Unit title: Leading the Organisation (SCQF level 9)

Unit code: HH6E 04

Publication date: January 2017

Source: Scottish Qualifications Authority

Version: 01

SCQF level 9   2 SQA credits/16 SCQF credit points

What is this unit about?

This unit explores the leadership required to engage an organisation and its employees in realising the organisation's vision, mission and values and its strategic goals. The unit considers the leaders role in ensuring the capability and structure of the organisation needed to meet the commitments necessary to achieve the strategic goals, It is about providing direction to people in the organisation and enabling, inspiring, motivating and supporting them to achieve what the organisation has set out to achieve. In addition, it considers the importance of reviewing progress against relevant success criteria and the leaders' contribution to this success.

The unit may be taken as a free-standing unit or as part of the PDA Strategic Leadership and Management at SCQF level 9. It is designed for those in a senior management position or aspiring to such a position. It will develop the learner's skills and knowledge in applying different leadership approaches to different people and situations.

For the purposes of this unit, an organisation can mean a self-contained entity such as a private sector company, a charity, local authority or a significant operating unit with a relative degree of autonomy within a larger organisation.

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

It is expected that you will be in a senior management position and will be able to apply different leadership approaches to different people and situations. It is also expected that you have a basic understanding of leadership and management, business principles and change management.

It is recommended that you possess good communication skill to a level equivalent at least SCQF level 6.

What do I need to do?

You will need to carry out each of the following tasks:

Task 1

Contribute to the creation of a culture which enables the organisation to achieve its strategic goals.

♦ Communicate and reinforce the organisation's purpose, values and vision to people across the organisation and where appropriate to external stakeholders.
♦ Balance short and long term organisational requirements together with the internal and external demands placed on it.
♦ Contribute to the creation and maintenance of a culture within the organisation which encourages and rewards creativity and innovation.

Task 2

Appraise organisational plans to ensure that they support the organisation's purpose, values and visions.

♦ Analyse the organisational planning model to ensure it supports the organisation's purpose, values and vision.
♦ Review the organisational model/structure to ensure best fit with the organisational strategy.
♦ Assess organisational capability in changing market situations.

Task 3

Implement strategies and deliver strategic change.

♦ Apply appropriate leadership styles in a variety of situations.
♦ Deploy appropriate strategies for the management of change throughout the organisation.
♦ Use appropriate communication and strategies to motivate, encourage, support and gain the trust of employees and stakeholders in the strategic process.

Task 4

Evaluate organisational progress, performance and success and own contribution to that success.

♦ Evaluate organisational performance using meaningful information, key indicators and measurement techniques.
♦ Evaluate own performance and contribution to organisation success using appropriate techniques.

Evidence requirements

The evidence for this unit is best viewed holistically reflecting the senior leadership or potential senior roles of learners. As a result evidence may meet the requirements of more than one task and it would, therefore, be appropriate to develop a cross referencing matrix to support the portfolio.

Task 4 requires learners to evaluate their own progress and contribution as they complete this unit. One way to achieve this is through the maintenance of a reflexive account/journal and it may be useful to identify this at an early stage in order to maximise the benefits of the approach, eg the reflexive account may be used to demonstrate the learner's understanding of the theoretical aspects covered throughout the unit. Learners may require some support at the beginning of their study regarding the production of such accounts.

For Task 1:

Contribute to the creation of a culture which enables the organisation to achieve its strategic goals.

Product evidence such as:

♦ completed questionnaires/results of surveys
♦ newsletters/e-mails
♦ presentations/reports

Written/oral/visual evidence, eg report or a reflexive account covering:

♦ links between culture and strategy.
♦ vision, mission, objective hierarchies, competing demands and risk.
♦ reward, creativity and innovation.

For Task 2

Appraise organisational plans to ensure that they support the organisation's purpose, values and visions.

Product evidence such as:

♦ strategic/operational plans/planning process
♦ e-mails
♦ presentations/reports

Written/oral/visual evidence, eg report or a reflexive account covering:

♦ organisational planning model, strategic, tactical and operational plans.
♦ links between organisational structure and strategy.
♦ capability and capacity and how these may be adjusted.

For Task 3

Implement strategies and deliver strategic change

Product evidence such as:

♦ strategic/operational plans
♦ change programme(s)
♦ e-mails
♦ presentations/reports

Written/oral/visual evidence, eg report or a reflexive account covering:

♦ creating engagement through effective leadership.
♦ the leadership of change.
♦ communication and change.

For Task 4

Evaluate organisational progress, performance and success and own contribution to that success.

Product evidence such as:

♦ performance indicators
♦ measurement tools
♦ e-mails
♦ presentations/reports

Written/oral/visual evidence, eg report or a reflexive account covering:

♦ evaluation of organisational progress using meaningful information, key indicators and measurement techniques.
♦ evaluation of own performance and contribution to organisation success using appropriate techniques.

Note:

Reflexive practice differs from reflective practice in that it asks us to question the assumptions underlying our actions, the impact of those actions, and from a broader perspective, what passes as good management or leadership practice. It leads us to question the relationship between ourselves and others, how we see the world, our assumptions/what we take for granted and the impact and our responsibility for 'constructing' life/ self/ social. (Cunliffe 2009).

Reflexive journals challenge learners to think about learning in relation to the topics covered, their own experiences and assumptions, explore that learning and create their own personal development plan. Learner journals should therefore include the following:

♦ Reviewing information learned about themselves during the course and finding integrative themes and interrelationships.
♦ Identifying and questioning their assumptions and behaviour in a situation and how they might have influenced the response of others.
♦ Thinking about their assumptions and how these influence their actions and interactions.
♦ Identifying possibilities for self-development.

How do I get this unit?

The unit can be achieved in a number of ways and can be achieved in ways that best suit your needs. The evidence can be generated from your role in your own organisation, eg a self-contained entity such as a private sector company, a charity, local authority or a significant operating unit with a relative degree of autonomy within a larger organisation. The evidence can be produced in portfolio form and include personal statements, e-mails, correspondence, meeting agendas/minutes, etc.

Alternatively, the evidence can be generated from a case study which requires research, background reading and analysis. Your tutor will support you in identifying and/or providing you with a suitable case.

What might this involve?

Achievement of this unit will involve you in researching various texts on organisational strategy, change and the importance of leadership in organisational success. You will also need to consider your role in your own organisation and provide evidence that demonstrates your understanding of organisational leadership and your skills in leading the organisation. This may be achieved through writing a reflexive account or journal.

Alternatively, the evidence can be generated from a case study which requires research, background reading and analysis. Your tutor will support you in identifying and/or providing you with a suitable case.

What can I do next?

This unit is part of the PDA in Strategic Leadership and Management at SCQF level 9. Successful achievement of the PDA could allow progression to the SVQ in Management at SCQF level 9 or further PDAs in Leadership and Management.

Guidance for tutors

Learners undertaking this unit are likely to be senior managers within an organisation with significant responsibility for the whole organisation and exercise significant authority for a defined area, eg function within an organisation. The role of the tutor is therefore more of a guide, coach or mentor whose role is to assist the learner to produce evidence in line with the evidence requirements.

It is anticipated that the evidence will be produced in the form of a portfolio where learners will produce evidence as it occurs in their workplace or alternatively a portfolio of evidence based on a case study. Mini Case Studies, questioning and/or professional discussion can be used to fill any gaps where it may not be possible to provide appropriate evidence.

Assessment evidence can be presented in any form appropriate to the learner and the activity undertaken, eg:

♦ written records, reports and presentations
♦ meeting agenda, minutes
♦ recordings of interviews/professional discussions
♦ emails/blogs
♦ assessor record of learner responses
♦ review sheets
♦ observation records,
♦ video/photographs
♦ diaries
♦ journals
♦ reflexive journal/account

Evidence may be paper based, recorded, oral or visual. Learners will be required to present evidence for all four tasks in a folio of work.

The folio of evidence for the unit can take a variety of forms depending on the learner's situation and the delivery approach adopted.

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.**

History of changes to unit

Version	Description of change	Date