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| Title: | | **Becoming an effective leader** | | |
| Level: | | 5 | | |
| Credit value: | | 5 | | |
| Unit guided learning hours | | 9 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Understand own ability to fulfil key responsibilities of the leadership role | | | 1.1  1.2 | Evaluate own ability to use a range of leadership styles, in different situations and with different types of people, to fulfil the leadership role  Use theories of emotional intelligence to review the effect of emotions on own and others’ performance |
| 1. Be able to evaluate own ability to lead others | | | 2.1  2.2  2.3 | Review own ability to set direction and communicate this to others  Review own ability to motivate, delegate and empower others  Produce a personal development plan to improve own ability to lead |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of effective leadership as required by a practising or potential middle manager. | |
| Unit review date | | | 31/03/2017 | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | |  | |
| 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) | | | M5.06 Becoming an effective leader | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | |
| Availability for use | | |  | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * The key responsibilities of the leadership role in terms of: * taking responsibility * contributing to overall vision and goals * setting and providing guidance on values * setting direction for significant programmes or projects * stimulating innovation and enterprise * anticipating, planning for and leading change * overcoming obstacles * delegating * setting objectives for teams and individuals * communicating and motivating * supporting and developing programmes, projects, teams and individuals * modelling appropriate behaviour * representing the team and feeding back its experiences and views * protecting the team and its members * A range of leadership theories and different leadership styles these illustrate, for example: * the trait approach to leadership * the behavioural school (MacGregor, Blake and Mouton) * the contingency or situational school (Fielder, Hersey-Blanchard, Tannenbaum and Smidt, Adair) * leaders and followers (Servant Leadership, Team Leadership, Transactional and Transformational) * Dispersed Leadership * How to evaluate the appropriateness of different leadership styles in the context of own responsibilities * The importance of being able to use a repertoire of leadership styles in different situations and with different people * The concept of emotional intelligence as developed by different theorists and how it applies to the leadership role | | | |
| 2 | * The importance of understanding one’s own strengths and limitations * Using and interpreting different techniques to identify their own characteristics, strengths and limitations * The importance of continuous self-development and how to identify opportunities to develop oneself in the leadership role * The importance of leaders displaying confidence and self-assurance and to do this by playing to own strengths and showing a readiness to take calculated risks * Social awareness in terms of: * empathy * organisational and ‘political’ awareness * service to others * Relationship management in terms of: * inspiring * influencing * networking * conflict management * The characteristics of self-leadership in terms of: * controlling own emotions, particularly when under stress * being open and honest with others * showing integrity and trustworthiness * being flexible * setting challenging but realistic objectives for themselves and others * taking risks * taking personal responsibility for significant challenges * seeing setbacks as opportunities rather than threats * The role that effective communication plays in conveying overall vision and goals and how to win and maintain the commitment of teams and individuals to these * Effective techniques for: * communicating both directly and indirectly with teams and individuals * persuading * negotiating * How to select communication, persuasion and negotiation skills appropriate to different situations and people * How to develop vision and goals for significant projects or programmes of work * The importance of being aware of and analysing the internal and external environments in which the leader operates * Spotting opportunities * How to develop objectives and values that support overall strategy and vision * Theories and principles of delegating responsibility and empowering others * The critical importance of the leader gaining the motivation and commitment of others * Critiques of the main theories of motivation, for example: * Maslow’s Hierarchy * MacGregor’s Theory X and Theory Y * Herzberg’s Two Factor Theory * Vroom’s Expectancy Theory * McClelland’s 3-Needs Theory * Motivational factors that are available to the leader, for example: * safety and security * sense of belonging and common purpose * respect * recognition of achievement * empowerment and self-actualisation * sense of fulfilment * personal and professional development * material rewards * sanctions * job roles and employment conditions * How to evaluate motivational factors and select those that are appropriate to different situations and people * The leader’s role in protecting and mentoring team members * Needs for mentoring and support that individuals may have and how to meet these * The role of continuous development and its importance to the organisation and to individuals * How to evaluate different methods of developing others, both directly and indirectly and how to choose methods most appropriate to the people involved | | | |