



Higher National unit specification

General information

Unit title: Leadership and Motivation (SCQF level 6)

Unit code: HH7J 33

Superclass: AF

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Unit purpose

The purpose of this unit is to develop an introductory knowledge and understanding of leadership and the ties between leadership and motivation. Learners will consider the role of leadership style and leadership skills in motivating staff to be effective performers.

The unit is aimed at learners who are interested in leadership and have aspirations to achieve a leadership role in the future and/or are in the early stages of their leadership career, eg a team leader role.

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

Outcomes

On completion of the unit the learner should be able, for given situations, to:

- 1 Select an appropriate leadership style.
- 2 Select appropriate leadership skills.
- 3 Select appropriate methods of motivation.

Credit points and level

1 Higher National unit credit at SCQF level 6: (8 SCQF credit points at SCQF level 6)

Higher National unit Specification: General information (cont)

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Recommended entry to the unit

It is recommended that learners undertaking this unit possess good communication skills to a level equivalent to at least SCQF level 6. The unit is designed as an introductory unit and there are no prerequisites however it would be beneficial also if learners had some knowledge of management and business principles.

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.

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

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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

Select appropriate leadership styles.

Knowledge and/or Skills

- ◆ Define Leadership
- ◆ Leadership Approaches
- ◆ Organisational, Department and Team Goals

Outcome 2

Select appropriate leadership skills.

Knowledge and/or Skills

- ◆ Technical skills
- ◆ Interpersonal skills
- ◆ Decision Making skills

Outcome 3

Select appropriate motivation methods.

Knowledge and/or Skills

- ◆ Content Theories
- ◆ Process Theories
- ◆ Practical applications

Higher National unit specification: Statement of standards (cont)

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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, for a given situation:

- ◆ Select an approach to leadership. At least two approaches should be discussed.
- ◆ Select appropriate leadership skills.
- ◆ Select appropriate methods of motivation. Practical applications of process and content theory should be covered (at least one for each).

The selections must be justified and should be based on recognised theoretical approaches to leadership and motivation.

While it is possible to assess Outcome by Outcome the unit is probably best assessed holistically through a case study approach where learners are asked to consider a given scenario or scenarios and asked to make appropriate selection decisions



Higher National unit Support Notes

Unit title: Leadership and Motivation (SCQF level 6)

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 may be part of a range of Group Awards. It is designed to provide learners with knowledge and understanding of management concepts, principles and practice.

It is suitable for learners who are interested in leadership and have aspirations to achieve a leadership role in the future and/or are in the early stages of their leadership career eg a team leader 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 learners are employed, they will be able to apply their analysis to real work situations. However, they may not yet be in occupational roles and the delivery of the unit should be enhanced by leadership vignettes, case studies, newspaper articles, on line resources, visiting speakers as well as drawing upon personal experience of learners in voluntary or other such settings.

The purpose of this unit is to develop an introductory knowledge and understanding of leadership and the ties between leadership and motivation. Every organisation, like every team requires leadership. Leadership allows managers to affect employee behaviour in the organisation. Thus, motivated employees are one of the most important results of effective leadership. Within the workplace leadership influences employees and helps them achieve organisational goals. However, motivation in the workplace goes beyond organisational goals and helping employees to achieve personal and career goals is also an important part of their motivation. Leadership effectiveness is critically contingent on, and often defined in terms of leaders' ability to motivate followers toward collective goals or a collective mission or vision (Shamir, Zakay, Breinin, & Popper 1998:390).

Higher National unit Support Notes (cont)

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Outcome 1

Learners could be asked to draw on their own experiences of leadership, who they consider to be an effective leader and why. Building on these discussions the different types of leadership styles eg trait, behavioural, contingent, transformational, charismatic, visionary approaches can then be explored. The appropriateness of leadership in different situations should be covered and learners should be encouraged to explore the work of different leaders in different contemporary settings. This should include concepts of distributed leadership, systemic leadership, the issues facing organisations vis a vis technology and changing work patterns as well as public, private and voluntary sector work. It is not possible to cover all aspects in depth but learners should develop an introductory knowledge of what leadership is and its importance in the workplace.

Outcome 2

While there are a range of leadership skills it can be argued that these can be distilled to three key categories:

- ◆ Technical skills which are generally concerned with the ability to use methods and techniques to perform a task;
- ◆ Interpersonal skills, which focus on the ability to understand, communicate and work well with individuals and groups through developing effective relationships;
- ◆ Decision-making skills which involve the ability to conceptualise situations and select alternatives to solve problems and take advantage of opportunities.

Learners are asked to identify what these skills are and how important they are in motivating employees. Again, examples drawn from different contemporary work places provide an ideal opportunity to engage learners.

Outcome 3

It is well established that motivation is a key element in organisation success and consequently successful organisations use positive strategies to motivate their employees to be able to compete in the market. Yet we also know that different theories of motivation exist and that individuals differ in what motivates them. This Outcome requires learners to explore the different theories and how these translate in the workplace in terms of eg communication strategies, group dynamics, training, rewards and discipline.

Guidance on approaches to 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.

Higher National unit Support Notes (cont)

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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 learners to produce suitable assessment evidence as they work through the unit. Learners 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 reflective 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 learners 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. There is a substantial bank of information available on modern leaders and leadership and learners should be encouraged to explore this and in so doing develop analytical skills. Where learners 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.

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

Learners 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 learners 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.

Higher National unit Support Notes (cont)

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Guidance on approaches to assessment of this unit

This unit lends itself to holistic assessment. The Outcomes and their associated Knowledge and/or Skills items in this unit are inextricably linked and, if at all possible, the method of assessment should pull all three Outcomes together.

Learners 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.

Learners 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 learners in response to learning and teaching exercises. Contributions by learners to discussion forums and/or to social networking sites.
- ◆ Wikis developed by learners.
- ◆ Extracts from a blog or blogs produced by learners.

The above could stem directly from activities which form part of a learning and teaching programme but evidence may also be available from a learner's place of work or from other sources. 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.

Learners 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. There are many relevant business case studies on Times 100.

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, learners may, if appropriate, base their analysis on a case study which could refer to a hypothetical or an actual situation.

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.

Opportunities for e-assessment

The above guidance on delivery and assessment indicates there are considerable opportunities for Online and Distance Learning and Assessment in this unit.

Higher National unit Support Notes (cont)

Unit title: Leadership and Motivation (SCQF level 6)

Opportunities for developing Core and other essential skills

Depending on the learning and teaching/assessment approaches adopted, the 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

Learners 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 learners may also respond to questions or queries from others. Learners 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.

Communication: Written Communication (Reading) at SCQF level 6

In order to complete the unit, learners 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, learners will have to generate evidence to demonstrate that they have achieved the 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, learners 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, learners 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.

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 and Motivation (SCQF level 6)

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.

This unit is aimed at those who are interested in leadership and have aspirations to achieve a leadership role in the future and/or are in the early stages of their leadership career eg a team leader role.

The unit will allow you to develop an introductory knowledge and understanding of leadership and the ties between leadership and motivation. You will consider the role of leadership style and leadership skills in motivating staff to be effective performers.

The unit covers the different types of leadership styles and the appropriateness of leadership in different situations. You will also explore the different theories of motivation and consider different types of leadership skills and how important they are in motivating employees.

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.