



Equivalent QCF level:	Level 7
Credit Value:	30
Learning time (hours):	300

UNIT PURPOSE

To provide learners with an understanding of classic and contemporary theories of leadership and their applicability to contemporary organisations in the globalised world, with the identification of personal leadership skills, and their evaluation and development, to meet current and future leadership and management roles. The unit then considers the need for organisational change and the ways in which it can be managed to support organisational strategy.

UNIT INTRODUCTION

The unit begins by reviewing various leadership approaches in organisations. It explores the ways in which current leadership styles can be determined and selected as the most appropriate for any given organisation. Self-analysis of personal leadership and management skills is used to determine personal development needs, expressed in development plans, which are monitored and reviewed throughout the duration of the programme. The effectiveness of the personal plan will be evaluated against personal SMART objectives.

The unit then considers the management of organisational change in the current environment of rapid change and increasing globalisation, and the threats this represents to organisational strategy. Principles of change, organisational change processes, theories, tools and techniques to be used in an organisational change are examined, followed by critical evaluation of the available approaches to change management.

Conflict in change management, management of individuals who resist change, and the reasons and causes for conflicts within change are also elaborated upon. The unit develops the learners' capability to act as an effective agent for positive/constructive change in an organisation as well as reflecting on their own effectiveness. Finally, this unit discusses the importance of integrating other relevant subdisciplines of business and management in order to create an effective organisational change plan.

LEARNING OUTCOMES, ASSESSMENT CRITERIA AND CONTENT



To pass this unit, the learner must generate evidence that demonstrates all learning outcomes have been met through the achievement of all the unit's assessment criteria.

Learning outcomes On completion of this unit, the learner will:	Assessment criteria On completion of this unit, the learner can:	Content
01 Be able to appraise classical leadership and management theories and their relevance to contemporary organisations	1.1 Critically evaluate classic leadership theories and their relevance to modern organisations 1.2 Discuss the impact that selected classic leadership theories have on organisational strategy	<i>Classical approaches to leadership theory:</i> charismatic, transformational, transactional, autocratic, democratic, laissez-faire, bureaucratic: compare, contrast and evaluate these approaches to leadership theory
02 Be able to evaluate contemporary approaches to leadership	2.1 Critically evaluate contemporary leadership theories and their applicability to organisations 2.2 Discuss the suitability of selected contemporary leadership theories for organisational strategy 2.3 Analyse leadership approached found in current organisations	<i>Leadership theories:</i> The importance of various leadership styles such as Transformational Leadership; Transactional Leadership; Participative Leadership; Trait Theory, Emotional Intelligence, Tri-dimensional theory etc. <i>Application of leadership concepts:</i> Identify leadership models and competency frameworks currently in use in organisations. Appraise generic leadership frameworks currently in use in organisations



<p>03</p>	<p>Be able to evaluate own leadership skills and development</p>	<p>3.1 Assess personal management and leadership skills required to achieve strategic goals</p> <p>3.2 Evaluate own personal and managerial effectiveness and identify areas for improvement</p> <p>3.3 Create a skills development plan to meet own needs</p> <p>3.4 Evaluate the effectiveness of the development plan over a period of time</p>	<p>Qualities required of those in leadership positions: honesty; effective communication, ability to delegate; confidence; commitment; positive attitude; empathy, etc.</p> <p>Personal skills: setting SMART objectives, task prioritisation, time management, delegation, effective communication, problem solving, decision making, conflict resolution, aligning objectives with organisational requirements</p> <p>Professional skills: coaching and mentoring to support others, using occupational standards to identify competencies, and multi-tasking, continuing professional development, leading and chairing meetings, and delivering presentations</p> <p>Skills audit: profiling, psychometric tests, obtaining and using feedback from others, personal SWOT</p> <p>Personal development planning: setting objectives, identifying required resources, reflection and review, overcoming obstacles</p>
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<p>04</p>	<p>Be able to apply approaches to organisational change and relevant processes</p>	<p>4.1 Critically evaluate change theories, tools and techniques</p> <p>4.2 Evaluate the internal and external triggers of change that may impact on an organisation</p> <p>4.3 Develop a change management strategy for an organisation and consider the stakeholders</p>	<p>Principles of change: Understand the basic principles of organisational change such as systematic change for the humans, start at the top, involve all the levels, effective communication, create clear responsibilities, consider cultural aspects, prepare for the contingencies, individual focus, etc.</p> <p>Different approaches to organisational change: This includes in depth understanding of principles of change, organisational change processes and the different approaches possible</p> <p>Causes of change: Explain external and internal triggers of change and innovation: changes in markets, economic downturns, legislation, demographics, mergers and acquisitions, re-engineering, TQM, organisational constraints e.g. human and financial resources etc. Appraise these triggers of change and innovation</p> <p>Practical application: Identify and appraise real life examples of the organisational change process</p>
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<p>05</p>	<p>Be able to independently create a plan to implement effective change within an organisation</p>	<p>5.1 Select relevant tools and techniques to implement and manage change</p> <p>5.2 Develop a plan to implement a change in an organisation</p> <p>5.3 Develop measures to monitor and evaluate progress of the change plan</p>	<p>Change models: 7-S seven step model, Lewin’s three step change models, Kotter, Kuber-Ross, ADKAR etc.</p> <p>Tools and techniques for organisational change management: pay off matrix, threat/ opportunity matrix, stakeholder analysis/ influence, backwards imaging, attitude charting, risk management, teambuilding etc.</p> <p>Influences on change: impact of external factors such as globalisation, mergers and acquisitions, exchange rate changes etc. on organisations. Internal factors such as culture, attitude, resources, etc. also should be considered</p> <p>Measuring progress: goal and process based evaluation, outcome based evaluation, quality circles, milestones, benchmarks etc.</p>
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06	Be able to identify stakeholders affected by organisational change	<p>6.1 Identify possible risks associated with an organisations' change process</p> <p>6.2 Use a stakeholder analysis to understand possible resistance to change</p> <p>6.3 Identify reasons as to why stakeholders resist change</p> <p>6.4 Critically appraise relevant strategies to manage resistance to change in organisations</p>	<p>Potential resistance to change: organisational culture and behaviour, organisational policies, power and the influence of individuals and groups</p> <p>Types of conflicts: inter-personal, intra personal, inter group Sources of conflicts: poor communication, poor leadership, different styles, conflicting personalities, different perceptions, conflicting goals, limited resources capabilities</p> <p>Managing conflicts: Integrating; obliging; avoiding; compromising</p> <p>Practical application: Appraise real life examples of the change process and its implementation</p>
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<p>07</p>	<p>Understand the relation between leadership and change management in organisations</p>	<p>7.1 Analyse the impact of management and leadership styles on change management</p> <p>7.2 Critically evaluate how leadership styles can be adapted to deal with a planned change in an organisation</p> <p>7.3 Evaluate the effectiveness of methods used to plan change</p>	<p>Characteristics of effective change agents: attitudes, values and behaviour of change agents' e.g. courageous leadership, recognise growth opportunities; demonstrates flexibility and resilience; explores alternative perspectives</p> <p>Self-reflection: This includes reflecting on your own attitudes, values and behaviour and identifying areas of change required to be an effective change agent</p> <p>Practical application: evaluate the effectiveness of a change plan</p>
<p>08</p>	<p>Be able to involve functional areas in an organisation's change management</p>	<p>8.1 Explain the relation between management disciplines and effective organisational change.</p> <p>8.2 Analyse the role of various business functions/departments within change management</p> <p>8.3 Develop and evaluate an integrated change management plan for an organisation</p>	<p>Integration of all disciplines: finance, HRM, marketing, IT, operations, quality and business strategy</p> <p>Communication with all internal stakeholders</p> <p>Appraise methods by which this integration could be achieved, using real life examples</p>



DELIVERY & ASSESSMENT

Tuition and guidance should adopt flexible approaches to delivering the unit. Formal tuition sessions will have input from a tutor to identify some of the theoretical subject matter and learners can work individually and in a group researching and gathering information about the subject. Research, case studies, simulations and discussion should prove to be engaging ways of learning about the subject. Learners can use self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the world wide web, television and radio broadcasts, broadsheet newspapers and advisory services.

In order to pass this unit, the evidence that the learners present for assessment must demonstrate that they have met the required standard specified in the assessment criteria. Institutions will devise and mark the assessments for the unit and learners must meet all assessment criteria to pass the unit.

A range of assignment types can be used such as reports, proposals, plans, presentations, articles, case studies, exercises, simulations, a learning journal, and/or practical work. All assessment methods are acceptable, provided that the assessment enables the learners to produce evidence that can be judged against the assessment criteria.

Learning outcomes 1 and 2 require learners to consider theories of management and leadership, differentiating between the two concepts and considering how ideas about leadership and management have evolved as organisations develop and change as the environmental operating context becomes global. Many ideas have withstood the test of time and continue to be relevant in the contemporary business world (for example, tying business leaders' pay to performance has echoes of Taylor's ideas on scientific management in which pay and output were linked). Despite innovative thought on leadership and management, businesses continue to fail through managerial shortcomings. Learners should consider the relevance and adequacy of theory to the current management and leadership of organisations.

Learning outcome 4 requires learners to assess their own personal management and leadership skills. Learners need to produce a personal development plan. By using a skills inventory, learners can identify not just what they can do but what they need to be able to do, and to identify the appropriate action they need to take to bridge any gap. The plan needs to have SMART targets and should have an evaluative component.

For learning outcomes 4 to 8 learners must consider the management of change from both theoretical and practical perspectives. Learners need to consider theories of change management and how leaders and managers influence and shape change management, together with the impact that stakeholders have on the process. Additionally, learners have to demonstrate that they can use the tools to plan change and can implement it by involving different parts of a business in implementing change.

For some learners, assessment criteria can be met through recognition of prior learning (RPL) which will enable them to present evidence to show that they can attain the assessment requirements of the unit through knowledge, understanding or competence they already possess.

If a learning journal is employed, then the narratives in it can be mapped to assessment criteria and used as evidence for the demonstration of relevant assessment criteria.



DELIVERY & ASSESSMENT

It is possible to assess work using professional discussions, with learners explaining and describing concepts and issues to the assessor either on a one-to-one basis or in group work or in a presentation. Similarly questioning can be used to provide evidence of knowledge. If these types of assessment are used then the work must be directly attributable to the learner.

Assessment can be for individual learning outcomes, for groups of learning outcomes within a unit and can be combined with the assessment of outcomes and criteria from other units. This latter would require an assessment map to identify where outcomes and criteria are assessed.

OUTLINE LEARNING PLAN

The following outlined learning plan can be used as a guidance document in conjunction with the unit assessment. It is simply a way in which this unit can be delivered.

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES/ASSESSMENT

Introduction to unit and programme of learning
Presentation on leadership and management theories
Practical work, research and discussion on leadership and management theories
Assignment 1. Report
Presentation on change and the organisational change process
Practical work, research and discussion on change and the organisational change process
Presentation on planning change
Practical work, research and discussion on planning change
Presentation on stakeholders and change
Practical work, research and discussion on stakeholders and change
Presentation on links between leadership and change management in organisations
Practical work and discussion on the links between leadership and change management in organisations
Presentation on integrating all organisational functional areas in change management



OUTLINE LEARNING PLAN

TOPIC AND SUGGESTED ASSIGNMENTS/ACTIVITIES/ASSESSMENT

Practical work, research and discussion on integrating all organisational functional areas in change management
Tutorial support and feedback for assignment 1
Presentation on evaluating own leadership skills and management development
Practical work, research and discussion on evaluating own leadership skills and management development
Assignment 2. Development plan with a skills audit and report
Tutorial support and feedback. for assignment 2
Review of unit and programme of assignments

PROGRAMME OF SUGGESTED ASSESSMENT/ASSIGNMENTS

The following table illustrates the respective assessments for the unit and identifies the corresponding assessment criteria.

Assessment Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2 2.1, 2.2, 2.3 4.1, 4.2, 4.3 5.1, 5.2, 5.3 6.1, 6.2, 6.3, 6.4 7.1, 7.2, 7.3 8.1, 8.2, 8.3	Assignment 1	You have been asked to advise a newly formed business on approaches it could adopt to managing its expanding operations. The business has developed software that is becoming popular and the company will expand. Although its directors understand the software market they have little experience of management. You have been asked to prepare advice for them in a report made up of several stages	Report



PROGRAMME OF SUGGESTED ASSESSMENT/ASSIGNMENTS

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1.1, 1.2 2.1, 2.2, 2.3 4.1, 4.2, 4.3 5.1, 5.2, 5.3 6.1, 6.2, 6.3, 6.4 7.1, 7.2, 7.3 8.1, 8.2, 8.3	Assignment 1 – Cont.	<p>Stage 1</p> <p>An evaluation of classical leadership and management theories and their relevance to the business</p> <p>Stage 2</p> <p>An evaluation of contemporary approaches to leadership and their relevance to the business</p> <p>Stage 3</p> <p>An evaluation of change theories, tools and techniques together with an examination of the internal and external triggers of change that may impact on the business. Include an identification of business stakeholders and develop a change management strategy for the business</p> <p>Stage 4</p> <p>Prepare a plan to implement change with an evaluation the effectiveness of methods used to plan change</p> <p>Stage 5</p> <p>Conduct a stakeholder analysis to identify who they are and how they are affected by change</p>	Report



PROGRAMME OF SUGGESTED ASSESSMENT/ASSIGNMENTS

Assessment Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2 2.1, 2.2, 2.3 4.1, 4.2, 4.3 5.1, 5.2, 5.3 6.1, 6.2, 6.3, 6.4 7.1, 7.2, 7.3 8.1, 8.2, 8.3	Assignment 1 – Cont.	<p>Stage 6</p> <p>Analyse the impact of management and leadership styles on change management showing how leadership styles can be adapted to deal with a planned change in an organisation</p> <p>Stage 7</p> <p>Involve all organisational functional areas in change management and develop and evaluate an integrated change management plan for an organisation</p>	Report
3.1, 3.2, 3.3, 3.4	Assignment 2	<p>You are planning a career in management and as part of the plan you are to critically evaluate those skills and how to develop them. You are to:</p> <ul style="list-style-type: none"> • assess your own personal management and leadership skills that would allow you to work in an organisation and support the achievement of its strategic goals • evaluate your own personal and managerial effectiveness within an organisation and identify areas for improvement • create a skills development plan to meet your needs • monitor and evaluate effectiveness of the plan over at least one academic year 	Development plan with a skills audit and report



TEXTBOOKS

- Mullins, L J, Management and Organisational Behaviour, (latest edition) FT Prentice Hall
- Yukl, G A, Leadership in Organisations (13th ed), Pearson: Harlow
- Cottrell, S, Skills for Success: Personal Development and Employability, 2nd ed (2010), Palgrave Macmillan
- Gold, J., Thorpe, R., and Mumford, A, , Leadership and Management Development, CIPD 2010
- Burnes, B. Managing Change: A Strategic Approach to Organisational Dynamics (2004). ISBN-13: 978-0273683360
- Carnall C – Managing Change in Organizations, 5th Edition (Financial Times/ Prentice Hall, 2007) ISBN 0273704141

JOURNALS

- Journal of Leadership Studies
- Journal of Organisational Change Management
- International Journal of Strategic Change Management

WEBSITES

Personality Explorer	http://www.personalityexplorer.com/
Changing minds	http://changingminds.org/
Mind Tools	http://www.mindtools.com/