

-SQA- SCOTTISH QUALIFICATIONS AUTHORITY

HIGHER NATIONAL UNIT SPECIFICATION

GENERAL INFORMATION

-Unit Number- **6412014**
-Superclass- **AF**
-Title- **LEADERSHIP AND MOTIVATION**

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Explaining the relevance of leadership styles and skills to situations and explaining theories of motivation.

OUTCOMES

1. explain the relevance of leadership styles to given situations;
2. explain the relevance of leadership skills appropriate to given situations;
3. explain methods of motivation.

CREDIT VALUE: 1 HN Credit

ACCESS STATEMENT: A suitable grouping of modules or the National Certificate in Processing or equivalent qualifications and experience.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5).

HIGHER NATIONAL UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 6412014**UNIT TITLE:** LEADERSHIP AND MOTIVATION

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

OUTCOME

1. EXPLAIN THE RELEVANCE OF LEADERSHIP STYLES TO GIVEN SITUATIONS

PERFORMANCE CRITERIA

- (a) The description of various leadership styles is concise and accurate in terms of standard terminology.
- (b) The selection of a leadership style is appropriate to a given situation.
- (c) The explanation of the advantages and disadvantages of the leadership style for the situation is accurate.

RANGE STATEMENT

Leadership styles: authoritarian; democratic; laissez-faire.

EVIDENCE REQUIREMENTS

Written evidence of the ability to describe the range of leadership styles, select a style for a situation and explain its advantages and disadvantages.

OUTCOME

2. EXPLAIN THE RELEVANCE OF LEADERSHIP SKILLS APPROPRIATE TO GIVEN SITUATIONS

PERFORMANCE CRITERIA

- (a) The selection of leadership skills is appropriate to a given situation.
- (b) The explanation of the advantages and disadvantages of the leadership skills for the situation is accurate.

RANGE STATEMENT

The range statement for this outcome is specified within the performance criteria.

EVIDENCE REQUIREMENTS

Written evidence of the ability to select leadership skills and explain the advantages and disadvantages of the leadership skills for a given situation.

OUTCOME**3. EXPLAIN METHODS OF MOTIVATION****PERFORMANCE CRITERIA**

- (a) The explanation of a range of methods of motivation is concise and related to the appropriate theorist.
- (b) The selection of the method is appropriate to the given situation.
- (c) The explanation of the advantages and disadvantages of the method to a given situation is accurate.

RANGE STATEMENT

The range statement for this outcome is specified within the performance criteria.

EVIDENCE REQUIREMENTS

Written evidence of the ability to explain at least 3 methods of motivation, select at least 2 methods for 2 situations (one for each) and explain the advantages and disadvantages of each.

MERIT A candidate who achieves all performance criteria for all outcomes will be awarded a pass. A pass with merit will be awarded to a candidate who consistently demonstrates the following:

- 1. a high level of understanding as indicated by the ability to draw conclusions from information provided;
- 2. use of performance criteria in unfamiliar and more complex situations;
- 3. ability to perform performance criteria to above the standard of the quality statement.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should also be kept. These records will be required for external verification.

SPECIAL NEEDS

Proposals to modify outcomes, range statements or agreed assessment arrangements should be discussed in the first place with the external verifier.

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HIGHER NATIONAL UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 6412014

UNIT TITLE: LEADERSHIP AND MOTIVATION

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of the time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This unit is suitable for supervisors and is applicable across the full range of industry. It enables the candidate to develop an understanding of leadership skills and styles and theories of motivation and their application. It provides the underpinning knowledge for elements of relevant SVQs at level III.

CONTENT/CONTEXT Whenever possible the content/context should relate directly to the candidate's present or intended future occupation.

Corresponding to Outcomes 1-3:

1. Leadership styles, eg authoritarian; democratic; laissez-faire; Likert; system 4.
2. Leadership skills, eg technical knowledge; interpersonal skills; planning and problem-solving skills; team building skills; delegation; time management. Skills may be innate or acquired.
3. Methods and motivation based on theories and the work of, eg Taylor; Mayo; Maslow; Herzberg; McGregor; Vroom; Adams; Skinner.

APPROACHES TO GENERATING EVIDENCE Throughout the unit emphasis should be placed on learning and teaching which engages the candidate in practical learning tasks.

The candidate should have the opportunity to work on his/her own, to cooperate with others in small group work, and to engage in discussion in the full group.

Corresponding to Outcomes 1-3:

1. Candidates may start by considering their own style and discussing this in the group. Management styles may be considered further through case studies or in the form of a film. (This need not be a 'training' film. Many films produced for commercial cinema explore the theme of leadership). Use could also be made of grids eg Blake and Mouton's Management Grid.
2. The recognition that leadership skills may be learned may be promoted through participation in simulations. Role play exercises would also be useful.
3. It would be appropriate to begin consideration of motivation with the perceptions of the candidate himself/herself, eg. through a questionnaire which asks the candidate to rank a list of factors in order of importance, eg high pay, security, scope for initiative.

The work of behavioural scientists should be approached through discovery learning assignments and case studies. The intention should be to draw out the practical application of such theories. These applications should enable the candidate to realise that there is no one right way which is valid in all situations.

ASSESSMENT PROCEDURES Centres may use Instruments of Assessment which are considered by tutors/trainers to be the most appropriate. Examples of instruments of assessment are as follows:

It is recommended that the assignment for all outcomes or a series of assignments could be completed here. The candidate could be presented with a case study to which specific decisions would be applied. If and when practical work is required scenarios could take place with candidates working in groups to apply skills and make decisions.

PROGRESSION The candidate could progress onto further advanced course provision.

REFERENCES

1. Guide to unit writing.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
4. For details of other SQA publications, please consult SQA's publications list.

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