

SQA Advanced Unit Specification

General information

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| Unit title: | Managing People and Organisations (SCQF level 7) |
| Unit code: | J4DK 47 |
| Superclass: | AF |
| Publication date: | October 2020 |
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| Version: | 04 (March 2023) |

Unit purpose

This unit is designed to enable learners to gain an understanding of different approaches to managing an organisation in today's dynamic and complex business environment. It will introduce learners — whether intending to or working in an administrative, commercial or management role — to current management theories and practice to enable them to use these to evaluate organisational effectiveness.

Outcomes

On successful completion of the unit, the learner will be able to:

1. explain the importance of organisation structure and design in relation to its environment
2. analyse factors that influence workplace performance
3. analyse factors that influence managerial performance

Credit points and level

2 SQA unit credit(s) at SCQF level 7: (16 SCQF credit points at SCQF level 7)

SQA Advanced Unit Specification

Recommended entry to the unit

Access to this unit is at the discretion of the centre but it would be beneficial if learners possess good communication skills which may be evidenced by the Core Skill *Communication* at SCQF level 5 or equivalent.

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

| | |
|----------------------|-----------------------------------|
| Core Skill component | Critical Thinking at SCQF level 5 |
|----------------------|-----------------------------------|

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of this unit specification.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<https://www.sqa.org.uk/sqa/90557.10883.html>)

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods, or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Statement of standards

Unit title: Managing People and Organisations (SCQF level 7)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain the importance of organisation structure and design in relation to its environment.

Knowledge and/or skills

- ◆ types of organisation
- ◆ forms of organisational structure and types of relationships
- ◆ organisation design models and frameworks
- ◆ internal and external environmental factors
- ◆ organisational goals, objectives, and policies
- ◆ organisational theory

Outcome 2

Analyse factors that influence workplace performance.

Knowledge and/or skills

- ◆ theories of motivation
- ◆ employee performance and knowledge management
- ◆ nature and theories of teamwork

Outcome 3

Analyse factors that influence managerial performance.

Knowledge and/or skills

- ◆ management roles and activities
- ◆ ethical practice
- ◆ managerial effectiveness
- ◆ the nature and theories of leadership

SQA Advanced Unit Specification

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

Outcome 1

Explain the importance of organisation structure and design in relation to its environment.

- ◆ identify the type of organisation and explain the differences between the formal organisation and informal organisation
- ◆ describe the type of organisational structure and design model currently adopted by an organisation
- ◆ justify the relevance of authority, responsibility and delegation in relation to different types of relationships within a given organisation
- ◆ explain the relationship between organisational goals, objectives and policy and justify their contribution to the effective management of a given organisation
- ◆ describe an alternative form of structure which a given organisation could adopt and which could be more appropriate, taking into consideration internal and external environmental factors and relevant organisational theory
- ◆ justify how the suggested alternative structure is consistent with the main variables of a contemporary approach to structure

Outcome 2

Analyse factors that influence workplace performance.

- ◆ explain and apply appropriate theories of motivation to explain individual behaviour in an organisation
- ◆ explain the importance of employee performance and knowledge management and evaluate the impact each can have on organisational development
- ◆ highlight methods which management can use to improve employee performance and knowledge management in an organisation
- ◆ explain the importance of teamwork and the impact it can have on workplace performance
- ◆ identify and analyse factors that affect team cohesiveness and examine their influence on performance

Outcome 3

Analyse factors that influence managerial performance.

- ◆ describe the nature of managerial work and highlight the relevant roles and activities associated with management
- ◆ explain the importance of ethical practice and suggest ways in which this could be achieved by a manager in an organisation
- ◆ justify ways in which managerial performance can be measured and explain how each measure can be used to assess managerial performance
- ◆ analyse historical and contemporary theories of leadership and explain how both can be used to improve the way in which managers lead staff in an organisation

SQA Advanced Unit Specification

Assessment to be completed under open-book conditions and may be carried out:

- ◆ outcome by outcome
- ◆ all outcomes together — holistic assessment

Evidence will be generated on a sample basis, therefore the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed, and different items should be sampled on each assessment occasion.

Where assessment is being completed on an outcome-by-outcome basis each learner must be tested on a minimum of five evidence requirements for outcome 1, four evidence requirements for outcome 2 and three evidence requirements for outcome 3.

Where a holistic assessment is used covering all three outcomes in a single assessment, using for example an essay question, three evidence requirements from each outcome must be tested.

For either approach, a marking grid/matrix/rubric should be developed, which incorporates weightings for each evidence requirement and includes a 50% pass mark, even if a learner misses one or more evidence requirement. This will help to facilitate assessment judgements.

Learners achieving a mark of 45 to 49% may be permitted to undertake remediation on their first assessment submission. Learners achieving less than 45% on their first submission should be re-assessed using a new instrument of assessment.

SQA Advanced Unit Specification

Support notes

Unit title: Managing People and Organisations (SCQF level 7)

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this unit

This unit is designed to provide learners with a knowledge of management within work organisations and the methods and approaches that may be used to improve individual and team performance.

It is mandatory within the SQA Advanced Certificate/Diploma Business group awards (GM8A 47 and GM8Y 48) but may form part of other group awards or be delivered on a stand-alone basis.

Although the unit is designed to provide an understanding of the theories behind management, organisation and employee performance, learners will apply these theories to organisational situations. The essence of this unit is to enable learners to gain an understanding of the activities of a work organisation and that management of people should be directed towards given organisational goals. Although an understanding of earlier approaches is useful, concentration should be placed on more contemporary approaches and ideas that review the management styles and roles necessary for organisations of the 21st century.

The following gives some information on possible content for the outcomes. It is intended as guidance and is not intended as a comprehensive statement of what could, or should be, covered. It is provided to help deliverers decide what to include in the material used for this unit.

Outcome 1

This outcome can set the scene by providing learners with an overview of the basic nature and functioning of different types of organisation including formal, informal, sole trader, partnership, limited liability company and corporation. Alternative methods by which work organisations can be structured, including modern structures such as 'flatarchies' and 'holacracies', should be used to highlight that, in a dynamic environment, to provide quality through effective performance, many organisations have to adapt and re-design their method of people management and organisation. Learners should be aware of different organisation design models and frameworks, including contemporary models such as purposeful organisations and the new learning organisation. Learners should develop an understanding of the different types of relationships within an organisation and identify and describe examples of authority, responsibility and delegation. The relationship between objectives, goals and policies and the influence of the internal and external environment will enable learners to develop an understanding of the context within which organisations function. Historical and contemporary approaches should be used to demonstrate how the structure of an organisation may be affected by environmental factors.

SQA Advanced Unit Specification

The critical requirement is that learners should be able to apply the concepts that they have studied to the situation of a particular organisation.

Outcome 2

This outcome looks at motivation, employee performance, knowledge management and teamwork. Again, it is important to relate the relevant theories to specific situations. There are a wide range of theoretical approaches to motivation and to teamwork. The following gives some guidance on ones that may be useful. It may not be appropriate to cover all the following and deliverers may prefer to substitute alternative theories and approaches to those below.

Content theories of motivation: Herzberg's two factor theory; Maslow's hierarchy of needs; McGregor's X and Y theory; Alderfer's ERG theory; McLelland's three needs theory.

Process theories of motivation: Adam's equity theory; Locke's goal-setting theory; Vroom's expectancy theory; Bandura's self-efficacy theory; Skinner's reinforcement theory; job characteristics model.

Methods of improving employee performance: job design, empowerment, autonomy, work organisation, selection, training, financial and non-financial rewards.

Methods of improving knowledge management: collaboration and idea generation, developing a knowledge sharing culture, protecting intellectual property, making employees feel respected for their knowledge, capturing and storing knowledge securely for the future workforce.

Teamwork: Belbin's team role theory; Bruce Tuckman stages of group development.

Factors affecting team cohesion and performance: consultation; engagement, participation; communication; clarity of roles; team size; team objectives.

Outcome 3

For Outcome 3, learners should be able to describe the distinctive features of managerial work and the activities which managers undertake in relation to what happens in specific organisations. They should also be able to identify indicators that can be used to judge managerial effectiveness. They should be able to explain the role and importance of leadership and be aware of different theories of leadership. They should recognise different historical and contemporary theories of leadership. In addition, theories of leadership and approaches to management overlap. In describing the importance of leadership, learners should be able to identify the approach or approaches adopted by managers in a particular situation and suggest, where necessary, a more appropriate style. They should also be able to explain how theories of leadership can be used to suggest ways in which managers can improve their performance as leaders.

Once again, there are a wide range of different theoretical approaches to management and leadership. The following gives some guidance on ones that may be useful for this unit. It may

SQA Advanced Unit Specification

not be appropriate to cover all the following and deliverers may prefer to substitute alternative theories and approaches to those below.

Roles and activities of managers: Mintzberg's roles; Fayol — planning, organising, command, co-ordinating, controlling; Drucker — setting objectives, organising, motivating and communicating, measuring, developing people; Naylor's duties of management (achieving objectives, working with and through people, making the most of available resources; balancing equity, efficiency and effectiveness).

Ways in which ethical practice can be achieved by a manager: integrity and trustworthiness; doing the right thing, concern for people, being a role model for others; providing rewards and discipline for ethical and unethical decisions; communicating openly and frequently about organisational ethics and values.

Measures of managerial effectiveness: efficiency (eg budgetary targets); economy (eg cost of inputs); effectiveness (eg productivity, meeting profit targets, quality standards); equity (eg measures of employee satisfaction).

Approaches to management: McGregor's Theory X and Theory Y; Likert's model of management systems; Ouchi's Theory Z.

Historical leadership theories: Trait theory; Fiedler's contingency theory; Hersey and Blanchard's situational theory; Ohio studies; task and people orientation; Vroom-Yetton-Jago decision making model; Fiedler cognitive resource theory; Hickson's strategic contingencies theory; Blake and Mouton's managerial grid; Adair's action-centred model; Tannenbaum and Schmidt's continuum, transactional and transformational theories.

Contemporary leadership theories: servant; spiritual; distributed; authentic; ethical and purposeful leadership.

The content of this unit should be kept relevant to learners through the appropriate use of examples that include organisations of different sizes, operating in different markets and from the public and private sectors.

Guidance on approaches to the delivery of this unit

This unit is designed to enable learners to gain an understanding of different approaches to managing an organisation in today's dynamic and complex business environment. It can be delivered through lecturer mediated discussion, the provision of appropriate examples and case studies, and by reading appropriate management texts. The unit aims to focus on the practical application of theory to describe and explain different approaches used within a range of work organisations.

The unit can be delivered by addressing outcomes in a sequential order, though centres may choose to deliver outcomes in an order which meets the needs of individual learners and/or groups.

SQA Advanced Unit Specification

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

For assessment, learners will be expected to apply their knowledge and understanding to a particular situation. They are not expected to provide exhaustive lists pertaining to theory that does not apply to the particular organisation concerned.

The unit should enable learners to demonstrate that they can holistically interpret the organisation, management and performance of employees in an integrated way. The evidence provided by learners should demonstrate that they are able to select appropriate models and approaches specific to the situation described in a case study or an organisation of their choice.

It is recommended that an open-book holistic approach be taken to the assessment of all three outcomes. Instruments of assessment must be set in the context of a real or hypothetical business organisation. If learners are directed to research information, the material should be based on an organisation that they are familiar with, or about one which they can easily gather data. Learners who have current or past work experience may be able to base their response on an organisation in which they are or have been employed. A holistic assessment would not be expected to generate evidence covering all evidence requirements for each outcome.

A holistic assessment could consist of an essay or report based on a sample of three evidence requirements from each outcome. Learners will not have any prior knowledge of which items have been selected for assessment and a different sample of evidence requirements from each outcome should be used each time the learner is assessed. A marking grid/matrix/rubric should be developed, which incorporates weightings for each evidence requirement and includes a 50% pass mark, even if a learner misses one or more evidence requirement. This will help to facilitate assessment judgements. Learners achieving a mark of 45 to 49% may be permitted to undertake remediation on their first assessment submission. Learners achieving less than 45% on their first submission should be re-assessed using a new instrument of assessment.

It is recommended that the response be presented in a way, which would give learners an opportunity to develop their essay or report writing skills.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment, we mean assessment which is supported by information and communication technology, such as e-testing or the use of e-portfolios or social software. Centres wishing to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment — as specified in the evidence requirements — are met, regardless of the mode of

SQA Advanced Unit Specification

gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at: www.sqa.org.uk/e-assessment

Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skill components of Written Communication (Reading) at SCQF level 6, Written Communication (Writing) at SCQF level 6, Critical Thinking at SCQF level 5 and Reviewing and Evaluating at SCQF level 6 in this unit, although there is no automatic certification of Core Skills or Core Skills components.

Core Skill component Written Communication (Reading) at SCQF level 6

Learners are expected to read and understand complex written information — the general skill of this component. They are expected to make use of theoretical concepts in organisation theory and will, therefore, have to read relevant material relating to these ideas. This information is conventionally available in textbook and similar sources such as websites which involve complex written material. Learners may be required during their study for the unit to prepare notes from such sources which will require that they identify and summarise relevant ideas and supporting details through their reading of the information available. In this way they will be able to demonstrate the first of the two specific skills associated with this Core Skills component.

Core Skill component Written Communication (Writing) at SCQF level 6

Learners can provide written evidence to meet the evidence requirements for all three outcomes. For Outcomes 1–3 it is anticipated learners will provide a written response which could be a response which will have to be well structured, laid out in a logical order showing sequential thinking and organisation of findings. By doing this, they could provide evidence for the general skill of this component which is 'Produce well-structured written communication on complex topics'. The response could allow learners to demonstrate that they can meet all the specific skills associated with this general skill. For example, a good response would present all essential ideas and information on the way in which an organisation is structured in a logical and effective order as well as providing suitable supporting detail. The response itself would be presented in a way which can take account of the purpose, the audience and which links major and minor points in ways which assist the clarity of the response and the impact of the writing. The response would use a suitable structure, format and layout and, therefore, employ effective conventions to achieve its purpose. Spelling and punctuation would be accurate.

Core Skill component Critical Thinking at SCQF level 5

The general skill for this component is 'Analyse a complex situation or issue'. A summative assessment for Outcomes 1–3 in the form of, for example, an essay or report would require that learners apply relevant concepts and approaches to explain what is taking place in a particular organisation. Learners may also undertake formative assessment to help them prepare for the final assessment. Applying concepts and approaches effectively give learners the opportunity to demonstrate this Core Skill component. For example, this can involve the identification of the factors involved in organisational structure and an assessment of their relevance to particular concepts and approaches in the study of organisations and the management of people within organisations. It can also include a justification of why the concept or approach is a relevant way to explain the particular situation faced by the organisation. Learners could be encouraged to

SQA Advanced Unit Specification

adopt this approach to their assessment to aid the development of this Core Skill. This unit could, therefore, yield evidence which learners could use to demonstrate their achievement of this Core Skill component.

Core Skill component Reviewing and Evaluating at SCQF level 6

A summative assessment for Outcomes 1–3 in the form of a response which will have to be well structured, laid out in a logical order showing sequential thinking and organisation of findings would require that learners suggest an alternative and more appropriate structure for an organisation. This can involve the specific skill of ‘draw conclusions and make recommendations’. The conclusion should be based on an analysis of the organisation’s current structure which makes use of relevant theoretical concepts. Learners need, therefore, to make use of all the evidence available to them in order to make a recommendation for improvement of which could be considered as a system. The completion of a response which will have to be well structured, laid out in a logical order showing sequential thinking and organisation of findings for Outcomes 1–3 could, therefore, provide evidence which could be used for this Core Skill component.

The Critical Thinking component of Problem Solving at SCQF level 5 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.

History of changes to unit

| Version | Description of change | Date |
|---------|--|----------|
| 04 | Remediation band of 45-49% introduced | 14/03/23 |
| 03 | Minor amendments (re-wording) made to the 'Evidence requirements for this unit' section. | 24/01/23 |
| 02 | Core Skills Component Critical Thinking at SCQF level 5 embedded. | 06/10/20 |
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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

Further information

Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

General information for learners

Unit title: Managing People and Organisations (SCQF level 7)

This section will help you to decide whether this is the unit for you by explaining: what the unit is about; what you should know or be able to do before you start; what you will need to do during the unit; and opportunities for further learning and employment.

This unit will introduce you to the nature of work organisations, approaches to management and leadership and factors affecting individual and team performance.

The unit should provide you with an understanding of the theories behind management, organisation and employee performance and how you should apply these theories to organisational situations. The basic nature and functioning of work organisations in general will be explained and you will examine different approaches that may be used to improve individual and team performance through effective leadership and management. To assist your overall understanding earlier theories and models will be described but concentration will be placed on more modern approaches and ideas that review the management styles and roles regarded as necessary for organisations of the 21st century. The unit will also explain the alternative methods by which work organisations can be structured.

On completion of this unit you will be able to identify and apply a knowledge of organisational, management and leadership theory and practice to a range of given situations.

The unit may be assessed on an open-book basis using questions on a real or imaginary organisation.

When undertaking the unit you may have the opportunity to develop the Core Skills of *Communication* at SCQF level 6 and *Problem Solving* at SCQF level 6, although these may not be assessed or certificated.

The Critical Thinking component of Problem Solving at SCQF level 5 are embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.