

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number- 6110546

-Session-1996-97

-Superclass- AF

-Title- LEADERSHIP AND MOTIVATION AT WORK

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Developing leadership competence and motivational skills relevant to supervising the work of individuals and teams.

OUTCOMES

1. select a leadership style appropriate to a given situation;
2. select leadership skills appropriate to a given situation;
3. select strategies to motivate people in a given situation.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: Access to this unit is at the discretion of the centre. However, it would be beneficial if candidates had core skills in communication. This may be evidenced by possession of National Certificate Module 7110045 Communication 3 or equivalent.

The unit may be taken along with Planning and Control Skills for Supervisors, Personal and Inter-personal Skills for Supervisors, Personnel Skills for Supervisors, and Supervising People as part of an integrated programme.

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 (£5.00)).

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 6110546**UNIT TITLE:** LEADERSHIP AND MOTIVATION AT WORK

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. SELECT A LEADERSHIP STYLE APPROPRIATE TO A GIVEN SITUATION

PERFORMANCE CRITERIA

- (a) Description of possible leadership styles is concise and accurate in terms of accepted terminology.
- (b) Leadership style selected in a given situation is effective in terms of achievement of performance targets, organisational and legal requirements.
- (c) Leadership style selected in a given situation is effective in terms of meeting the needs of individuals and teams and with the efficient use of resources.
- (d) Explanation of relevance of leadership style selected is accurate with respect to the situation and the benefits resulting from its adoption.

RANGE STATEMENT

Performance targets: long term; short term.

Legal requirements: sex discrimination; race relations; employment protection; disabled persons.

Resources: finance; equipment; materials; time; people.

EVIDENCE REQUIREMENTS

Written or spoken evidence that the candidate can meet all aspects of the performance criteria across the range.

Direct evidence should relate to three different situations.

Where particular items in the range cannot be covered by written documentation and cannot be inferred, additional evidence may be derived from oral and written questioning.

OUTCOME

- 2. SELECT LEADERSHIP SKILLS APPROPRIATE TO A GIVEN SITUATION**

PERFORMANCE CRITERIA

- (a) Description of possible leadership skills is concise and accurate in terms of accepted terminology.
- (b) Leadership skills selected in a given situation are effective in terms of achievement of performance targets, organisational and legal requirements.
- (c) Leadership skills selected in a given situation are effective in terms of meeting the needs of individuals and teams and with the efficient use of resources.
- (d) Explanation of leadership skills selected is accurate with respect to the situation and the benefits resulting from their adoption.

RANGE STATEMENT

Performance targets: long term; short term.

Legal requirements: sex discrimination; race relations; employment protection; disabled persons.

Resources: finance; equipment; materials; time; people.

EVIDENCE REQUIREMENTS

Written or spoken evidence that the candidate can meet all aspects of the performance criteria across the range.

Direct evidence should relate to three different situations and cover five leadership skills.

Where particular items in the range cannot be covered by written documentation and cannot be inferred, additional evidence may be derived from oral and written questioning.

OUTCOME

- 3. SELECT STRATEGIES TO MOTIVATE PEOPLE IN A GIVEN SITUATION

PERFORMANCE CRITERIA

- (a) Description of possible theories of motivation is concise and accurate in terms of accepted terminology.
- (b) Motivation strategy style selected in a given situation is consistent with an accepted theoretical approach, legal requirements and the achievement of relevant departmental and organisational objectives.
- (c) Motivation strategy selected in a given situation is effective in terms of meeting the needs of individuals and teams and with the efficient use of resources.
- (d) Explanation of motivation strategy selected is accurate with respect to the situation and the benefits resulting from its adoption.

RANGE STATEMENT

Performance targets: long term; short term.

Legal requirements: sex discrimination; race relations; employment protection; disabled persons.

Resources: finance; equipment; materials; time; people.

EVIDENCE REQUIREMENTS

Written or spoken evidence that the candidate can meet all aspects of the performance criteria across the range.

Direct evidence should relate to three different situations and encompass strategies based on three different theories of motivation.

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 be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 6110546

UNIT TITLE: LEADERSHIP AND MOTIVATION AT WORK

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

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of 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 for potential or in post supervisors. It can be applied across the full range of industry eg. manufacturing, business, services and finance. It can be used to provide underpinning knowledge for the SVQ in Management at Level III.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This unit will help you to develop leadership skills and motivational skills relevant to supervising the work of individuals and teams.

CONTENT/CONTEXT The following give some indication of points that may be relevant to each outcome:

Outcome 1: Leadership styles eg. authoritarian, democratic, laissez faire, situational. Writers on leadership/management style eg. Adair, Blake and Mouton, Fiedler, Hersey and Blanchard etc. Importance of the nature of the task, attitudes and expectations of the people involved, organisational culture etc.

Outcome 2: Leadership skills include technical knowledge, interpersonal skills, planning and problem solving skills, team building, delegation, time management, personal credibility, briefing skills, defining task etc. Writers on leadership eg. Bennis and Nanus, Maccoby, Adair, Peters etc.

Outcome 3: Theories of motivation eg. Taylor, McGregor, Mayo, Maslow, Alderfer, Herzberg, McClelland, Vroom, Porter and Lawler. Strategies could include job rotation, job enrichment, job design, individual and group incentives, (eg. bonus, promotion, fringe benefits, profit sharing), organisational culture etc.

APPROACHES TO GENERATING EVIDENCE Throughout the unit candidates should be encouraged to engage in practical learning tasks which enable them to get indications of their own leadership styles and skills and the motivational strategies available to them as individuals.

There is considerable scope to make use of any work experience that candidates may have even if this is not in a supervisory capacity as this may provide valuable insights into how supervisors could act effectively as leaders and motivators.

Use can also be made of film and video material (many films produced for the commercial cinema explore leadership as do episodes of TV series). Case studies and simulations (eg. team exercises) could provide valuable practice environments and there is also a wealth of questionnaires and self-report tests available (eg. the Managerial Grid).

When introducing theories, the aim should be to draw out their practical application.

Generally the evidence generated is likely to highlight the notion that there is no one right way which will be valid in all situations.

ASSESSMENT PROCEDURES Wherever possible assessment procedures should arise out of the learning methods used. This unit is particularly suitable for integrated assessment and all three outcomes could be assessed via evidence generated from three different situations, although more could be used if desired. The situations could be based on case study material, a film or video incident, work experience, class exercises or be based on activities in the educational or training establishment (eg. if candidates are involved in organising social or other activities).

Each situation could be analysed with reference to the three outcomes and the various different approaches involved. Thus the assessment could be a portfolio of evidence built around the three or more situations (the number would depend on factors such as how well the unit specification was covered and the role the candidate may have played in any activities).

There are also opportunities for cross unit assessment eg. where assessment evidence for this unit is generated in the context of another unit or where it provides opportunities to generate evidence which would be suitable in another context.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

REFERENCES

1. Guide to unit writing. (A018).
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005).
3. Procedures for special needs statements are set out in SQA's guide 'Candidates with Special Needs'. (B006).
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009).
5. For details of other SQA publications, please consult SQA's publications list. (X037).

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