Higher National Unit specification: general information

Unit title: Management: Leadership at Work

Unit code: H1F2 34

Superclass:	AF
Publication date:	April 2012
Source:	Scottish Qualifications Authority
Version:	01

Unit purpose

The purpose of this Unit is to enable candidates to analyse approaches to leadership and apply them to leading a team within a functional area or department of an organisation. It emphasises the need to ensure that the leadership approach can motivate, support and direct people to achieve the vision and objectives for a team in a given work area.

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 realistic aspirations of taking up a management role in the future. Successful completion of this Unit will provide a foundation for further management Units at more advanced SCQF levels.

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

1   Analyse approaches to leadership.
2   Analyse team 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. Additionally, it would be beneficial if candidates had achieved or were working towards the HN Unit *Management: Developing Self Management Skills* and/or HN Unit *Managing and Working with People.*

General information (cont)

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

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

Unit title: Management: Leadership at Work

Unit code: H1F2 34

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 approaches to leadership.

Knowledge and/or Skills

♦ Differences between leadership and management
♦ Approaches to leadership

Outcome 2

Analyse team leadership.

Knowledge and/or Skills

♦ Factors influencing team development
♦ Vision for the team — team and individual objectives
♦ Planning and controlling team activities
♦ Motivating, supporting and encouraging team members

Evidence Requirements for the Unit

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can analyse and justify an approach to leadership which could be suitable for a leading a team in a specific situation in a particular organisation, which may be real or hypothetical. They would be expected to take the situation into account and choose for themselves a leadership approach which would be suitable for the situation.

The analysis should be based on recognised theoretical approaches to leadership and make valid references to the differences between leadership and management.

Although candidates are expected to suggest a suitable leadership approach for the situation, their analysis should refer to more than one approach to leadership.

Higher National Unit specification: statement of standards (cont)

Unit title: Management: Leadership at Work

The analysis should also give valid and convincing reasons to show how the approach to leadership might be suitable in terms of:

♦ being consistent with **one** valid factor which could affect the development of the team [the evidence should demonstrate the relevance of the chosen factor to the situation].
♦ allowing the vision for the team to be realised and for specific team and individual objectives to be met, in line with the organisational vision.
♦ enabling team activities to be planned and controlled.
♦ motivating, supporting and encouraging team members, including recognition of achievement.

Candidates should justify their reasoning by referring to suitable underpinning theory and should, for each of the four bullets above, highlight possible difficulties which could arise from the approach to leadership. They should provide specific examples of the situation to illustrate their points.

Higher National Unit specification: support notes

Unit title: Management: Leadership at Work

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 HNC Management, 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 or prepare themselves for a managerial role. 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.

Where candidates are employed, they will be able to apply their analysis to real work situations. However, they may not yet be in occupational roles which include permanent management responsibilities. It this is the case, they may well expect to assume such responsibilities in the near future.

The Unit highlights the importance of the study and understanding of leadership. Within today's complex workplaces managers must also be leaders who can plan, organise, motivate/inspire and control people. Leaders have to create an environment that aids team building and commitment to the organisation's vision and goals. By studying and analysing different approaches to management, leadership and team-building, the candidate should be more aware of the two-way nature of the role. This should provide self-knowledge and greater awareness of their responsibility in carrying out their own job roles. It is envisaged that all theory should be discussed in the context of real situations.

The Unit covers leadership with all types of organisations and thus includes organisations of different size, public and private organisations, and organisations operating in different markets.

Throughout the Unit the emphasis should be on the practical implication and introduction of ideas and theories into the workplace.

Outcome 1

Candidates are required to understand the current thinking on the differences between the terms Manager and Leader, eg 'You manage things; you lead people' (Grace Hooper, the first woman admiral in the US Navy). Candidates should understand the importance of both aspects of the management role. This understanding can be developed by looking at the management process of Planning, Organising, Leading/Motivating and Controlling or perhaps in terms of managing self and personal skills, providing direction, facilitating change, working with people, using resources and achieving results.

Higher National Unit specification: support notes (cont)

Unit title: Management: Leadership at Work

Management theories and associated principles of management can be discussed as a method of building up knowledge and understanding of the role of the leader. This could include an analysis of writers examined within the Classical, Human Relations, Systems and Contingency approaches, eg Taylor; Fayol; Weber; Mayo; Maslow; Bertalanffy; Trist, etc.

Approaches to leadership can be related to organisational goals. This could include the terminology used in explaining organisational goals such as 'organisational vision' and 'organisational values' and how they can be classified. It can also cover the functions served by organisational goals and the need to convey their relevance and importance to employees.

Leadership is a complex issue and to gain insight and understanding into how managerial/leadership success can be achieved, it is necessary to examine the ideas of major writers and researchers. By examining the theories based on Traits; Behaviour; Styles; Situational/Contingency; etc, the candidate should gain personal knowledge and be able to analyse their own organisation in more depth in terms of the type of leadership/management being used. Newer approaches should also be examined to demonstrate that no one approach can always be appropriate. Transformational leadership, which may suit the increasing competitiveness of business, may be more widely applicable.

The pressures from the global marketplace can create further difficulties and challenges for today's leaders and these should be examined in addition to those faced in the domestic marketplace.

Leadership style or approach used could be examined through research carried out, eg Ohio State or Michigan studies; Robert House; Hersey and Blanchard; Tannenbaum and Schmidt; Fiedler; etc. This should be linked to the role of the leader in ensuring commitment to the organisation's vision and values.

Outcome 2

This Outcome applies leadership approaches to a recognised work group or team. It can include a review of the importance of teamwork within organisations — emphasising the benefits of co-operation and of making use of the various strengths of the team members.

Team development can be studied from the point of view of the work of Tuckman. Methods used to motivate can include team-building activities; empowerment; autonomy; communication; participation; training; etc. The use of the Belbin analysis may also be useful.

Effective communication in groups and teams should include an examination of patterns of communication networks and their effect on success and satisfaction of team members. Task complexity should also be examined. Recognition of the achievements of both the individual team members and the team as a whole should also be examined.

Unit title: Management: Leadership at Work

There can be many difficulties, challenges and conflicts which can arise in teams and the manager/leader has to be aware of these and deal with all the issues. Difficulties can include Groupthink; Inter-group conflict; Risk-shift phenomenon; overcoming group norms not in line with organisational objectives; maintaining group cohesiveness; individual differences; etc.

Guidance on the delivery of this Unit

This Unit can be delivered through lecturer-mediated discussion. This may 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.

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 produce suitable assessment evidence as they work through the Unit. Candidates could, for example, be encouraged to write a blog or maintain a learning diary. They could, as an integral part of the learning and teaching process, be given guidance on how to structure and organise their material so that it is in a form which can easily be presented for assessment purposes.

Hence, in devising suitable delivery methods, it may be helpful to bear in mind that evidence for assessment can be generated in many different ways, including:

♦   Presentations and other non-written assessments such as group presentation; individual presentation; production of artefact (eg poster, video, audio); role play; debate and discussion; residential periods.
♦   Assignments, eg e-portfolios; learning journals; project documentation; diaries; reading logs; blogs and reflexive notebooks.
♦   Collaborative work, eg projects; posters; events; work experiences; residential exercises and field events.
♦   Making use of technology, eg blogs; wikis; social media tools; VLE, e-portfolios.

Methods such as those above link learning and teaching methods directly with the generation of assessment evidence so that they become part and parcel of the same thing. The categories are not mutually exclusive, eg a VLE may be used as a vehicle for debate and discussion.

Delivery should enable candidates to become familiar with the work of key writers on management and can make use of examples and case studies from UK and international organisations. Candidate input can help to develop analytical skills and should be encouraged. Where candidates are/have been employed, discussion can be based on their own workplaces, eg, the terminology of organisational goals can be explored in the context of the terms used by the organisations represented within the class group.

Candidates could, for example, share information by responding to a stimulus posted on an on-line forum or make short presentations to their class group.

Unit title: Management: Leadership at Work

Candidates should be encouraged to relate theory and practice at all times. They should be encouraged to apply appropriate models or theories and draw conclusions from this. The conclusions drawn will aid understanding of the value of the theoretical approach. In this way candidates can develop their analytical skills whilst adopting good habits of substantiated reasoned arguments for their materials.

The Unit aims to merge theory and practice with the focus being on the practical aspects of effective team leadership within a modern organisation to achieve sustained competitive advantage. This should be backed up with a broad understanding of the management theory in these areas.

Guidance on the assessment of this Unit

This Unit lends itself to holistic assessment. The two Outcomes in the Unit and their associated Knowledge and/or Skills items in this Unit are very closely linked and, if at all possible, the method of assessment should take both of them together.

Candidates may generate evidence for this Unit in a number of different ways and should be encouraged to provide evidence in a format which suits their particular situation.

Candidates could generate evidence during the delivery of the Unit and gather it together in a portfolio which, providing they have access to suitable systems, they could manage electronically. Sources of suitable evidence for portfolios could include:

♦   Personal statements by candidates in response to learning and teaching exercises.
♦   Contributions by candidates to discussion forums and/or to social networking sites.
♦   Wikis developed by candidates.
♦   Extracts from a blog or blogs produced by candidates.

The above could stem directly from activities which form part of a learning and teaching programme but evidence may also be available from a candidate's place of work or from other sources. It might be possible also to generate evidence through residential periods or 'away days'. A viva or mini-viva could be used to supplement and/or augment portfolio evidence which could also incorporate peer assessment and evidence generated through collaborative work, eg a poster display of approaches to leadership.

Candidates could base responses on work situations which they are familiar with currently or on ones they have experienced in the past. Alternatively they could work with case study material. This could refer to one or more organisations which may be real or hypothetical.

A portfolio based approach can facilitate combined assessment of two or more related Units. Assessment for this Unit could, for example, readily be combined with the assessment for the Unit *Management: Plan, Lead and Implement Change*.

If desired, it would be possible to assess this Unit by generating assessment towards the end of the Unit. This could be achieved by a narrative report analysing an approach to leadership and applying it to the situation of a particular team. This could be a situation with which they are familiar with in their place of work. However, candidates may, if appropriate, base their analysis on a case study which could refer to a hypothetical or an actual situation.

Higher National Unit specification: support notes (cont)

Unit title: Management: Leadership at Work

In both cases, candidates could be given a set of questions or headings to assist them in structuring their response. This could help them to ensure that their work generated sufficient and suitable evidence to meet the Evidence Requirements. Candidates could, whichever approach is adopted, present their work in a traditional report format but they do not have to do this. For example, they could organise their evidence in an electronic slide presentation which could include video and audio.

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.

Opportunities for the use of e-assessment

As noted above, e-assessment may be particularly appropriate for 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 candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003).*

Opportunities for developing Core Skills

Depending on the learning and teaching/assessment 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 the Critical Thinking component of *Problem Solving* at SCQF level 6.

Communication: Oral Communication at SCQF level 6

Candidates may be asked to give a presentation on leadership approaches in their place of work to other members of the group in a manner which conveys essential information and ideas. This is a complex topic 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.

Higher National Unit specification: support notes (cont)

Unit title: Management: Leadership at Work

Communication: Written Communication (Reading) at SCQF level 6

In order to complete the Unit, candidates will have to become familiar with current managerial thinking on leadership approaches and team development. This will require them to read written text which explores leadership from different perspectives and which may also present a structured, detailed argument for or against particular approaches. They may well summarise their understanding by posting messages to others through a VLE or in a blog or in a written report produced for assessment purposes.

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 could take the form of a management report in which they will be expected to present their analysis in a suitable manner using a recognised format. There are alternative ways to present written evidence such as by personal reports or by contributions to an online forum. Whatever approach is adopted, candidates will be required to organise a substantial body of material and make use of complex language and specialist vocabulary.

Problem Solving: Critical Thinking at SCQF level 6

In order to complete the Unit, candidates will have to identify key factors in a team which will determine a suitable approach to the leadership of that team. They will have to assess the relevance of these factors to the situation and make use of them, in conjunction with appropriate management theory, to develop and justify an approach to team leadership which would be effective in the circumstances.

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

General information for candidates

Unit title: Management: Leadership at Work

This is a 1 credit Unit (8 SCQF credit points) at SCQF level 7 and is designed to enable you to analyse approaches to leadership. It also enables you to apply them to leading a team within a functional area or department of an organisation with which you are familiar. It emphasises the need for you to consider a suitable leadership approach in the situation. This is likely to be one which can motivate, support and direct people to achieve the vision and objectives for the team.

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 a suitable approach to leading a team, perhaps the one for which you are currently responsible. If you have not yet worked as a manager but hope to do so in the future, the Unit will help you to prepare for your new role and to meet its challenges and demands. 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:

The first Outcome focuses on the analysis of different approaches to leadership and looks at the difficulties, challenges and conflicts which may face the manager. It includes the tension between management and leadership and examines the principles and processes of management as well as the role of vision and goals.

The second Outcome is about the analysis of leadership in the context of a team and considers the role of the team and effective team leadership. In other words, it applies the ideas of the first Outcome.

The content of the Unit will be kept relevant through the appropriate use of examples and by focusing the areas of study on organisations that are relevant to you. This should provide you with the flexibility required to study, as appropriate, organisations of different size, public and private organisations, and organisations operating in different markets.

For successful completion of this Unit, you will be required to provide evidence that you can analyse approaches to leadership and relate this to the situation of a particular team, probably a team well known to you. You will be expected to apply the concepts you have learned during the Unit to this situation. You can present this evidence in a number of ways such as a personal blog or a management report and you may well be able to generate suitable evidence from your learning as you work through the Unit. Your tutor will explain exactly what is expected of you.

You will complete the Unit if the evidence which you submit for assessment is considered satisfactory in terms of the standard set by the Unit.