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**Prescription: 630 Leadership**


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**Elective prescription**

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| <b>Level</b>                       | 6  |
| <b>Credit</b>                      | 20   |
| <b>Version</b>                     | 2  |
| <b>Aim</b>                         | Students will understand concepts and apply principles of leadership in a dynamic environment. Students will create a personal plan to develop their leadership abilities. |
| <b>Prerequisites</b>               | nil  |
| <b>Recommended Prior Knowledge</b> | 530 Organisations and Management or equivalent knowledge and skills  |

**Assessment weightings**

| Learning outcomes   | Assessment weighting % |
|---|------------------------|
| 1. Students will analyse, a range of perspectives on leadership relevant to different management levels within organisational and situational contexts. | 20                     |
| 2. Students will evaluate approaches to leadership relevant within diverse cultural contexts.   | 10                     |
| 3. Students will discuss the influence of a range of factors on leadership.   | 10                     |
| 4. Students will apply leadership knowledge and skills to the management of change.   | 30                     |
| 5. Students will evaluate their current leadership abilities and create their own leadership development plan.  | 30                     |
| <b>Total</b>  | <b>100</b>             |

All learning outcomes must be evidenced; a 10% aggregate variance is allowed.

**Assessment notes**

1. Assessment materials should reflect relevant and current legislation, standards, regulations and acknowledged good industry and/or business practices.
2. *Organisation* refers to a specific entity which may be – in private, public, or community and volunteer sectors; a business unit, Maori, or other special-purpose body.
3. Te Tiriti o Waitangi and Treaty of Waitangi. 'Te Tiriti o Waitangi' refers to the Maori language text of the Treaty. 'Treaty of Waitangi' refers to the English language text of the Treaty. The 'Treaty' refers to both the Māori and English language texts considered as a whole. Where relevant all assessments should reflect a student's cultural context and the Treaty.

**Learning outcome one**

Students will analyse a range of perspectives on leadership relevant to different management levels within organisational and situational contexts.

Key elements:

- a) Analysis includes:
  - effectiveness
  - styles
  - use of power.

**Learning outcome two**

Students will evaluate approaches to leadership relevant within diverse cultural contexts.

Key elements:

- a) Cultural contexts include:
  - organisational
  - individual.

**Learning outcome three**

Students will discuss the influence of a range of factors on leadership.

Key elements:

- a) Factors include:
  - ethics
  - social responsibility
  - stakeholders and stakeholder goals
  - society.

**Learning outcome four**

Students will apply leadership knowledge and skills to the management of change.

Key elements:

- a) Transactional versus transformational leadership.
- b) Incremental versus radical change.
- c) Overcoming barriers to change.
- d) A framework for effecting change.

**Learning outcome five**

Students will evaluate their current leadership abilities and create their own leadership development plan.

Key elements:

- a) Self assessment process:
  - existing leadership theory(ies)
  - benchmark self against known respected leader(s)
  - cultural context.
- b) Plan:
  - opportunities for development
  - rationale for development
  - strategies for development
  - timeframe
  - measures
  - resourcing.

**Status information and last date for assessment for superseded versions**

| Process    | Version | Date          | Last Date for Assessment |
|------------|---------|---------------|--------------------------|
| Introduced | 1       | 2006          | 31 December 2013         |
| Review     | 2       | December 2011 | 31 December 2020         |