

Ofqual unit number L/616/3165

RQF level 5

Guided Learning Hours 25

Total unit time 62

Aims of unit Being equipped with the knowledge, skills and behaviours to manage and lead in a variety of organisational settings is essential if an individual and their organisation are to succeed. This unit has been designed for learners who want to develop or sharpen their professional edge and enhance personal effectiveness. Learners will evaluate the impact of an organisations structure and governance on management and leadership. They will explore theoretical models, management and leadership styles and approaches designed to promote a culture of mutual trust, respect and support.

Keywords Knowledge, skills, behaviours, stakeholders, relationships, inclusivity, agility, organisational structure, culture, values.

Learning outcome 1

Understand factors which impact on an organisation's internal environment

Assessment criteria

- 1.1 Examine the **impact** of **legal status** on the governance of an organisation
- 1.2 Analyse the **purpose** of an organisation's mission and vision statements
- 1.3** Examine the impact of **organisational structures** on **management roles**
- 1.4** Discuss the impact of organisational values and ethics on management **decision making**

Indicative content

1.1 **Legal status** may include but are not limited to legal structures/frameworks (e.g. sole traders, partnerships, corporations (government owned or privately owned), cooperatives, registered charity, not for profit, public limited company).

Impact refers to type and purpose of business, ownership (e.g. shareholders, investors), processes for ensuring authority, decision making and accountability.

1.2 **Purpose** refers to communicate organisational vision and goals and how these apply to the department and may include but is not limited to communicating organisation purpose and scope to stakeholders, guide strategy development, inform goals and objectives, influence organisational principles, behaviours and culture.

1.3 **Organisational structures** may include but are not limited to formal, informal, functional, matrix, mechanistic, organic, centralised, decentralised, flat, tall, virtual, dispersed.

Management roles may include but is not limited to responsibility, accountability, authority, autonomy, reporting structures, inter-dependences between functional areas (e.g. HR, finance, marketing, customer services and production), teams, colleagues, customers, suppliers, contractors, partnerships, communication, managing budgets and resources, procurement, input into strategic planning.

1.4 **Decision making** may include but is not limited to decisions where there is no clear right or wrong

answer, choices will impact product and service development, procurement, stakeholder relationships and communications, human resource management, approaches to sustainability and corporate social responsibility, Leading with Integrity (Blanchard, 2011).

Learning outcome 2

Understand the application of management and leadership theories

Assessment criteria

- 2.1 Evaluate the **relationship** between management and leadership
- 2.2 Analyse the impact of **management and leadership styles** on individuals and teams
- 2.3 Discuss the influence of **culture and values** on management and leadership styles
- 2.4 Examine how management and leadership styles are adapted in **different situations**

Indicative content

- 2.1 **Relationship** refers to the balance between the demands of management and the demands of leadership.
- 2.2 **Management and leadership styles** may include but are not limited to Managerial Grid (Blake and Mouton, c.1950s), Leadership Continuum (Tannenbaum and Schmidt, 1958), Situational Leadership (Hersey and Blanchard, 1969), Authentic Leadership (Goffee and Jones, 2011), Five Practices of Exemplary Leadership (Kouzes and Posner, 1987), Leadership Qualities (Bennis, 1989), Leadership Styles (Goleman, 1995), Action-Centred Leadership (Adair, 1963).
- 2.3 **Culture and values** may include but are not limited to Gods of Management (Handy, 2009), Cultural Web (Johnson and Scholes, 1992), Cultural Dimensions (Hofstede, c.1970s), Organisational Culture and Leadership (Schein, 1985), Values Driven Leadership (Gentile, 2014), Higher Performing Teams (Calenso, 1997),
- 2.4 **Different situations** may include but are not limited to legal requirements, in response to health, safety, security risk, team size, maturity and competence, objectives (e.g. innovation, business growth and survival).

Learning outcome 3

Understand the knowledge, skills and behaviours to be effective in a management and leadership role

Assessment criteria

- 3.1 Assess the **knowledge** and **skills** required for a management and leadership role
- 3.2 Evaluate the **factors** that impact on the selection of **communication techniques** required to be effective in a management and leadership role
- 3.3 Analyse the **behaviours** required to be effective in a management and leadership role
- 3.4 Develop an approach for building a **culture of mutual trust, respect and support** with teams and individuals

Indicative content

- 3.1 **Knowledge** may include but is not limited to organisational and legal frameworks specific to area of work, specialist knowledge of a subject or field of work, technological knowledge, theoretical knowledge/understand different perspectives.
- Skills** refer to interpersonal skills, delegate and enable delivery through others, data, security and management and the effective use of technology in an organisation and use of time management and prioritisation techniques and tools and may include but are not limited to creating and delivering operational

plans, managing projects, leading and managing teams, managing change (Moss Kanter, 1989), financial and resource management, talent management, coaching and mentoring.

3.2 Communication techniques refers to active listening, written (e.g. letters, memos, reports, newsletters, noticeboards), verbal (e.g. presentations, briefings and meetings), telephone calls, video conferencing, digital (e.g. intranet, emails, blogs, instant messaging, discussion forums, posts on social media sites, web chat, polls, avatars, skype, electronic forms, podcasts and webinars).

Factors refer to flexibility in communication style and may include but are not limited to purpose, sensitivity or confidentiality of the message, timeliness, size of audience, recipients' state of mind, need for two-way communication/engagement/consultation, qualitative/quantitative information, new/familiar information.

3.3 Behaviours refer to taking responsibility (drive to achieve, resilience and accountability, determination to manage difficult situations, seeks new opportunities); inclusivity (open, approachable, authentic, seeks views of others, values diversity); agility (flexibility, creativity, innovative, enterprising, seeking solutions to business needs, positive and adaptable, responds well to feedback and need for change, open to new ways of working); professionalism (sets an example, is fair, consistent, impartial, open and honest, operates within organisational values and codes of practice).

3.4 Culture of professionalism, mutual trust, respect and support may include but is not limited to leading people, clear focus, personal energy, self-belief, commitment, empowerment, trust, higher performing teams (Colenso, 1997), ABCD Trust Model (Blanchard, 2010), Five Dysfunctions of a Team (Lencioni, 2005), Leadership Qualities (Bennis, 1989).

Recommendations for assessment

Learners may approach the assessment in a number of ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only.

1. The learner may be asked to write an **account** or **assignment** on the principles of management and leadership in an organisational context.
2. The learner may be asked to respond to a **scenario** looking at a range of organisations and the approaches/styles of leaders/managers within them.
3. Learners may write a **report** based on the principles of leadership and management the factors impacting the styles/approaches adopted by managers/leaders.
4. The learner may draw upon their **own experience** of managing and leading individuals and teams within their own organisation. They may present **work based evidence** accompanied by reports/reflective accounts to meet each assessment criterion.

Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand the assessment criteria.

Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Apprenticeship Standard for Operations/Departmental Manager ST0385/01:

A. Operational Management

- A6 Data security and management and the effective use of technology in an organisation

D. Leading People

- D1 Different leadership styles
- D6 How to delegate effectively
- D8 Communicate organisational vision and goals and how these to apply to the department and teams

E. Managing People

- E9 Delegate and enable delivery through others

F. Building Relationships

- F5 Build trust, and use effective negotiation and influencing skills

G. Communication

- G2 Different forms of communication and techniques (verbal, written, non verbal, digital)
- G3 Communicate effectively (verbal, non verbal, written, digital)
- G4 Show flexibility in communication style

I. Management of Self

- I2 Use of time management and prioritisation techniques and tools
- I5 Use time management and prioritisation techniques

J. Decision Making

- J1 Understand organisational values and ethics and their impact on decision making

K. Behaviours

- K1 Takes responsibility
- K2 Inclusive
- K3 Agile
- K4 Professionalism

Suggested reading/web resource materials

Reading/resource materials available on ManagementDirect

Relevant Theories, Frameworks and Models

- Adair (1973) Action Centred Leadership
- Blanchard (2011) Leading with Integrity
- Blanchard (2010) ABCD Trust Model
- Calenso (1997) Higher Performing Teams
- Gentile (2014) Values Driven Leadership
- Goffee and Jones (2011) Authentic Leadership
- Goleman (1995) Leadership Styles
- Handy (2009) Gods of Management
- Hersey and Blanchard (1969) Situational Leadership Model
- Hofstede (c.1970s) Cultural Dimensions
- Johnson and Scholes (1992) Cultural Web
- Kouzes and Posner (1987) Five Practices of Exemplary Leadership
- Lencioni (2005) Five Dysfunctions of a Team
- Moss Kanter (1989) Managing Change
- Schein (1985) Organisational Culture and Leadership
- Tannenbaum and Schmidt (1958) Leadership Continuum

Please Note: The list is provided to guide the learner to potential sources of information and is by no means exhaustive. The content of the list is liable to change. The content was checked for accuracy at the time of unit development.

ManagementDirect resources require CMI membership and a username and password.

