



Leadership: An Introduction

SCQF level 5

Unit code: F78C 45

20 hour Unit

What is *Leadership: An Introduction*?

Society recognises the need for leadership at all levels. This Unit is designed to help you recognise your leadership abilities. It will do this by helping you recognise different leadership skills, styles and qualities.

The other Unit in this Award is:

- ◆ F78D 45: *Leadership in Practice* (SCQF level 5)

This Unit is important because it will help you to understand what is meant by leadership. You will find out about what makes an effective leader. You will think about the skills and qualities you already have and those you will need to develop to be an effective leader.

Improving your abilities helps you cope with today's quickly changing world. Achieving this Unit will help you build confidence, learn more easily, and may improve your career prospects.

Whilst working through this Unit, your tutor will be able to provide minimum support. This means that your tutor will be able to help you to make progress by answering some of your questions.

What is this Unit about?

This Unit is about finding out about different styles of leadership and being able to identify what skills and qualities make an effective leader. It is also about thinking about your own potential for leadership by evaluating your own skills and qualities.

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill None

Core Skill component Critical Thinking at SCQF level 5

What should I know or be able to do before I start?

It will help you if you think about your own past and present experiences. This will enable you to identify times when you have been led by others and also times when you have taken a lead in an activity. This will help you work through the tasks in this Unit.

What do I need to do?

You will need to carry out the following three Tasks:

Task 1

Find out information about leadership

Task 2

Reach conclusions about what makes an effective leader

Task 3

Evaluate your own potential for leadership

How do I achieve this Unit?

You will need evidence to show that you have successfully completed all three Tasks in this Unit.

Task 1: Find out information about leadership

To do this you will have to:

- ◆ Gather information on leadership (ie styles, skills and qualities) from a variety of sources.
- ◆ Produce a report on leadership based on the information you have gathered.

Task 2: Reach conclusions about what makes an effective leader

To do this you will have to:

- ◆ Identify the skills and qualities which can be found in effective leaders. This should be based on your report for Task 1.
- ◆ Give examples to support the skills and qualities that you have identified.

Task 3: Evaluate your own potential for leadership

To do this you will have to:

- ◆ Evaluate your own skills, qualities and experiences in relation to leadership.
- ◆ Using examples, draw conclusions about these skills, qualities and experiences

What might this involve?

The Unit can be achieved in many ways. Examples of activities you might do are:

- ◆ Interview leaders such as a shop manager, a police inspector, a local politician, a head teacher, your line manager, a head of department.
- ◆ Explore leadership styles.
- ◆ Look for examples of leadership in the media (eg television programmes, newspaper articles etc).
- ◆ Use surveys and questionnaires to find out what other people think makes an effective leader.
- ◆ Watch leaders in action, for example, how does the prime minister lead the country?
- ◆ Give a talk on leadership.
- ◆ Produce a Powerpoint presentation on leadership.
- ◆ Produce a written essay on leadership.

What can I do next?

You could think about doing other Units in leadership such as:

F78D 45: Leadership in Practice (SCQF level 5)

You could move on to:

F78C 12: Leadership: An Introduction (SCQF level 6)

Your tutor can advise you about this.

Guidance for tutors

For this Unit learners are expected to be able to:

- ◆ Find out information about leadership
- ◆ Reach conclusions about what makes an effective leader
- ◆ Evaluate their own potential for leadership

Tutors will provide minimum support to learners by answering specific questions to enable learners to progress.

Assessment for the Unit will consist of gathering evidence to show that the learner is able to meet the three Tasks of the Unit. The tasks are designed to allow flexibility in the delivery of this Unit. As a result, learners may be able to present evidence for all three tasks in a folio of work.

Learners should be able to gather evidence as they work through the Unit. Assessment evidence can be presented in any form appropriate to the learner and the activity undertaken, for example:

- ◆ written records and reports
- ◆ recordings of interviews
- ◆ emails
- ◆ blogs
- ◆ assessor record of learner responses
- ◆ review sheets
- ◆ diaries
- ◆ log books
- ◆ review sheets
- ◆ evaluation sheets
- ◆ electronic presentations
- ◆ electronic journals
- ◆ videos
- ◆ photographs

Evidence may be paper based, recorded, oral or visual. The tasks are designed to allow flexibility in the delivery in this Unit. As a result, learners may be able to present evidence for all three tasks in a folio of work.

Evidence for the Unit can take a variety of forms depending on the learner's situation and the delivery approach adopted.

Evidence Requirements

For Task 1: Find out information about leadership

The following gives some indication of what the evidence could consist of:

Product evidence such as:

- ◆ completed questionnaires
- ◆ results of surveys
- ◆ extracts from books or articles
- ◆ video clips of interviews

Learners must show that they have made use of at least **three** different sources of information to find out about leadership. Possible sources include the internet, textbooks, magazines, journals, television, and people.

Written/oral/visual evidence covering:

- ◆ a detailed report on the skills, styles, and qualities relevant to leadership

For Task 2: Reach conclusions about what makes an effective leader

The following gives an indication of what the evidence could consist of:

Written/oral/visual evidence covering:

- ◆ conclusions about the skills and qualities found in effective leaders
- ◆ Examples, from the information gathered, to support these conclusions

Learners must show that they have compared the effectiveness of different leaders.

For Task 3: Evaluate your own potential for leadership

The following gives some indication of what the evidence could consist of:

Written and/or oral evidence covering:

- ◆ an evaluation of learner's own skills, qualities and experiences in relation to leadership

Advice on Generating Evidence

There is no end of Unit assessment. Evidence requirements should be gathered at appropriate points as learners make progress through the Unit. Learners should have access to their notes as they generate the evidence required.

Records of assessment should be maintained and kept up-to-date in order to track learner progress and to provide evidence for verification.

For Tasks 1 and 2

(Task 1: Find out information about leadership)

(Task 2: Reach conclusions about what makes an effective leader)

As an introduction to this task, tutors may wish to discuss some examples of leadership skills, styles, principles and qualities with learners. To enable learners to complete both parts of Task 1, tutors should ensure that learners have access to the resources required to gather the information they need. Examples of possible resources are: time, access to a library, computers, access to leaders, DVDs and so on. Learners should show that they have used this information to produce a detailed report showing knowledge of a range of simple ideas and facts.

To successfully complete both parts of Task 2, learners should show that they have used the knowledge gained for Task 1 to reach conclusions about effective leadership. These conclusions should identify the skills and qualities found in effective leaders. To do this, learners should make comparisons between leaders and the skills and qualities they have. Whilst comparing leaders, it may be helpful for learners to consider the following questions:

- ◆ In what ways are leaders effective?
- ◆ How do effective leaders cope with failures or opposition?
- ◆ How do I know that leaders are effective?

It may be possible for learners to produce one piece of work which includes a report on leadership and conclusions about what makes an effective leader and therefore provides evidence to satisfy both Tasks 1 and 2.

The Assessment Support Pack for this Unit provides an example of the evidence required at this level.

For Task 3: Evaluate your own potential for leadership

To complete both parts of this Task, learners should show that they have reflected on their own experience by carrying out an evaluation of their own skills and qualities in the context of leadership. Learners should be encouraged to think about their own experiences, past and present, and how this can help them to become a leader. They may have:

- ◆ responsibilities
- ◆ led an activity
- ◆ qualities and skills which they know are found in effective leaders
- ◆ experience of being led

Tutors can help learners by suggesting a possible approach to evaluation. The Assessment Support Pack for this Unit provides an example of what is required in an evaluation at this level.

It may be helpful for learners if, on completion of their evaluation, they are encouraged to think about how they could further develop or use their skills and qualities in a leadership context.

Further information about delivery, assessment and Evidence Requirements for this Unit can be found in the corresponding support pack. The support pack also contains examples of the type and amount of activities that meet the standards of this Unit. Sample recording documentation is also included.

Differentiation

The following contains guidance to help assessors in making assessment decisions. It explains how the generic level descriptors at SCQF level 5 and SCQF level 6 may be applied in the context of this and related Units. Differentiation between the two SCQF levels is based on four main principles. They are:

- ◆ The amount of support learners receive
- ◆ The level of participation by learners
- ◆ The level of understanding of learners
- ◆ The level of maturity displayed by learners

The table below outlines how each principle may apply at SCQF level 5 and SCQF level 6 for this Unit and for *Leadership in Practice*.

Principle	SCQF level 5	SCQF level 6
Support: learners will work with	minimum support — tutors will answer specific questions to enable learners to progress.	non-directive supervision — the learners will take responsibility for their own learning but the tutor may explain and interpret if requested.
level of participation: learners will	negotiate — put forward suggestions and ideas and agree a way forward	take responsibility for a range of tasks and, where appropriate, for the work of others.
level of understanding : learners will show	knowledge of a range of simple ideas and facts	factual and theoretical knowledge of a range of ideas and practices
level of maturity displayed: candidate will	use some abstract constructs, eg draw conclusions	draw conclusions and suggest solutions.

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill None

Core Skill component Critical Thinking at SCQF level 5

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 in SQA's web pages (www.sqa.org.uk).



Administrative information

Credit value

0.5 credit at SCQF level 5 (3 SCQF credit points at SCQF level 5)

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History of changes:

Version	Description of change	Date