a minimum of one cause of internal organisational change.
- ◆ identify and describe a minimum of one cause of external organisational change.

Outcome 2

Learners will demonstrate their Knowledge and/or Skills, in relation to their own organisation, by showing evidence that they:

- ◆ identify and provide a minimum of at least two examples of the causes of internal resistance to change that sport and active leisure managers may encounter.
- ◆ identify and provide a minimum of at least two examples of the causes of external resistance to change that sport and active leisure managers may encounter.
- ◆ identify and explain at least one strategy designed to implement change within an organisation.
- ◆ describe a minimum of three factors to be considered when employing change strategies.

Outcome 3

Learners will demonstrate their Knowledge and/or Skills, in relation to their own organisation, by showing evidence that they:

- ◆ identify and compare a minimum of two theoretical approaches to leadership.
- ◆ identify and evaluate at least three different leadership styles, taking into account advantages/disadvantages of each style.
- ◆ identify and describe a minimum of three characteristics required for successful Transitional leadership.

The assessment(s) conditions for all Outcomes will be open-book, unsupervised and contextualised towards organisational change within a sport and/or active leisure environment.

Higher National Unit specification: Statement of standards (cont)

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If a holistic case study approach towards assessment is used, then the candidate must ensure that the answers they provide are appropriate to the nature of the case study provided/selected.

If a holistic case study is used as an assessment tool, then the learner must be provided with a copy of the case study, a minimum of 14 days before the assessment submission date.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and 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

For **Outcome 1**, learners are expected to demonstrate a clear understanding of the concept of organisational change. The learners are also expected to be able to identify the driving forces behind the need for organisational change and explain the various areas of organisational operations that can be affected by change.

The following non-exhaustive list contains examples of the keywords used in the Outcome and are listed in order to provide clarity:

Examples of Areas of change: People (Staff, Customers, shareholders), Products and Services, (Innovation, Competition), Structures and Systems, Technology.

Examples of Internal driving forces/causes for change: Organisational growth, Pressure for increased performance, Managerial aspirations, Redesign of jobs, Restructuring/Downsizing, Diversification of product/services.

Examples of External driving forces for change/causes: Changing technology, Supplier demands, Shareholder demands, Competitor behaviour, Customer needs, Social pressures, global economy, market saturation, political/legal influences.

Examples of Change models: ADKAR model, Bridges change model, Burke-Litwin Model, Dunphy-Stace Contingency Model, Nadler-Tushman's Congruence model, Levers of change models, Gelinis-James Elements of Organisations Model, Kotter's 8 Step change Model, Lewin's UnFreeze/Change/Freeze model, McKinsey 7s framework.

For **Outcome 2**, learners are expected to show an understanding of both individual and organisational resistance to change. They must also explain what change management strategies can be utilised to overcome resistance and what factors need to be considered in order to introduce a smooth transition to organisational change.

The following non-exhaustive list contains examples of the keywords used in the Outcome and are listed in order to provide clarity:

Examples of Individual resistance to change: Fear of unknown, Perceived consequences of change, Loss of power/control, Loss of reward, Lack of new skills, Erosion of current skills.

Higher National Unit Support Notes (cont)

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Examples of Organisational resistance to change: Lack of resources, Cost of change in time, money and effort, Loss of power in market, interests of shareholders, lack of organisational capability, Workplace cultural disruption.

Examples of types of strategies that can be employed to implement change within an organisation: Environmental-Adaptive, Power-Coercive, Normative-Reductive, Rational-Empirical.

Examples of factors that can be considered when employing change strategies: Degree of Change, Degree of Resistance, Population, Stakes, Time Frame, Expertise, Dependency.

For **Outcome 3**, learners are expected to demonstrate a clear understanding of the different approaches to leadership, and the advantages and disadvantages that various styles of leadership can have. The learners should also be able to explain the characteristics required for successful Transitional leadership and how these characteristics can be employed when leading organisational change.

The following non-exhaustive list contains examples of the keywords used in the Outcome and are listed in order to provide clarity:

Styles of leadership: Supportive Leadership, Instrumental/Autocratic Leadership, Participative/Democratic leadership, Achievement/Laissez Faire Leadership.

Examples of Leadership Approach Theories: Trait Approach theory, Contingency/Situational leadership approach, Transformational Leadership Theory, Path-Goal Leadership Theory, Charismatic Leadership theory.

Characteristics of Transitional leadership: Gaining Support and confidence, Listening, Collaborating, Accountable, Constructive feedback, Relationship building, Inspiring, Motivating, Communicating, Directing, Role Model, Creating opportunities.

Guidance on approaches to delivery of this Unit

This Unit is part of the PDA in Sport and Active Leisure Management and delivery and assessment could be integrated with delivery and assessment of other Units in the award. However, the Unit may also be delivered and assessed as a stand-alone Unit.

There is a natural progression through the Outcomes in this Unit. In delivering the Unit it will be possible and desirable to stress the progression between the separate Outcomes.

Ideally, learners should progress through Outcomes 1–3 in that order, as each Outcome represents a clearly defined stage in the learning process.

Higher National Unit Support Notes (cont)

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Learners should be encouraged to research appropriate case studies and conduct field visits, to relevant organisations such as; Sports centres, sporting stadiums, Outdoors centres, Hotels leisure facilities, as well as other public/private sports companies and authorities, in order to gain as much contextualised information as possible. This should facilitate the learner in gaining a greater understanding on the effects of operational change at both an individual and organisational levels.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

The method of assessment for this Unit is flexible and may be assessed by way of a holistic assessment covering all Outcomes, such as a case study based report. Alternately, a series of restricted response questions covering each Outcome individually: or even a combination of the two, could be used. It is also feasible for the learner to present the evidence as a 'formal' presentation. If a formal presentation is selected then the Learner is expected to provide the evidence in the form of a report(s) and the presentation content could consider all of the Learners recommendations to the organisation. Reports may be written, oral, and/or video based. However, the assessor must ensure that recorded candidate evidence is submitted and retained.

As the learner may already be working in a realistic live environment, it is suggested that the assessment be carried out as open-book, if a single holistic approach is taken, combining all three Outcomes within a case study. The learner may wish to discuss and agree with the assessor a suitable case study based on the working environment they operate in.

If however, the learner has little or no work experience then it is feasible that three separate assessment of assessment could be produced and assessed over three separate periods. If three separate instruments assessments are produced. The mode of assessment could be a number of restricted response questions, using an open-book approach.

The evidence generated should demonstrate that there is evidence that learner's...

Outcome 1

- ◆ Understand the concept of organisational change and able to provide a working definition to support this understanding.
- ◆ Are able to relate this conceptual understanding to an appropriate change model.
- ◆ Are able to contextualise the change concept within a sport and recreation organisation.
- ◆ Understand the impact that change can have on a sport and recreation facility.
- ◆ Understand the internal and external forces that can influence organisational change to take in the workplace.
- ◆ Understand what areas of the organisation can be affected by the change process.

Higher National Unit Support Notes (cont)

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Outcome 2

- ◆ Identify and describe a number of aspects that can lead to resistance to change at both individual and organisational levels.
- ◆ Evaluate and select appropriate change strategies that could be utilised to overcome any identified potential barriers or resistance to the introduction of organisational change.
- ◆ Describe a number of factors that could affect the successful implementation of a change strategy into an organisation.

Outcome 3

- ◆ Compare and evaluate a variety of leadership approaches which could be utilised by a manager to facilitate to introduction organisational change.
- ◆ Compare, evaluate a variety of leadership styles could best allow a manager to introduce and embed a change strategy with the workplace
- ◆ Identify and justify a number of individual characteristics/qualities that could facilitate the successful transition of change within the sport and recreation organisation.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There may be opportunities for development of elements for Core Skills: *Communication* and *Problem Solving*.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit introduces you to the concepts and theories surrounding managing and leading change with a sport and recreation organisation.

It will also enable you to understand what areas of a sport and recreation organisation can be affected by change and also what driving forces can cause an organisation to change.

You will also understand why the change management process can sometimes be resisted by both organisations and individuals, and the various change strategies that can be employed to overcome resistance.

Finally you will be able to understand leadership skills and styles that can be utilised in order to introduce effective transitional change within an organisation.

The teaching allocation time for this Unit is 40 hours and will be contextualised towards an appropriate sports and recreation context.

The method of assessment for this Unit is at the discretion of your lecturer but will also be contextualised towards an appropriate sports and recreation context.