

Pearson BTEC Uzbekistan Level 7 Professional Diploma in

Strategic Management

Unit 1: Developing Strategic Management and Leadership Skills

Teacher Resources

Issue 1



Edexcel, BTEC and LCCI qualifications

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Introduction

This resource booklet is a companion to the Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership specification. The specification tells you what must be taught and what must be assessed. This resource booklet gives you suggestions and ideas as to how you can do this.

This booklet gives you ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery and of managing independent learning, and how to approach assessments. The booklet also shows you how the specification content might work in practice and inspires you to start thinking about different ways of delivering your qualification.

This resource booklet gives you:

- guidance on how to deliver the units in the qualification
- recommended resources to support the delivery of the units in the qualification
- schemes of work that show the topics, activities and assessments covered in all units across the qualification
- lesson plans with detailed guidance on how to deliver the lessons in the units
- assignment briefs to support the assessments of all the units in the qualification.

The information in this resource booklet has been put together by teachers who have been close to the development of the qualifications and so understand the challenges of finding new and engaging ways to deliver BTEC qualifications.

The delivery guidance in this booklet gives you information on what you need to consider as you plan the delivery of the qualification. There is information on:

- the structure of your qualification
- how you can build the qualification for your learners
- suggestions for how you might make contact with appropriate employers
- information on other support and resources available.

We have given you unit-by-unit guidance. This includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find assignment briefs, as well as tips and ideas on how to plan for and deliver your assignments.

We have included a list of carefully selected resources for each unit. These resource lists offer suggestions for books, websites and videos that you can direct your learners to use and/or that you can use to complement delivery.

Unit 1: Developing Strategic Management and Leadership Skills

Delivery guidance

You will need to use a wide range of teaching and learning methods for learners to meet the learning aims in this unit. Methods include lectures, seminars, workshops, project work and individual and group assessments. Some formal delivery will be necessary, but work can become more learner-centred to develop independent learning as the course progresses. Learners need to adopt an investigative, analytical and participative approach to achieving the learning aims and they need to reflect on their own experiences and work 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 aims and be responsible for their own learning.

This unit provides the background knowledge and understanding for all the other units in the qualification. The unit requires learners to approach their studies as independent learners, researching information either on their own or with other class members. Your role will be to help and advise learners in accessing relevant source material and in preparing class presentations.

Learners will carry out presentations on the results of their research and you will lead class discussions that require learners to consider some of the contemporary issues and challenges that will influence the development of their own strategic management and leadership skills.

Figure 1 provides an overview of how you could approach the delivery of this unit using different learner activities.

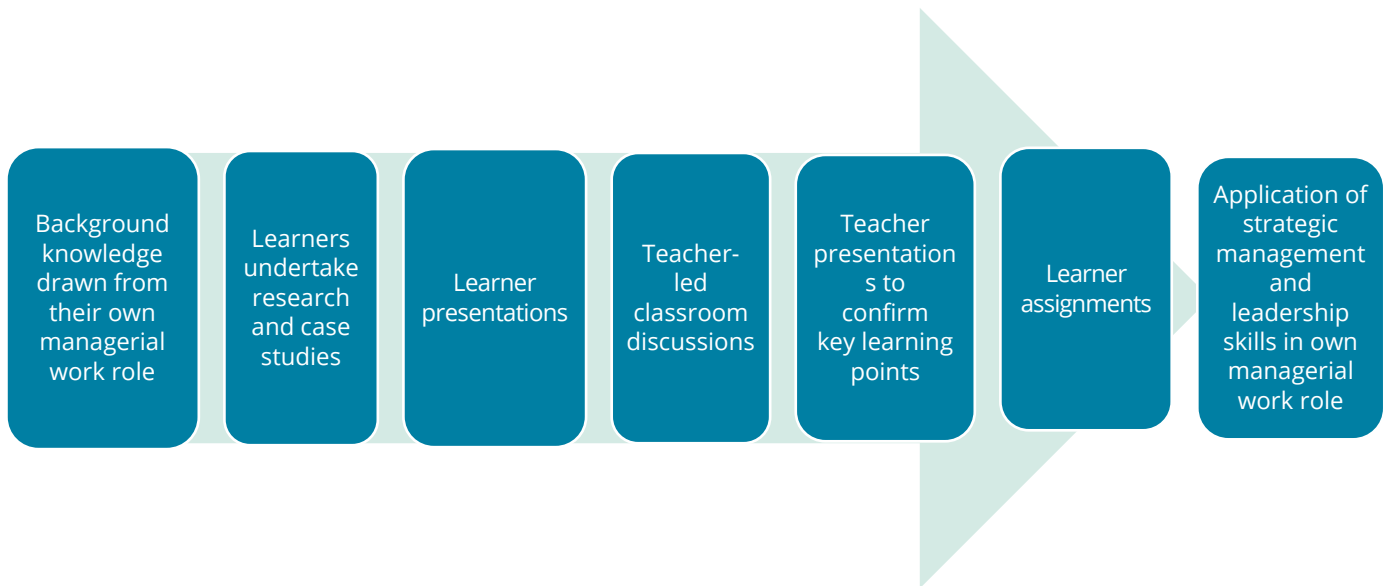


Figure 1: The learner journey through Unit 1

Approaching the unit

Learners following the qualification are already likely to have significant experience in management or supervisory positions. You can use this experience in class when discussing the application of management theories in different contexts and situations.

A good starting point for this unit is to ask learners about their job roles and responsibilities. You could then map them against Mintzberg's 10 managerial roles. This approach could be useful in the latter part of the unit, when covering learning aims C and D, where learners plan the development of their leadership skills. This approach would also allow learners to understand the context of *Unit 2: Professional Development for Strategic Managers*, in which they are required to prepare a plan for their professional development.

Learners' own professional backgrounds and experiences can also be used when approaching other learning aims. For example, in learning aim B, you will introduce learners to some of the main management theorists who have developed theories of the different types of leadership and the influence of emotional intelligence on leadership practice. Learners can, again, use their own experience to identify the characteristics of leadership types in their respective organisations, highlighting the particular character traits exhibited by these strategic leaders and managers.

Figure 2 shows how this approach works in practice.

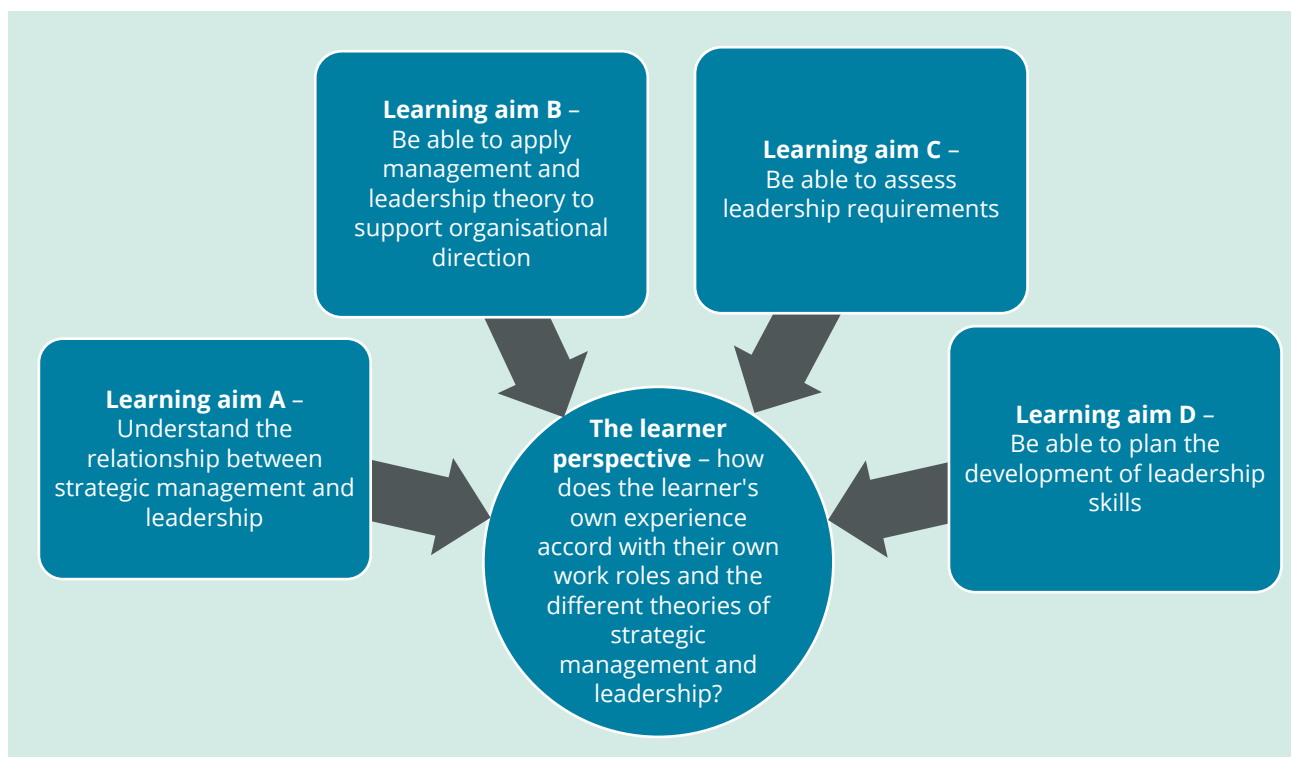


Figure 2: The learner viewpoint of strategic management and leadership

In delivering each of these learning aims, the focus should be on activities that allow learners to engage in research and explore how management theories have impacted on their own organisations and how they have influenced the strategic direction of other organisations, particularly those that operate in the global economy. Researching case studies of organisations such as these is a useful learning tool, which encourages independent learning and develops learners' analytical skills.

Learners will find it useful to maintain an ongoing portfolio of the activities and research activities completed during the qualification. This portfolio may be useful when they are preparing personal development plans, progressing to specialist management development programmes or preparing for progression to higher-level leadership and managerial positions.

Learners will be required to prepare and deliver presentations. Again, this will introduce them to a new set of skills based on effective communications. Advise learners on the good practice points that result in an effective presentation. An example of a good practice point is that presentations should always be accompanied by speaker notes that can be submitted as a detailed written record of the presentation.

Guest speakers are a good way of showing learners how their studies are applied in the world of work. People working in strategic management positions in central government ministries or private sector organisations could be invited to speak to learners.

When inviting guest speakers into the class, it is important that learners are well prepared. An effective way of doing this is for learners to prepare a set of questions before the speaker is scheduled to attend. You can then check the suitability of the questions and allocate questions to individual learners.

The questions should fall into four categories:

1. questions that relate to the functions of the organisation where the speaker is employed
2. questions that focus on the key strategic objectives and challenges faced by the organisation
3. questions that centre on the strategic leadership role of the guest speaker and the strategic management and leadership skills required to carry out the role
4. questions that focus on the challenges faced by the organisation in driving forward their strategic objectives and how they are addressing these challenges.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Understand the relationship between strategic management and leadership.	<ul style="list-style-type: none"> • Strategic management and leadership. • Management and leadership style. 	A report showing how management and leadership styles can be adapted in different situations.
B Be able to apply management and leadership theory to support organisational direction.	<ul style="list-style-type: none"> • Management and leadership theories. • Emotional intelligence. • Applicability to support organisational direction. 	A case study identifying how organisational direction can influence leadership strategy.
C Be able to assess leadership requirements.	<ul style="list-style-type: none"> • Assess leadership requirements. 	A case study on recruiting for a leadership position in an organisation and evaluating the methods they could adopt to improve their own leadership skills.
D Be able to plan the development of leadership skills.	<ul style="list-style-type: none"> • Development of leadership skills. 	

Assessment guidance

The learning aims for this unit can be assessed through one assessment that covers all of the learning aims (see the Sample Assignment Brief for this unit) or through a set of individual assignments covering specific learning aims.

The table above gives a recommended approach, based on a set of individual assignments. Guidance on each of these assignments is given below.

Learning aim A: Assignment 1

This unit requires learners to become familiar with the work of a number of important management theorists. Learners must understand the management principles behind these theories and how they can be applied to different organisational contexts. In doing this, they will develop greater knowledge and understanding of how they can apply the theories to their own work roles.

As with many aspects of this unit, this assignment can be based on learners' own work roles or set in a range of contexts by researching different organisations, either in Uzbekistan or in the global economy. Learners will:

- map Mintzberg's 10 management roles against universal theories of leadership (transformational, transactional and charismatic)
- compare and contrast the application of contingency theory and situational theory in different contexts.

In doing this, it is important that learners apply critical analysis and evaluation skills in order to:

- determine the impact of different leadership styles on an organisation's strategic objectives
- put forward arguments for applying different approaches that could have been applied in the context of the case study.

These different approaches could be used as a teaching tool to prompt teacher-led classroom discussions that aid further understanding of this aspect of the unit.

Learning aim B: Assignment 2

The focus of this learning aim is for learners to identify the organisational direction of a public or private sector organisation. In this context, organisational direction could be characterised by features such as:

- growth
- increased market share
- innovation and new product development
- restructuring
- developing strategic partnerships
- rationalisation
- efficiency savings
- increasing productivity
- enhanced quality systems and customer-focused activities.

Learners analyse the leadership strategy that is best able to take the organisation in its required direction. For example, learners may want to consider the appropriateness of specific leadership styles when dealing with organisations that:

- require significant efficiency savings, resulting in considerable job losses
- seek to enhance innovation within their workforces
- develop strategic partnerships that may result in a merger or takeover.

This assignment then assesses the learner's ability to understand and apply management theory in different organisational contexts.

Learning aims C and D: Assignment 3

This assessment requires learners to research vacancies and recruitment literature for the appointment of strategic leaders and managers in different organisations. Learners will:

- research the organisations advertising for the appointment of strategic leaders and managers to identify their respective missions, values and strategic objectives
- identify any current challenges or issues faced by the organisation.

From this, learners will:

- analyse the potential challenges facing the new manager in the organisation
- identify the skills required for the position
- analyse how far these skills are relevant to the organisation's strategic objectives and any current challenges it faces
- map their own leadership skills and leadership style against the requirements of the organisation.

Getting started

This section gives you a starting place for one way of delivering the unit.

Unit 1: Developing Strategic Management and Leadership Skills
<p>Introduction</p> <p>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, such as a work placement, a detailed investigation of an organisation or suitable case-study material.</p> <p>Case studies can be accessed through the internet. Major corporations are required to publish annual reports that include commentary and analysis of their financial performance, mapped against their strategic objectives. Annual reports are useful in identifying the current challenges faced by the corporation or any changes to its organisational direction. Learners will then be able to assess the most appropriate leadership strategies to drive forward the corporation's mission.</p> <p>A list of suggested websites and other resources is provided in the final section of this delivery guidance. The websites in particular are useful in providing the most up-to-date sources of information and other related material.</p>
Learning aim A – Understand the relationship between strategic management and leadership
<p>For A.P1, learners will explain the link between strategic management and leadership. Learners will use examples to explain the links between functions, with particular emphasis on meeting strategic objectives. For A.P2, 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 A.P3.</p>
Learning aim B – Be able to apply management and leadership theory to support organisational direction
<p>For B.P1 and B.P2, learners will apply theory to specific situations and create a realistic leadership strategy. They will 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.</p>

Learning aim C – Be able to assess leadership requirements

Learning aim D – Be able to plan the development of leadership skills

Learning aims C and D 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 C.P1, C.P2, D.P1 and D.P2.

Details of links to other BTEC units and qualifications

This unit provides the background knowledge and understanding that underpins all the other units in the qualification.

Resources

Textbooks

Adair, J. – *Effective Leadership: How to be a Successful Leader*, Pan (2009), ISBN-13: 9780330504195

Adair, J. – *How to Grow Leaders: The Seven Key Principles of Effective Leadership Development*, Kogan Page (2009) ISBN-13: 9780749454807

Gold, J., Thorpe, R. and Mumford, A. – *Leadership and Management Development*, fifth edition, CIPD (2010) ISBN-13: 9781843982449

Kouzes, J. M. and Posner, B. Z. – *The Leadership Challenge*, sixth edition, Jossey-Bass (2008) ISBN-13: 9781119278962

Mullins, L. J. – *Management and Organisational Behaviour*, eleventh edition, Financial Times/Prentice Hall (2010) ISBN-13: 9781292088488

Journals

Management Today (Haymarket Business Media)

People Management (Chartered Institute of Personnel and Development)

Professional Manager (Chartered Management Institute)

Training Journal (Dods Group)

Websites

www.cipd.co.uk

The website for the Chartered Institute of Personnel and Development, the professional body for HR and people development.

www.leadershipnow.com

This website publishes articles and blogs on leadership challenges.

www.managementhelp.org

A free management library for articles and blogs on leadership development planning.

www.managers.org.uk

The website for the Chartered Management Institute, including a searchable database that members can use to access journal articles and other publications.

www.peterhoney.org

Questionnaires and trainer packs.

www.strategicmanagement.net

The website for the Strategic Management Society.

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit title	Unit 1: Developing Strategic Management and Leadership Skills
Guided learning hours	30
Number of lessons	10
Duration of lessons	3 hours
Links to other units	All units

Key to learning opportunities			
AW	Assignment Writing	RS	Revision Session
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

#	Topic	Lesson type	Suggested activities	Classroom resources
1	A1 Strategic management and leadership Functions of strategic leadership Mintzberg's 10 Managerial Roles	IS	<ul style="list-style-type: none"> • Lead in: teacher presents overview of the unit and the method of assessment. • Teacher presentation: teacher presents the functions of strategic leadership. • Paired activity: learners work in pairs to describe job role and responsibilities. • Teacher presentation: teacher presents Mintzberg's 10 Managerial Roles. • Paired activity: learners classify their job roles and responsibilities in relation to Mintzberg's 10 Managerial Roles. 	Unit specification. Whiteboard and pens. Presentations. Activity sheets.

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Teacher-led discussion: learners discuss the common characteristics of their job roles, identifying any gaps in relation to Mintzberg’s model. • Plenary session: teacher confirms the main learning points identified in the lesson. 	
2	A2 Management and leadership style	IS	<ul style="list-style-type: none"> • Lead in: teacher recaps previous lesson. • Teacher presentation: teacher presents management and leadership styles. • Small-group activity: learners discuss a series of organisational scenarios to identify and critically review leadership style exhibited in each of the scenarios. • Teacher-led discussion: learners share their conclusions and agree the key aspects of the scenarios. • Teacher presentation: teacher presents impact of leadership styles on organisational strategy. • Individual learner activity: learners work on a case study that highlights the link between leadership and strategy. • Plenary session: teacher confirms the main learning points identified in the lesson. 	Unit specification. Whiteboard and pens. Flipcharts and pens. Computers with internet access. Presentations. Scenarios activity sheet. Case study activity sheet.

#	Topic	Lesson type	Suggested activities	Classroom resources
3	Learning aim A Practice assessment	AW	<ul style="list-style-type: none"> • Lead in: teacher presents practice assessment case study. • Individual learner activity: learners complete practice assessment case study. • Individual learner activity: learners present their work for discussion and review by teacher and peers. • Teacher-led discussion: teacher identifies best practice points drawn from learners' work. • Plenary session: teacher confirms the main learning points of the lesson. 	<p>Unit specification.</p> <p>Whiteboard and pens.</p> <p>Computers with internet access.</p> <p>Presentation.</p> <p>Practice assessment case study.</p> <p>Template for reviewing assessment.</p>
4	B1 Theories	IS	<ul style="list-style-type: none"> • Lead in: learners present the outcome of the case study from previous lesson. • Teacher-presentation: teacher summarises learning aim A. • Individual learner activity: learners present the strategic priorities and objectives of their own organisations. • Teacher-led discussion: compare and contrast the strategic priorities and objectives of different types of organisation. • Teacher presentation: teacher introduction to leadership theories. • Individual learner activity: learners research more leadership theories and present findings to class. • Plenary session: learners confirm the main learning points identified in the lesson. 	<p>Unit specification.</p> <p>Whiteboard and pens.</p> <p>Computers with internet access.</p> <p>Presentations.</p> <p>Activity sheet on strategic priorities and objectives.</p> <p>Activity sheet on leadership theories.</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
5	B1 Theories	IS	<ul style="list-style-type: none"> • Lead in: learners complete leadership theories test. • Paired activity: learners apply leadership theories to own organisations. • Small-group activity: learners examine case study on applying leadership theory in given scenarios. • Group discussion: learners feed back outcome of case study and discuss leadership theory in context of own work experience. • Teacher presentation: teacher presents leadership theories in different organisational contexts. • Plenary session: teacher confirms the main learning points identified in the lesson. 	<p>Unit specification.</p> <p>Computers with internet access.</p> <p>Whiteboard and pens.</p> <p>Test on leadership theories.</p> <p>Presentation.</p> <p>Applying leadership theory activity sheet.</p> <p>Case studies of leadership theories.</p> <p>Feedback recording sheet.</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
6	B1 Theories B2 Emotional intelligence B3 Applicability to support organisational direction	IS	<ul style="list-style-type: none"> • Lead in: teacher recaps previous lesson. • Small group activity: learners examine application of leadership theory in given scenarios. • Teacher-led discussion: learners feed back outcome of the case study and discuss leadership theory in the context of their own work experience. • Teacher presentation: teacher explains emotional intelligence. • Small group activity: learners examine application of emotional intelligence in given scenarios. • Teacher-led discussion: learners feed back outcome of case study activity and discuss leadership theory in context of own work experience. • Individual learner activity: learners research link between leadership styles and emotional intelligence. • Plenary session: learners confirm the main learning points identified in the lesson. 	Unit specification. Whiteboard and pens. Computers with internet access. Presentation. Leadership theory in scenarios activity sheet. Emotional intelligence in scenarios activity sheet. Linking leadership style and emotional intelligence activity sheet.

#	Topic	Lesson type	Suggested activities	Classroom resources
7	C1 Assess leadership requirements	IS	<ul style="list-style-type: none"> • Lead in: teacher recaps previous lesson. • Teacher presentation: teacher presents assessing leadership requirements. • Individual learner activity: learners work on comparative case study of leadership requirements in different contexts. • Teacher-led discussion: learners feed back on the results of their comparative case study. • Teacher presentation: teacher briefs learners on requirements of Assignment 1. • Individual learner activity: learners start working through Assignment 1. • Plenary session: teacher addresses any queries arising from the assignment and confirms submission date. 	<p>Unit specification.</p> <p>Whiteboard and pens.</p> <p>Computers with internet access.</p> <p>Assessment briefing sheet.</p> <p>Presentation.</p> <p>Comparative case study.</p> <p>Assessment.</p> <p>Lesson 8 preparation activity sheet.</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
8	Guest speaker	GS/IS	<ul style="list-style-type: none"> • Lead in: teacher introduces guest speaker. • Guest speaker: guest speaker presents on strategic leadership in their organisation. • Individual learner activity: learners ask pre-prepared questions and note speaker's responses. • Small-group activity: learners discuss main points from guest speaker's presentation and responses. • Teacher-led discussion: teacher reviews key learning points from responses of guest speaker. • Plenary session: teacher confirms the main learning points identified in the lesson. 	<p>Unit specification.</p> <p>Whiteboard and pens.</p> <p>Computers with internet access.</p> <p>Guest speaker and guest speaker presentation.</p> <p>Guest speaker review activity sheet.</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
9	D1 Development of leadership skills	IS	<ul style="list-style-type: none"> • Lead in: teacher presents overview of Learning aim D and recaps previous lesson. • Teacher presentation: teacher presents on assessment of leadership requirements. • Small-group activity: learners consider case studies to identify strategic challenges faced by different organisations. • Teacher presentation: teacher presents on development of leadership skills. • Individual learner activity: learners consider case studies to identify methods of supporting leadership development. • Teacher-led discussion: learners assess the applicability of different leadership development strategies. • Plenary session: teacher confirms the main learning points identified in the lesson. 	Unit specification. Whiteboard and pens. Computers with internet access. Presentations. Strategic challenges case studies. Supporting development case studies.

#	Topic	Lesson type	Suggested activities	Classroom resources
10	D1 Development of leadership skills	IS	<ul style="list-style-type: none"> • Lead in: teacher walks through the ideal outcomes required in assignment brief for this unit. • Teacher-led discussion: learners discuss strengths and weaknesses of the assignments submitted for assessment and best practice. • Teacher presentation: teacher presents organisational strategy and leadership skills. • Individual learning activity: learners research leadership development programmes in their own organisations and plan own leadership needs against available organisational support. • Teacher-led discussion: learners discuss key lessons drawn from the unit to inform their professional development (link with Unit 2: Professional Development for Strategic Managers). • Plenary session: teacher discusses the link between this and other units in this qualification. 	Unit specification. Whiteboard and pens. Computers with internet access. Presentation. Assignment brief.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 1: Developing Strategic Management and Leadership Skills
Lesson number	1 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the functions of strategic leadership • analyse own management roles and functions in relation to Mintzberg's classifications.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • AS1: job role and functions. • AS2: classification of job roles and responsibilities. • PS1: presentation slides and notes on overview of unit and assessment. <p>PS2: presentation slides and notes on the functions of strategic leadership and Mintzberg's 10 Managerial Roles.</p>
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
<p>Starter activity (10 minutes)</p>	<ul style="list-style-type: none"> • Lead in: teacher presents an overview of the unit, the learning aims and the method/schedule of assessment (PS1). Teacher explains that the focus of the unit is on investigating how current thinking on leadership influences an organisation's planning to meet current and future leadership requirements.
<p>Main activities (150 minutes)</p>	<ul style="list-style-type: none"> • Teacher presentation: teacher presents the functions of strategic leadership, for example reviewing strategic aims and objectives, improving organisational performance, creating, communicating and implementing change, developing and leading high-performance teams, strategic decision making (PS2). • Paired activity: learners work in pairs to describe their own job roles and responsibilities. This includes: <ul style="list-style-type: none"> ○ giving an overview of employer (core business, public/private sector, national or international, size) ○ linking job role and responsibilities to the functions of strategic leadership (AS1). • Teacher presentation: teacher presents Mintzberg's 10 Managerial Roles, followership, direct versus indirect leadership and the link between strategic management and leadership, for example the skills of the leader to achieve the strategic objectives (PS2). • Paired activity: learners classify their job roles and responsibilities in relation to Mintzberg's 10 Managerial Roles and their responsibilities to the functions of strategic leadership (AS2). • Teacher-led discussion: learners discuss the common characteristics of their job roles, identifying any gaps in relation to Mintzberg's model. Learners give examples of their roles in relation to Mintzberg's model. Teacher identifies common themes, for example gaps in functional roles, relationship, strategic leadership functions, organisational characteristics (sector; size; core business; national/international).

Activities	Teaching notes
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson and explains the role and purpose of the portfolio of evidence.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and start work on their portfolios of evidence.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 1: Developing Strategic Management and Leadership Skills
Lesson number	2 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • identify the characteristics of different leadership styles • analyse the impact of different leadership styles on the implementation of organisational strategy.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Flipcharts and pens. • Computers with internet access. • AS3: leadership styles in different organisational contexts. • AS4: case study of link between leadership and strategy. • PS3: presentation slides and notes on management and leadership styles. • PS4: presentation slides and notes on impact of leadership styles on organisational strategy.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: teacher gives an overview of the previous lesson and uses Q and A with learners to confirm understanding of: <ul style="list-style-type: none"> ○ strategic leadership skills ○ Mintzberg's 10 Managerial Roles. ● Teacher-led discussion: teacher tests learners' understanding of content of previous lesson, with reference to practical management scenarios.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: teacher presents management and leadership styles (for example, Likert's classifications: autocratic, bureaucratic, charismatic, laissez-faire; persuasive, participative) and the: <ul style="list-style-type: none"> ○ influences on leadership style (for example culture of organisation, characteristics of the manager/leader) ○ impact of leadership styles on strategic decisions and how management and leadership styles are adapted in different situations (PS3). ● Small-group activity: learners discuss a series of organisational scenarios to identify and critically review the leadership style exhibited in each of the scenarios (AS3). Learners present the outcome of the activity on flipcharts, which are shared with the rest of the group, and a representative of each group feeds back to the rest of the class. ● Teacher-led discussion: learners share their conclusions and agree key aspects of the scenarios. Teacher makes the link with leadership characteristics. ● Teacher presentation: teacher presents the impact of leadership styles on organisational strategy in a range of different scenarios, such as growth, motivation, innovation, restructuring and retrenchment (PS4).

Activities	Teaching notes
	<ul style="list-style-type: none"> • Individual learner activity: learners work on a case study that highlights the link between leadership and strategy (AS4). This could be a comparative case study involving organisations with different strategic leadership styles. Learners should consider the impact on management and employee relations; carry out a critical appraisal on organisational performance; consider the organisation culture and mission.
<p>Concluding activity (20 minutes)</p>	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
<p>Private study</p>	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and work on their portfolios of evidence. • Individual learner activity: learners complete the case study started in the lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 1: Developing Strategic Management and Leadership Skills
Lesson number	3 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand how to complete an assessment • identify the skills required to complete an assessment • apply best practice when presenting material for assessment • complete a practice assessment and present material for review and appraisal by peers.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Computers with internet access. • AS5: practice assessment case study. • AS6: reviewing and appraising work. • PS5: presentation slides and notes on assessment.
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
<p>Starter activity (10 minutes)</p>	<ul style="list-style-type: none"> ● Lead in: teacher presents practice assessment and walks through the requirements of the practice assessment activity (PS5). This should include: <ul style="list-style-type: none"> ○ requirements of each task ○ time allocation for each task ○ skills required to complete the task (planning; selection of relevant material; breaking down the scenario/case study into its constituent parts) ○ using learners' management evidence portfolios as source material ○ layout of material presented for presentation and assessment, for example business conventions when writing formal reports and making presentations to an audience.
<p>Main activities (150 minutes)</p>	<ul style="list-style-type: none"> ● Individual learner activity: learners complete practice assessment case study within a designated time (AS5). ● Individual learner activity: learners present their work for discussion and critical review by the teacher and their peers. Learners complete a critical review of others' presented work (AS6) to cover aspects such as relevance of points highlighted, quality of the analysis and evaluation. and the applicability, relevance and appropriateness of recommendations presented. ● Teacher-led discussion: teacher identifies best practice points drawn from the individual learner activity.
<p>Concluding activity (20 minutes)</p>	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points of the lesson.
<p>Private study</p>	<ul style="list-style-type: none"> ● Individual learner activity: learners revise their practice assessments and/or complete an additional practice assessment to include in their management portfolios.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 1: Developing Strategic Management and Leadership Skills
Lesson number	4 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • analyse the strategic priorities of their own organisation • compare and contrast the features and characteristics of different theories of leadership.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Computers with internet access. • AS7: identify strategic priorities and objectives. • AS8: research leadership theories. • PS6: presentation slides and notes on learning aim A summary. • PS7: presentation slides and notes on introduction to leadership theory.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
<p>Starter activity (20 minutes)</p>	<ul style="list-style-type: none"> ● Lead in: learners give an overview the outcome of the case study from previous lesson and private study. ● Teacher-presentation: teacher summarises learning aim A (PS6), covering: <ul style="list-style-type: none"> ○ functions of strategic management, Mintzberg’s 10 Managerial Roles, the link between strategic management and leadership (for example the skills of the leader to achieve the strategic objectives) ○ leadership styles, influences on leadership style (characteristics of the manager/leader), impact of leadership styles on strategic decisions, adapting management and leadership styles in different situations.
<p>Main activities (140 minutes)</p>	<ul style="list-style-type: none"> ● Individual learner activity: learners prepare a presentation to identify the strategic priorities and objectives of their own organisations (AS7), including: <ul style="list-style-type: none"> ○ the link between mission and strategic priorities and objectives ○ market position ○ key challenges ○ management and leadership priorities ○ engagement with the workforce. ● Teacher-led discussion: teacher compares and contrasts the strategic priorities and objectives of different types of organisation. ● Teacher presentation: teacher introduces leadership theories (note: do not cover all of the following theories in detail as learners will research some of them in the next activity): <ul style="list-style-type: none"> ○ universal theories such as transformational leadership and transactional leadership (Bennis, Bass) ○ charismatic leadership (Weber, Conger and Kanungo) ○ contingency theory (Fiedler) ○ situational theories (Hersey and Blanchard, Vroom and Yetton) ○ tri-dimensional leadership theory (Yukl).

Activities	Teaching notes
	<ul style="list-style-type: none"> ● Individual learner activity: teacher allocates different management theorists to individual learners. Learners research their given leadership theory (AS8) and present their findings to the rest of the class.
<p>Concluding activity (20 minutes)</p>	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points identified in the lesson: <ul style="list-style-type: none"> ○ comparing and contrasting different leadership theories ○ identifying common characteristics and features of leadership theories.
<p>Private study</p>	<ul style="list-style-type: none"> ● Individual learning activity: learners conduct further research on leadership theory and write up notes on theories in management portfolios.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 1: Developing Strategic Management and Leadership Skills
Lesson number	5 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the application of leadership theory in relation to their own organisations • analyse and evaluate the application of leadership styles in different organisational contexts.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Computers with internet access. • Test on leadership theories. • AS9: applying leadership theory to learners' organisations. • AS10: case studies on applying leadership theories. • AS11: learner feedback recording sheet. • PS8: presentation slides and notes on leadership styles in different contexts.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: learners complete knowledge-based test to identify the characteristics of different leadership theories
Main activities (150 minutes)	<ul style="list-style-type: none"> • Paired activity: learners discuss the application of leadership theory in relation to their own organisations (AS9). • Small-group activity: learners complete case studies on the application of leadership theory in given scenarios. Learners analyse different case studies to identify the leadership style adopted in each different scenario and critically appraise the effectiveness and applicability of the leadership style (AS10). • Group discussion: learners feed back the outcomes of the case studies to the rest of the class. While listening to other learners' findings, they identify common features or different approaches to leadership in different organisations (AS11). • Teacher presentation: teacher presents leadership styles in different contexts (PS8), considering factors such as: <ul style="list-style-type: none"> ○ efficiency, reliability, innovation, adaptation and human resources in sectors, organisations and sub-units ○ size and stage of development of organisation (for example a business start-up versus an established business) ○ turnaround leadership ○ cultural issues.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and work on their portfolios of evidence. • Individual learner activity: learners research emotional intelligence in preparation for Lesson 6.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 1: Developing Strategic Management and Leadership Skills
Lesson number	6 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • evaluate the impact of leadership styles on organisational performance • understand the concept and characteristics of emotional intelligence • explore the relationship between emotional intelligence and leadership styles in different organisational contexts.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Computers with internet access. • AS12: evaluating leadership style in scenario. • AS13: applying emotional intelligence. • AS14: the link between emotional intelligence and leadership styles. • PS9: presentation slides and notes on emotional intelligence.
<p>Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide</p>	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: teacher recaps previous lesson's key learning points and uses a Q and A session to check learners' understanding.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Small-group activity: learners look at given scenarios (AS12) and study the application of leadership theory in each one. Teacher designates different scenarios to each group. Learners analyse the context and critically evaluate the leadership style in the organisation. ● Teacher-led discussion: learners feed back outcomes of the activity, identifying the issues and challenges arising from leadership style in specific scenarios. Learners present their own recommendations of any changes in approach to drive forward the organisation's strategy. ● Teacher presentation: teacher introduces emotional intelligence (PS9), including: <ul style="list-style-type: none"> ○ the influence on leadership effectiveness and drivers ○ constrainers and enablers ○ studies on Emotional Quotient (EQ) such as Goleman, Higgs and Dulewicz. ● Small-group activity: learners look at given scenarios (AS13) and study the application of emotional intelligence in each one, identifying the characteristics of emotional intelligence and its application in each organisational context. ● Teacher-led discussion: learners feed back outcomes of the activity, discussing the application of emotional intelligence in the context of their current role and functions and in their wider work experience. ● Individual learner activity: learners research organisations to determine: <ul style="list-style-type: none"> ● the link between emotional intelligence and leadership styles of major corporations ● the impact on organisational performance (AS14).

Activities	Teaching notes
Concluding activity (20 minutes)	<ul style="list-style-type: none">● Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none">● Individual learner activity: learners write up their notes and work on their portfolio of evidence.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 1: Developing Strategic Management and Leadership Skills
Lesson number	7 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand how to analyse and evaluate an organisation's strategic goals and objectives in a specific context • understand the requirements of Assignment 1.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Computers with internet access. • Assignment briefing sheet. • AS15: comparative case study of leadership requirements in different contexts . • AS16: Assignment 1. • AS17: guest speaker preparation. • PS10: presentation slides and notes on assessing leadership requirements in different contexts.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: teacher gives an overview of the previous lesson and uses Q and A to confirm learners' understanding.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: teacher presents on assessing leadership requirements in different contexts (PS10), including: <ul style="list-style-type: none"> ○ how to analyse and evaluate an organisation's strategic goals and objectives in a specific context ○ linking the analysis to the current leadership style ○ the notion of critical analysis ○ how to determine what works and what does not work in given organisational contexts, and the impact on the organisation's strategic objectives. ● Individual learner activity: teacher gives learners a comparative case study of the leadership requirements in different contexts (AS15). Learners critically appraise the leadership styles in the context of specific organisational goals. ● Teacher-led discussion: learners feed back on and discuss the results of their comparative case study. ● Teacher presentation: teacher briefs learners about the assignment, including: <ul style="list-style-type: none"> ○ a walk-through of the assessment requirements ○ an explanation of the assignment criteria used in the context of the assignment tasks. ● Individual learner activity: learners begin to work through Assignment 1 (AS16).
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher addresses any queries arising from the assignment and confirms submission date.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners complete activities (AS17) to: <ul style="list-style-type: none"> ○ research the organisation of the guest speaker invited to talk on strategic leadership in Lesson 8 ○ prepare a set of questions to ask the guest speaker in Lesson 8 ○ learners continue completing Assignment 1.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 1: Developing Strategic Management and Leadership Skills
Lesson number	8 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • explore the role of strategic leadership in a specific organisational context • analyse how strategic leadership can influence organisational performance.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Computers with internet access. • Guest speaker and guest speaker presentation slides (note: teacher must brief the guest speaker of the areas to cover in the presentation prior to the lesson). • AS17: guest speaker preparation. • AS18: guest speaker review.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: teacher introduces guest speaker.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Guest speaker presentation: guest speaker presents on strategic leadership in their organisation, covering: <ul style="list-style-type: none"> ○ context of the organisation ○ strategic objectives of the organisation ○ characteristics of organisational culture and the adopted leadership style ○ roles and functions performed in the organisation ○ current issues and challenges faced by the organisation. ● Individual learner activity: learners ask questions that they prepared after the previous lesson (AS17) and take notes on speaker's responses. ● Small-group activity: learners discuss what they consider to be the main points arising from the guest speaker's presentation and responses to their questions (AS18). ● Teacher-led discussion: teacher reviews the key learning points drawn from the responses of the guest speaker. Establish links with: <ul style="list-style-type: none"> ○ leadership styles ○ organisational strategy ○ the meaning of strategic leadership ○ organisational culture and emotional intelligence.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners write up notes in management portfolios.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 1: Developing Strategic Management and Leadership Skills
Lesson number	9 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the range of strategic challenges faced by organisations • explore how organisations develop their leaders • evaluate the effectiveness of different ways of supporting leadership development.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Computers with internet access. • AS19: case studies about strategic challenges. • AS20: case studies about supporting development of leaders. • PS11: presentation slides and notes on assessing leadership requirements. • PS12: presentation slides and notes on the development of leadership skills.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: teacher gives an overview of the previous lesson and uses Q and A to confirm learners' understanding.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: teacher presents on assessing leadership requirements required to tackle generic challenges (PS11), such as: <ul style="list-style-type: none"> ○ virtual organisations ○ diversity ○ globalisation ○ economic climate ○ world threats ○ ethics and corporate social responsibility. ● Small-group activity: learners consider a range of different case studies (AS19) to identify specific strategic challenges faced by different organisations. These challenges could include e-leadership, mergers and takeovers, restructuring, integrity leadership, diverse teams, partnerships and alliances, regulatory compliance, changes in reporting and control, new technology and interim leadership. ● Teacher presentation: teacher presents on the development of leadership skills. This presentation should explain how leadership can be developed and supported in an organisational context, including: <ul style="list-style-type: none"> ○ training courses ○ job rotation ○ seminars ○ executive coaching ○ mentoring ○ companies' own universities ○ developmental assessment centres ○ action learning ○ self-directed learning.

Activities	Teaching notes
	<ul style="list-style-type: none"> • Individual learner activity: learners look at case studies (AS20) to identify how different organisations support the development of leaders. They can also research using the internet and recruitment advertisements to identify the support given to leaders and managers in an organisation. • Teacher-led discussion: learners assess the applicability of different leadership development strategies and their: <ul style="list-style-type: none"> ○ advantages and disadvantages ○ time and costs ○ outcomes.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson. • Learner submit assignment 1.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up notes in their management portfolios.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 1: Developing Strategic Management and Leadership Skills
Lesson number	10 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the relationship between organisational strategy and leadership • explore the support required to enhance own leadership development • understand the learning aims covered in the unit • apply learning to different organisational contexts.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Computers with internet access. • AS21: research leadership development programmes. • PS13: presentation slides and speaker notes on organisational strategy and leadership skills.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: teacher gives a walk-through of assessment outcomes required for this unit.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher-led discussion: discuss the strengths and weaknesses of the work submitted by learners in Assignment 1. Discuss best practice evident in assignments presented by learners. Give them with the opportunity to raise any issues of concern they encountered while completing the assignment. ● Teacher presentation: present on organisational strategy and leadership skills (PS13). ● Individual learning activity: learners research the leadership development programmes in their own organisation and: <ul style="list-style-type: none"> ○ plan their own leadership needs ○ identify available organisational support ○ identify external sources of support for leadership development ○ prioritise the available support strategies. ● Teacher-led discussion: discuss key lessons drawn from the unit, including: <ul style="list-style-type: none"> ○ features of strategic management and the link with leadership ○ leadership styles ○ management and leadership theory ○ emotional intelligence ○ current context and challenges facing strategic management ○ professional development of learners ○ links with Unit 2: Professional Development for Strategic Managers.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher explains the link between this unit and other units in this qualification.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners write up notes in management portfolios.

Assignment brief

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 1: Developing Strategic Management and Leadership Skills
Learning aim(s)	<p>A Understand the relationship between strategic management and leadership</p> <p>B Be able to apply management and leadership theory to support organisational direction</p> <p>C Be able to assess leadership requirements</p> <p>D Be able to plan the development of leadership skills</p>
Assignment title	Strategic Management and Leadership Report and Presentation
Assessor	
Issue date	
Hand-in deadline	

<p>Vocational scenario or context</p>	<p><i>This assignment must be answered in relation to the organisation you currently work in or an organisation of which you have knowledge.</i></p> <p>You are a management consultant who has been commissioned by an organisation to produce a report that investigates its management and leadership needs in order to support its business strategy. The organisation has recently identified extensive changes in technology and business dynamics in the markets that it serves. There is a need to plan for and manage this situation.</p> <p>The senior management team wants you to assess its current and future leadership requirements and to produce a realistic leadership strategy and development plan for future leaders of the organisation.</p> <p>The strategy will be based on your review of the organisation’s management and leadership needs, and must be supported by your findings from research of relevant theories and models.</p>
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<p>Task 1</p>	<p>You are required to undertake the following tasks.</p> <ul style="list-style-type: none"> • Consider the differences between management and leadership in the selected organisation. Evaluate how management and leadership styles are adapted to different situations in the organisation and analyse the impact of these styles on the organisation’s strategic decision making. • Create a leadership strategy, using selected theories and methods of management and leadership, to support the organisation’s future direction. • Use appropriate methods to review the current leadership and management in the organisation in relation to the skills they may require for future situations or challenges that the organisation could face. • Plan how to develop leadership skills to deal with potential situations or challenges and report on the likely usefulness of the development methods to be used.
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	<ul style="list-style-type: none"> • Use appropriate software to prepare a set of presentation slides with accompanying speaker notes that summarise the results of your research notes. • Make a presentation to an invited audience of professional managers.
<p>Checklist of evidence required</p>	<ul style="list-style-type: none"> • Formal presentation of findings • Presentation slides and speaker notes, covering: <ul style="list-style-type: none"> ○ an evaluation of management and leadership styles within the organisation in relation to the organisation’s strategic decision making ○ a leadership strategy ○ a review of potential leadership skills required in the organisation to meet future challenges ○ a leadership development plan and an assessment of development methods.

Criteria covered by this task	
Criterion reference	To achieve the criterion you must show that you are able to:
A.P1	Explain the link between strategic management and leadership.
A.P2	Analyse the impact of management and leadership styles on strategic decisions.
A.P3	Evaluate how leadership styles can be adapted to different situations.
B.P1	Review the impact that selected theories of management and leadership have on organisational strategy.
B.P2	Create a leadership strategy that supports organisational direction.
C.P1	Use appropriate methods to review current leadership requirements.
C.P2	Plan for the development of future situations requiring leadership.
D.P1	Plan the development of leadership skills for a specific requirement.
D.P2	Report on the usefulness of methods used to plan the development of leadership skills.

Sources of information to support you with this assignment	
Other assessment materials attached to this assignment brief	

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