



Higher National unit specification

General information

Unit title: Leadership (SCQF level 8)

Unit code: HH63 35

Superclass: AF

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Version: 02

Unit purpose

This unit is designed to enable learners to develop their leadership skills and personal effectiveness.

Outcomes

- 1 Evaluate approaches to leadership in a given situation.
- 2 Analyse the effect of inter-personal skills on leadership.

Credit points and level

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

Recommended entry to the unit

Access is at the discretion of the centre however, learners should have good communication, analytical, evaluative and diagnostic skills.

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 6

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

Higher National unit Specification: General information (cont)

Unit title: Leadership (SCQF level 8)

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.

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

Unit title: Leadership (SCQF level 8)

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.

Outcome 1

Evaluate approaches to leadership in a given situation.

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 inter-personal skills on leadership.

Knowledge and/or Skills

- ◆ Sources of power
- ◆ Influencing
- ◆ Managing Conflict
- ◆ Negotiation

Evidence Requirements for this unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

- ◆ select and justify an approach to leadership which could be used in a particular situation in an organisation and draw a reasoned conclusion, based on comparison of different approaches, on why it is likely to be effective in this particular case.
- ◆ evaluate the use of two different inter-personal skills which a leader could use and, with reference to a particular situation for each skill, draw conclusions on how each skill could contribute to the effectiveness of a leader in the situation.

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

Assessment guidelines

Assessment for this unit can be undertaken holistically. Learners can be asked to investigate selected aspects of their own organisation or they can be given a case study of an organisation and the leadership role of a manager within it.



Higher National unit Support Notes

Unit title: Leadership (SCQF level 8)

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

The unit is designed to enable learners to become fully conversant with current approaches to leadership and the role of the leader in a modern organisation. It aims to give learners the foundation that they will need in order to develop their own approach as a leader which will be consistent with current leadership thinking, the culture of the organisation in which they work (if in employment) and the expectations of the people they will lead.

The unit is designed to encourage those in management positions 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 learners 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).

Influences on leadership behaviour: firm life cycle; socio-cultural factors; organisational culture; diversity issues; expectations of others such as colleagues; people who report to them; managers.

Higher National unit Support Notes (cont)

Unit title: Leadership (SCQF level 8)

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.

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).

Guidance on approaches to delivery of this unit

This unit can be delivered on a stand-alone basis or as part of a Professional Development Award such as the PDA in Operational Leadership and Management at SCQF level 8. Delivery of this unit will involve ensuring that learners 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 in an organisation. Delivery should therefore encourage learners to relate the theories and approaches to their own experience or to organisations they are familiar with and to consider how they could make use of them when they take up positions as first line managers in an organisation. An important aspect of delivery, therefore, is helping learners to develop their own approach to leadership which draws on their study of leadership.

Learners 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.

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

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.

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.

Higher National unit Support Notes (cont)

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The unit offers considerable scope for learners 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 the work of leaders that they have come across. These case studies and real life examples could form the basis of assignments which could act as formative assessments.

Learners can present their evidence in the form of a report in which case it should be about 1,500 words long which can be completed in their own time. The report could be supplemented by oral questions to ensure all aspects of the Evidence Requirements are fully met.

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

Skills in accessing and evaluating relevant complex background information on management theories, issues and concerns will be developed and enhanced as the unit is undertaken. Sources used should be extensive and encompass all areas of activity, and could include textual, electronic and oral testimony. Communication skills are not discretely assessed but learners 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.

Learners 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. Learners 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. Learners 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.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 6.

History of changes to unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 6 embedded.	21/02/17

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General information for learners

Unit title: Leadership (SCQF level 8)

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.

The unit enables you to develop the leadership skills and personal effectiveness that you will need to fulfil a leadership role. It also enables you to build a foundation for your future development and, in particular, start the process of developing your own approach to leadership. The unit enables you to develop skills in influencing and negotiation which leaders need and which will help you to increase your personal effectiveness. Leadership is a critical aspect of modern management and this unit should help you to perform effectively as a first line manager. The unit will introduce you to a number of different theories and approaches to leadership.

Support material is available for this unit which will help you work on this unit at your own pace. It will give you the background knowledge and understanding that you need as well as 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 work experience or 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.

Successful completion of this unit will provide a foundation for further leadership and management units at more advanced SCQF levels.

The unit lends itself to a variety of assessment approaches and your tutor will provide more information on the assessment methods to be used.

The unit provides opportunities to develop the Core Skills of Communication and Problem Solving at SCQF level 6.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when you achieve the Unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 6.