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| Title: | | **Understanding leadership** | | |
| Level: | | **3** | | |
| Credit value: | | **2** | | |
| Unit guided learning hours | | **6** | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Understand leadership styles | | | 1.1  1.2 | Describe the factors that will influence the choice of leadership styles or behaviours in workplace situations  Explain why these leadership styles or behaviours are likely to have a positive or negative effect on individual and group behaviour |
| 1. Understand leadership qualities and review own leadership qualities and potential | | | 2.1  2.2 | Assess own leadership behaviours and potential in the context of a particular leadership model and own organisation’s working practices and culture, using feedback from others  Describe appropriate actions to enhance own leadership behaviour in the context of the particular leadership model |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of leadership as required by a practising or potential first line manager. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management & Leadership 2008 NOS: B6 | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | | Council for Administration (CfA) | |
| Equivalencies agreed for the unit (if required) | | | M3.10 – Introduction to leadership | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * The qualities of leadership * The leader – roles and responsibilities * Differences and similarities between leadership and management, and the need for each of them * Range of at least three leadership models (such as trait, contingency, situational, distributive, servant oblique leader, transactional/transformational) and their significance for task performance, culture and relationships * Leadership behaviours and the sources of power | | | |
| 2 | * Identification, development and appropriate choice of personal leadership styles and behaviours * The role of trust and respect in effective team leadership * Supervised practice or simulation to develop the ability to apply knowledge and skills | | | |