**BTEC LEVEL 7: UNIT 1**

**Developing Strategic Management and Leadership Skills**

Unit Code: F/602/2058

QCF Level 7: BTEC Professional

Credit Value: 10

Guided Learning Hours: 30

**AIM**

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

**Research Requirements**

**CASE:**

Construct an organization to be used as the case for the study of strategic management and leadership competencies, styles, strategies and models.  This organization is a representation of the firm you work or have access to understudy (internship opportunity) for a sustained period to fulfill the requirements of this program. You are a senior manager and will help the company to apply suitable management and leadership strategies to get the best out of people in their roles and in ways that are closely aligned to organizational objectives.

For Unit 1: Developing Strategic Management and Leadership Skills you will:

* Examine the links between strategic management and leadership, particularly the skills a leader needs to support organizational direction.
* You have to 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 you to assess their impact on organizational strategy.
* Draw on a selection of established principles, including the influence of emotional intelligence on leadership effectiveness. This will enable you to assess how organizations can plan to meet current and future leadership requirements.
* Develop analytical and long-term planning skills through the use of case studies and research. Finally, you will research a range of management and leadership development methods and evaluate them in meeting the skills requirements for effective leadership.

**Your review of literature, findings, recommendations and conclusions must underpin the research purpose. You must demonstrate:**

1. Understanding of the relationship between strategic management and leadership
2. Application of management and leadership theories to support organizational direction
3. Ability to assess leadership requirements
4. Planning of the development of leadership skills

**See the submission deadlines for Term Papers 1, 2, 3 & 4 on the webpage/iTutor**

**UNIT 1: *Please Answer the Following Questions***

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| --- | --- | --- | --- | --- |
| **PERIODS** | **Learning outcomes**  On successful completion of this unit a learner will: | **Assessment criteria for pass** | **Grade** | |
| **LESSONS 1 & 2**  **TERM PAPER 1**  **TASK:** Conduct a research on **the relationship between strategic management and leadership** AND Prepare a Report of the findings and recommendations to your clients. In the report you will: | | 1.1 explain the link between strategic management and leadership |  |  |
| 1.2 analyze the impact of management and leadership styles on strategic decisions |  |  |
| 1.3 evaluate how leadership styles can be adapted to different  situations |  |  |
| **LESSONS 3 & 4**  **TERM PAPER 2**  **TASK:** Conduct a research on **how to apply management and leadership theory to support organizational direction** AND Prepare a Report of the findings and recommendations to your clients. In the report you will: | | 2.1 review the impact that selected theories of management and  leadership have on organizational strategy |  |  |
| 2.2 create a leadership strategy that supports organizational direction |  |  |
| **LESSONS 5 & 6**  **TERM PAPER 3**  **TASK:** Conduct a research on **how to assess leadership requirements** AND Prepare a Report of the findings and recommendations to your clients. In the report you will: | | 3.1 use appropriate methods to review current leadership  requirements |  |  |
| 3.2 plan for the development of future situations requiring  leadership |  |  |
| **LESSONS 7 & 8**  **TERM PAPER 4**  **TASK:** Conduct a research on **how to plan the development of leadership skills** AND Prepare a Report of the findings and recommendations to your clients. In the report you will: | | 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 |  |  |

**BTEC Level 7 Unit One Mark Scheme**

**TASK ONE**

Students should apply their understanding of business specific to the required contexts. They must relate this understanding to:

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

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

**TASK TWO**

Students should apply their understanding of business specific to the required contexts. They must relate this understanding to:

**Theories**: universal theories such as Transformational Leadership, Transactional Leadership (Bennis, Bass), charismatic leadership (Weber, Conger and Kanungo); contingency theory e.g. Fiedler; situational theories e.g. 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) e.g. Goleman, Higgs and Dulewicz

**Applicability to support organizational direction**: factors e.g. efficiency, reliability, innovation, adaptation and human resources in sectors, organizations and sub- units; size and stage of development of organization e.g. business start-up versus established business; turnaround leadership, cultural issues

**TASK THREE**

Students should apply their understanding of business specific to the required contexts. They must relate this understanding to:

**Assess leadership requirements**: generic challenges e.g. virtual organizations, diversity, globalization, 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

**TASK FOUR**

Students should apply their understanding of business specific to the required contexts. They must relate this understanding to:

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

*Students are required to localize their examples but can provide comparative information to support performance data, models and measures.*

**Research Action and Resources Planning Form**

Use this form to provide an appropriate plan and procedures for the agreed research specification to record milestones; task dates; review dates; monitoring/reviewing process; strategy **AND** to match resources efficiently to the research question or hypothesis

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| **KEY ACTIVITIES (MILESTONES)** | **TIME-SCALE (PLAN OF ACTION)** | **RESOURCES REQUIRED (EQUIPMENT, SOFTWARE, AND PERSONNEL ETC.)** |
| Research Proposal Discussion |  |  |
| Design and Development of Questions, Emails, and Letters |  |  |
| Identification of Data Sources |  |  |
| Discussion with Supervisor to evaluate sources |  |  |
| Submit First Draft of Research Proposal with Supervisor |  |  |
| Review and Amend |  |  |
| Submit Final Draft of Research Proposal to the Marker |  |  |
| Data Collection: Secondary and Primary |  |  |
| Review and Organise Data |  |  |
| Analyse Data |  |  |
| Additional Data Collection |  |  |
| Recommendations, Results and Conclusions |  |  |
| Review and Edit |  |  |
| Organise and Synthesize |  |  |
| Submit Final Reports |  |  |

Student/s Signature/s: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Use other blank sheet if needed)

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| **COURSE FEEDBACK SHEET** |  |

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| --- | --- | --- | --- | --- | --- |
| Unit Name: | | Unit Code: | | | |
| Name of Lecturer: | | | | | |
| Student classification (tick one): First year\_\_\_ Second Year\_\_\_ Final Year \_\_\_ | | | | |  |
| Campus: | Semester: / / 20\_\_\_\_\_ | | | Date Started: / / | |
|  | | | | | |
| **STUDENT SELF-EVALUATION:**  **Please re-read the assignment brief, the learning outcomes and marking criteria. Reflect on your own work below before submitting it for marking.** | | | | | |
| 1. Approximately how many hours per week do you  spend working on homework, reading, and projects  for this course?  **0-2 hours per week 3-5 hours per week**  **6-9 hours per week 10-12 hours per week** | | | 2. Compared to other courses at this level, the amount I have learned in this course is:  **Less About the same**  **More I have not taken other courses at**  **this level** | | |
| 3. Compared to other courses at this level, the difficulty of this course is:  **Less About the same More**  **I have not taken other courses at this leve** | | | 4. Progress: In what ways do you think this piece of work is an improvement on your last? | | |
| **5. RATE THE EFFECTIVENESS OF THE INSTRUCTOR IN THESE AREAS:** | | | | | |
| 1. stimulating student interest in the subject matter   Strongly disagree 1 2 3 4 5strongly agree | | | | | |
| 1. providing an organized approach to learning subject matter   Strongly disagree 1 2 3 4 5 strongly agree | | | | | |
| 1. challenging student intellect and/or creativity   Strongly disagree 1 2 3 4 5 strongly agree | | | | | |
| 1. conveying respect in the academic setting   Strongly disagree 1 2 3 4 5 strongly agree | | | | | |
| 1. being accessible (approachable) for advising/feedback/evaluation   Strongly disagree 1 2 3 4 5 strongly agree | | | | | |
| 1. ability to facilitate student learning in the classroom.   Strongly disagree 1 2 3 4 5 strongly agree | | | | | |
| 1. What, in your opinion, are the primary strengths of this instructor? | | | | | |
| 1. Would you recommend this course by this instructor to other students? Why or Why not? | | | | | |
| 1. What are your suggestions for areas of improvement? | | | | | |

1. Write your other comments on the reverse of the page.

Colbourne College

Student Assignment Cover Page

Term Paper

STUDENT’S NAME:

STUDENT ID NUMBER:

COURSE TITLE:

COURSE UNIT:

RESEARCH TITLE:

IN PARTIAL COMPLETION OF:

DATE:

NAME OF LECTURER:

Colbourne College

**Term Paper Declaration**

*Statement of Originality and Authenticity*

I confirm that the term paper I am submitting is an original and authentic piece of work written by myself that satisfies the Colbourne’s rules and regulations with respect to Plagiarism. I further confirm that I have fully referenced and acknowledged all material incorporated as secondary resources in accordance with the Harvard system.

Name:

ID Number:

Course Title:

Course Unit:

Date:

Signed:

Please note that Term paper will not be assessed without the inclusion of this declaration by the student.

Supervisors Signature;…………………………………. Date:…………………………………………….………