Unit 1: Developing Strategic Management and Leadership Skills

Unit code: F/602/2058

Level 7: BTEC Professional

Credit value: 10

Guided learning hours: 30

Unit aim

This unit provides the learner with an understanding of the links between strategic management, leadership and organisational direction, and the skills to be able to apply this understanding.

Unit introduction

The main aim of this unit is to investigate how current thinking on leadership influences an organisation's planning to meet current and future leadership requirements. Learners will gain an insight into the current thinking on leadership from an organisational perspective. They will examine the links between strategic management and leadership, particularly the skills a leader needs to support organisational direction. The unit will help learners understand the impact of management and leadership styles on strategic decisions in differing situations, through examining the competences and styles of successful leaders.

Applying management and leadership theories and models to specific situations will enable learners to assess their impact on organisational strategy. The unit will draw on a selection of established principles, including the influence of emotional intelligence on leadership effectiveness. This will enable learners to assess how organisations can plan to meet current and future leadership requirements.

This unit gives an organisational perspective, but it offers learners an insight into how it can contribute to development of their strategic management and leadership skills through assessing requirements for their current or future job roles and measuring these against relevant National Occupational Standards. Learners will develop analytical and long-term planning skills through the use of case studies and research.

Finally, this unit will enable learners to research a range of management and leadership development methods and evaluate their in meeting the skills requirements for effective leadership.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the relationship between strategic management and leadership	1.1 explain the link between strategic management and leadership
	1.2 analyse the impact of management and leadership styles on strategic decisions
	1.3 evaluate how leadership styles can be adapted to different situations
2 Be able to apply management and leadership theory to support organisational direction	2.1 review the impact that selected theories of management and leadership have on organisational strategy
	2.2 create a leadership strategy that supports organisational direction
3 Be able to assess leadership requirements	3.1 use appropriate methods to review current leadership requirements
	3.2 plan for the development of future situations requiring leadership
4 Be able to plan the development of leadership skills	4.1 plan the development of leadership skills for a specific requirement
	4.2 report on the usefulness of methods used to plan the development of leadership skills

Unit content

1 Understand the relationship between strategic management and leadership

Strategic management and leadership: functions of strategic management eg reviewing strategic aims and objectives, improving organisational performance, creating, communicating and implementing change, developing and leading high performance teams, strategic decision making; definitions of leadership eg Mintzberg's 10 Managerial Roles; followership; direct versus indirect leadership; link between strategic management and leadership eg the skills of the leader to achieve the strategic objectives

Management and leadership style: style eg autocratic, bureaucratic, charismatic, laissez-faire, persuasive, participative; influences on style eg culture of organisation, characteristics of the manager/leader; impact of styles on strategic decisions; adapting management and leadership styles in different situations

2 Be able to apply management and leadership theory to support organisational direction

Theories: universal theories such as Transformational Leadership, Transactional Leadership (Bennis, Bass), charismatic leadership (Weber, Conger and Kanungo); contingency theory eg Fiedler; situational theories eg Hersey and Blanchard, Vroom and Yetton, tri-dimensional leadership theory (Yukl)

Emotional intelligence: influence on leadership effectiveness, drivers; constrainers and enablers; studies on Emotional Quotient (EQ) eg Goleman, Higgs and Dulewicz

Applicability to support organisational direction: factors eg efficiency, reliability, innovation, adaptation and human resources in sectors, organisations and sub-units; size and stage of development of organisation eg business start-up versus established business; turnaround leadership, cultural issues

3 Be able to assess leadership requirements

Assess leadership requirements: generic challenges eg virtual organisations, diversity, globalisation, economic climate, world threats, ethics and corporate social responsibility; e-leadership, mergers and takeovers, restructuring, integrity leadership, diverse teams, partnerships and alliances, regulatory compliance, changes in reporting and control, new technology, interim leadership

4 **Be able to plan the development of leadership skills**

Development of leadership skills: different methods of developing leaders through formal learning, self-help and developmental activities eg training courses, job rotation, seminars, executive coaching, mentoring, companies' own universities, developmental assessment centres, action learning, self-directed learning, reading articles, partnership with key academics; changing methodology in leadership development programmes; benefits of self-help activities eg learning from mistakes, viewing events from multiple perspectives; developing leaders versus recruiting as needed; creating a learning climate; model for assessing future leadership requirements eg Council for Excellence in Leadership and Management diagnostic tools; leadership competencies eg thinking and acting strategically, emotional intelligence, social intelligence, ability to learn, systems thinking

4 **Be able to plan the development of leadership skills**

Delivery

Tutors will need to use a wide range of teaching and learning methods so that learners meet the learning outcomes in this unit. Methods include lectures, seminars, workshops, project work and individual and group assessments.

Some formal delivery will be necessary, but work can be increasingly learner-centred to develop independent learning. Learners need to adopt an investigative, analytical and participative approach to achieve the learning outcomes and reflect on their own experiences and roles to enhance the learning experience.

Sufficient time needs to be built into the delivery schedule to allow learners to undertake the research needed to help them meet the learning outcomes and be responsible for their own learning.

For learning outcome 1, it is important that learners understand that strategic leadership is required to respond to the challenges organisations face in relation to today's rapid rate of change and globalisation. In order to understand leadership requirements in organisations, learners need to explore the fundamentals of the concept of followership and the relationship between leaders and followers. Tutors could provide input on the key elements that underpin effective followership and types of follower (for example isolate, bystander, participant, activist and diehard) using case studies of leader-follower interactions. Learners need to appreciate the importance of leaders needing to adopt a strategic approach to examine the causes of organisational change and the impact of culture and systems on the organisation, as well as evaluating and justifying different leadership theories and models used to enable change. The development of future leaders versus recruiting as needed is an issue which could involve much group discussion.

When covering learning outcome 2, it is important to focus on current thinking and consider models and theories selected from each section of the learning outcome content. For most of the learning outcome, it is preferable for time to be spent on consolidating and actively learning and considering the application of a theory or model which is representative of a school of thought, rather than learning many different theories and models using a tutor-led approach. When learning about the competences for strategic leadership and styles of successful leaders, learners can use their own experiences and relate them to current theories and models.

For learning outcomes 3 and 4, it is important that tutors highlight the differences between operational and strategic leadership, as well as the opposing aspects of leadership – the need to oversee day-to-day work and the need to continuously push for change. Small-group working can enable learners to use case studies to investigate current and future requirements for different organisations, sectors and industries. They could then produce a short presentation assessing the likely future leadership requirements for the different situations, identifying the challenges faced. Examples include case studies from textbooks or using local organisations such as the centre itself, a local charity, a new business start-up or a public sector organisation. Learners could present their findings to the rest of the class and discuss the typical challenges that organisations face today and how they can be addressed, for example by applying e-leadership principles. There are different

ways and initiatives for developing leadership skills to meet these challenges and learners could work in groups to research them. Learners could produce a chart showing analysis of the advantages and disadvantages of each method, as well as preparing a plan for the development of their own leadership skills.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of learning
Tutor-led discussion on definitions of strategic management and leadership – learner group work and exercises
Tutor input on management and leadership styles followed by exercises
Learner research on adapting management and leadership styles in different situations contributing to **Assignment 1: Management and Leadership**
Tutor input on theoretical models and concepts of leadership followed by learner research and activities
Learner research on organisational direction contributing to **Assignment 2: Leadership Strategy**
Learner research on current and future leadership requirements using their own organisation (if appropriate) and case studies
Learner activity on a case study on recruiting for a leadership position in an organisation, contributing to **Assignment 3: Planning for Leadership**
Learner research on suitable development activities to improve their own leadership skills
Learner activity – evaluating the usefulness of planning methods, contributing to **Assignment 3: Planning for Leadership**
Review of unit and programme of assignments

Assessment

Learners can use their own workplaces as a base for much of the assessment for this unit. However, if they are not a part of a suitable organisation, other strategies may have to be used, for example a work placement, a detailed investigation of an organisation or the use of suitable case study material.

For AC1.1, learners need to explain the link between strategic management and leadership. Learners need to use examples to explain the links between functions, with particular emphasis on meeting strategic objectives.

For AC1.2, learners can draw on their own practices as managers/leaders, using examples from their organisations or a suitable case study to analyse the impact of different management and leadership styles on strategic decisions. This can be developed to evaluate how these styles have been adapted to meet challenges in at least two different situations and organisational contexts for AC1.3.

For AC 2.1and 2.2, learners need to apply theory to specific situations and create a realistic leadership strategy. They need to review a range of management and leadership theories and models, with the emphasis on current thinking. Learners do not need to use lots of different theories to demonstrate wide-ranging knowledge, but should draw on two or three relevant theories to illustrate understanding in the context of the selected organisation.

Learning outcomes 3 and 4 relate to the assessment of current and future leadership requirements to meet the challenges for a specific situation. Learners need to plan for the development of leadership skills and report on the usefulness of the planning methods used to meet the requirements of AC 3.1, 3.2, 4.1 and 4.2.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Assessment criteria covered	Assignment title	Scenario	Assessment method
AC 1.1, 1.2, 1.3	Management and Leadership	Learners analyse the impact of management and leadership styles on different work situations, evaluating how styles can be adapted.	Report
AC 2.1, 2.2	Leadership Strategy	Learners review theory when creating a leadership strategy.	Theoretical review
AC 3.1, 3.2, 4.1, 4.2	Planning for Leadership	Learners plan the recruitment and	Material for planning the

Assessment criteria covered	Assignment title	Scenario	Assessment method
		future development for a specific leadership role.	recruitment and development of a leadership role

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Textbooks

Adair J – *Effective Leadership: How to be a Successful Leader* (Pan, 2009) ISBN 0330504193

Adair J – *How to Grow Leaders: The Seven Key Principles of Effective Leadership Development* (Kogan Page, 2009) 0749454806

Gold J, Thorpe R and Mumford A – *Leadership and Management Development* (CIPD, 2010) ISBN 1843982447

Kouzes J M and Posner, B Z – *The Leadership Challenge, 4th Edition* (Jossey-Bass, 2008) ISBN 0787984922

Mullins L J – *Management and Organisational Behaviour, 9th Edition* (Financial Times/Prentice Hall, 2010) ISBN 0273724088

Journals

Management Today (Haymarket Business Media)

People Management (Chartered Institute of Personnel and Development)

Professional Manager (Chartered Management Institute)

Training Journal (www.trainingjournal.com)

Websites

www.cipd.co.uk	Chartered Institute of Personnel and Development
www.leadershipnow.com	Articles and blogs on leadership challenges
www.managementhelp.org	Free management library for articles and blogs on leadership development planning
www.managers.org.uk	Chartered Management Institute – searchable database which members can use to access journal articles and other publications
www.peterhoney.com	Questionnaires and trainer packs
www.strategicmanagement.net	The Strategic Management Society