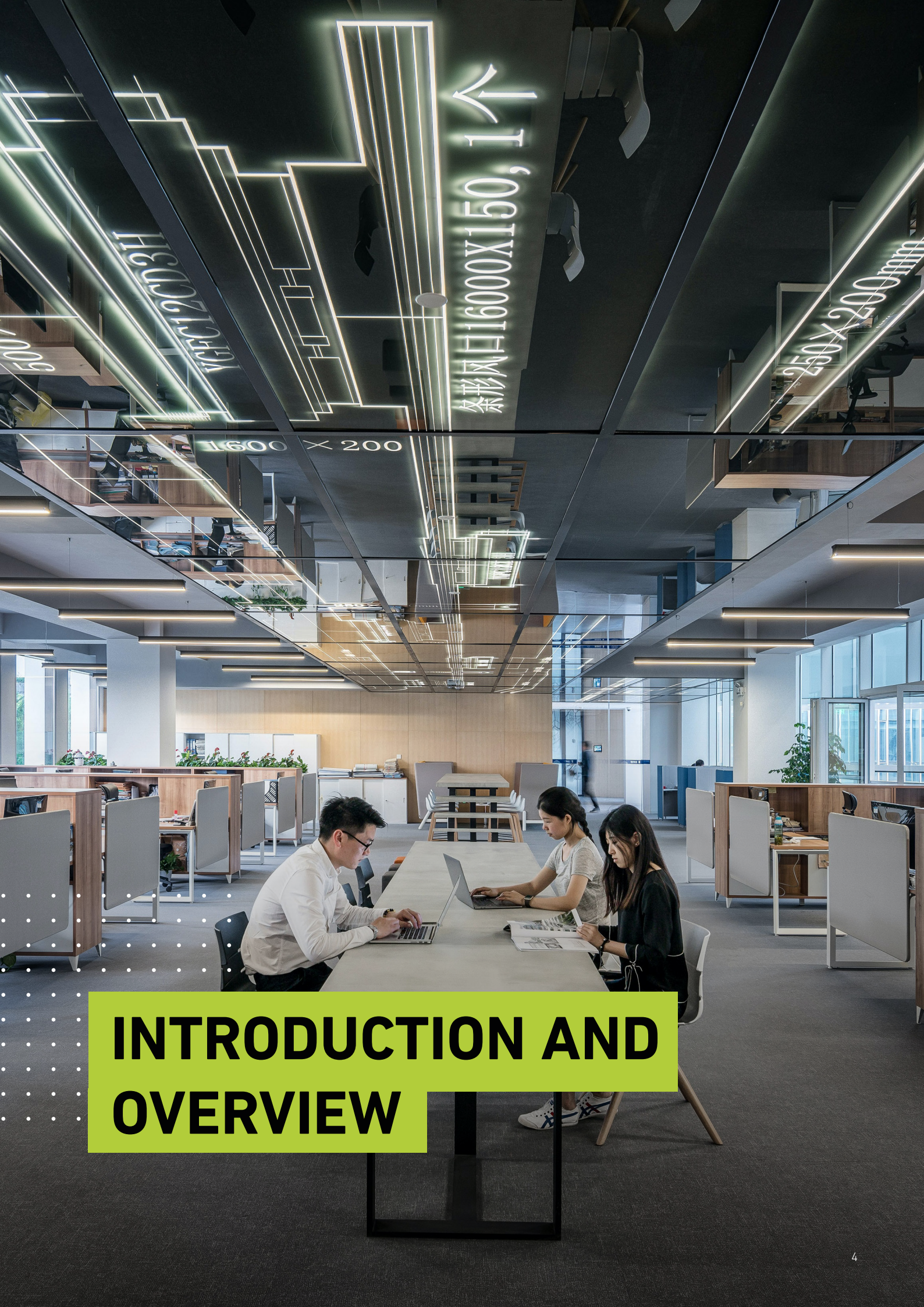# LEADING WITH AN
IT MINDSET

BCS PRACTITIONER AWARD

This professional certification is not regulated by the following United Kingdom Regulators – Ofqual, Qualification in Wales CCEA of SQA.

CONTENTS

INTRODUCTION AND OVERVIEW

INTRODUCTION

With digital transformation at the forefront of many organisational strategies, digital professionals must step into leadership roles more than ever before.

This practitioner level award encourages individuals in IT and technical roles to develop an improved understanding of their leadership style and discover tools, techniques and behaviours to lead a team successfully.

LEARNING OUTCOMES

By completing this certificate learners will be able to demonstrate a practical understanding of:

- How to identify and assess leadership skills in themselves and others.

- How to coach and lead teams through change, conflict and digital transformation.

- The skills and behaviours required to contribute to driving change and improvement.

QUALIFICATION SUITABILITY AND OVERVIEW

There are no mandatory requirements for candidates to undertake this award, although candidates will need a good standard of written English. Centres must ensure that learners have the potential and opportunity to gain the award successfully.

This award is suitable for candidates who are currently in or working towards a digital or technical role, who want to demonstrate modern leadership behaviours to nurture a high performing team.

It can be taken as a standalone award, which, combined with BCS Award in Collaborating with Business Teams and BCS Award in Business Skills for the IT Professional, will allow the learner to progress onto the BCS Practitioner Certificate in Being an IT Business Partner.

This is an occupationally focused award that will:
- Encourage the learner to consider their behaviour and response in various scenarios.
- Allow the learner to demonstrate a practical understanding of key concepts across the topic areas.
- Enable a learner to progress in their career.

Candidates can study for this award by attending a training course provided by a BCS accredited Training Provider or through self-study.

TOTAL QUALIFICATION TIME	GUIDED LEARNING HOURS	INDEPENDENT LEARNING	ASSESSMENT TIME
30 hours	20 hours	10 hours	45 minutes

TRAINER CRITERA

It is recommended that to deliver this award effectively, trainers should possess:

- Ten days of training experience or have a Train the Trainer qualification.
- A minimum of 3 years of practical experience in the subject area.

SFIA LEVELS

This award provides candidates with the level of knowledge highlighted within the table, enabling them to develop the skills to operate successfully at the levels of responsibility indicated.

LEVEL	LEVELS OF KNOWLEDGE	LEVELS OF SKILLS AND RESPONSIBILITY (SFIA)
K7		Set strategy, inspire and mobilise
K6	Evaluate	Initiate and influence
K5	Synthesise	Ensure and advise
K4	Analyse	Enable
K3	Apply	Apply
K2	Understand	Assist
K1	Remember	Follow

This syllabus supports learning around aspects of CITP standards as follows:

B1

Influences organisation, customers, suppliers, partners and peers on the contribution of their own specialism.

C3

Understands the relationship between their own specialism and the wider customer/organisational requirements.

D7

Demonstrates leadership and facilitates collaboration between stakeholders who have diverse objectives.

B2

Builds appropriate and effective business relationships.

For further information regarding the SFIA Levels
Chartered IT Professional (CITP) | BCS

SFIA*PLUS*

This syllabus has been linked to the SFIA knowledge, skills and behaviours required at level 4 for an individual working in the following subject areas.

KSB24

Working collaboratively with others to achieve a common goal.

KSB19

Understanding the needs, objectives and constraints of those in other disciplines and functions.

KSB13

Understanding the needs of the internal or external customer and keeping these in mind when taking actions or making decisions.

KSD94

Change management methods, models, tools, assessments, and processes to establish and align the major factors involved in organisational change and communicate the key outcomes required for successful individual change.

KSB22

Establishing relationships, contributing to an open culture and maintaining contacts with people from a variety of backgrounds and disciplines. Effective, approachable and sensitive communicator in different communities and cultures. Ability to adapt style and approach to meet the needs of different audiences.

SYLLABUS

SYLLABUS

1. THE SKILLS OF A SUCCESSFUL LEADER (35%) K4

1.1 Demonstrate an understanding of leadership preferences.

Indicative content

a. Choosing different ways to lead.
b. Leadership styles:
    • Autocratic.
    • Authoritative.
    • Pase-Setting.
    • Demographic.
    • Coaching.
    • Affiliative.
    • Laissez-faire.
c. Communication and delegation preferences.
d. Handling conflict.
e. Choosing different ways to lead.
f. Recognising your barriers to success.

Guidance

Candidates should be able to recognise leadership preferences and default behaviours both in themselves and others. These could be identified by how individuals communicate with others and how they respond to challenges or handle conflict. For each of these preferences, candidates should consider the strengths and weaknesses indicated.

1.2 Analyse the suitability and application of different leadership styles.

Indicative content

a. Default leadership styles.
b. The requirement to adapt style to situations and individuals.
c. Recognising team dynamics.
d. Respecting personality and boundaries.

Guidance

The need to select a leadership style for a given team or situation is key to being a successful leader. Recognising team dynamics and showing respect for others is the basis for all leadership styles, and this should be balanced with the need to assert one's authority, drive challenges and achieve objectives.

1.3 **Analyse the suitability and application of different delegation styles.**

Indicative content

a. The purpose of delegation.
   • Development
   • Skill sharing
   • Availability
b. Delegation styles.
   • Formal or informal.
   • Instructing or coaching.
c. Situational Leadership Theory (Hersery-Blanchard)
d. Delegation outside of the normal hierarchy matrix management.

Guidance

Candidates should be able to recognise and choose a delegation style or method appropriate for a given scenario. Often in project work, the standard organisational hierarchy does not apply, and candidates may be required to delegate tasks to others more senior than themselves. Candidates should also consider the motivation and experience of others when delegating and the level of instruction and coaching they may require.

LEADERSHIP STYLES

BY CHOOSING THE RIGHT LEADERSHIP STYLE FOR YOUR TEAM, YOU WILL HAVE THE HIGHEST CHANCE OF GETTING THEM ON BOARD AND PERFORMING AT THEIR TOP LEVEL.

BCS COURSEWARE

1.4 Explain how to develop personal resilience.

Indicative content

a. Strategies to cope with challenges.
    - Communication.
    - Prioritising physical and mental health.
    - Nurturing positive relationships.
    - Setting boundaries.
b. Embracing a growth mindset.
c. The value of rest, recovery and perspective.

Guidance

Personal resilience can be challenging for many individuals, particularly those new to leadership roles experiencing a new level of challenge. Candidates should consider techniques to help cope with change and challenges, often including actions outside the typical workplace. Candidates should explore the need for a growth mindset and how this want for change and progression can help individuals feel comfortable progressing and trying new things.

1.5 Demonstrate actions that show investment in your own development.

Indicative content

a. Continuous personal development.
b. Assessing and reflecting on own performance.
c. Setting personal goals.
d. The impact of the non-work activity on work performance.

Guidance

Investing in continuous personal development activities ensures that individuals and teams learn and grow with their market and customers and helps keep skill sets fresh and relevant. Candidates should consider how typically non-work related activities can translate into successful professional behaviours, such as leading a sports team, volunteering in another sector, parenting/caring, and more.

SYLLABUS

2. BUILD AND SUPPORT TEAMS TO PROVIDE SOLUTIONS (40%) K4

2.1   Explain the need for resilience in a team.

Indicative content

a.   Ability to handle change.
b.   Facing challenges with confidence.
c.   Balance optimism, scepticism and reality.
d.   Reflect on lessons learned.
e.   Encouraging openness, challenge and communication.

Guidance

As explored for the individual in topic 1, candidates should consider the need to build resilience in a team and how to drive that by setting a positive example and encouraging a culture of openness and change. Celebrating the success and reflecting on the challenges of tasks may help teams better cope with difficulty and change.

2.2   Interpret team dynamics.

Indicative content

a.   Belbin's Team Roles.
b.   Individual preferences.
c.   The power of choice.
d.   Identifying skills gaps.
e.   Existing or potential conflict.

Guidance

Teams are comprised of individuals, each with their own unique skill set, experiences and preferences. Candidates should consider tools such as Belbin's Team Roles to identify who exists in a team and where any gaps in skill or behaviours may exist. Understanding who is in a team and how they work together can help avoid conflict and provide a starting point to upskill team members.

2.3 Explain methods for managing change.

Indicative content

a. Using the Kubler Ross Change Curve.
b. Respecting the emotional cycle of change.
c. Coaching through change.
d. Finding and using your champions.

Guidance

Change is inevitable in most organisations and may occur at various levels, with differing levels of impact. Understanding and respecting the individual personalities and preferences within a team can help coach it through the emotional cycle of change and overcome any resistance. Often, assistance can be found for managing change in a team member or other employee who understands and supports the proposed change, who can drive positivity and provide an alternative point of view.

2.4 Analyse the presence of ethics in an organisation.

Indicative content

a. Ethics in design.
   • Human-centric design.
   • Accessibility.
   • Representation.
b. Recruitment practises and access to opportunities.
c. Respect for personal integrity, values and culture.
d. Ethics based legislation.

Guidance

Candidates should consider the actions, processes and level of compliance within an organisation to assess their respect for ethics. The presence of ethical practices may be apparent in the way an organisation handles customer personal information, their approach to recruitment and progression and their priorities in design and development.

2.5 Demonstrate behaviours that drive innovation.

Indicative content

a. Investment in technology.
b. The value of training.
c. Design thinking.
d. Breeding a culture of ideas.
e. 'Skunkworks'

Guidance

Innovation – implementing new ideas or practices – can be driven by culture and specific activities. Candidates should consider how an open culture when all ideas are considered and heard can help drive innovation, including the concept of Skunkworks. The financial and timely investment in training and new technology can support the implementation of new practices.

2.6 Explain how to collaborate with individuals whose expertise is different to your own.

Indicative content

a. Peer coaching and mentoring.
b. Sharing expertise and responsibility.
c. Culture of trust.
d. Recognising the limits of own competence.

Guidance

Candidates should consider the circumstances in which they have to lead an individual with superior knowledge or skills in a particular area. The value of peer coaching and mentoring should be explored, and when to recognise the limits of one's competence and delegate tasks or decisions to more appropriate and better-equipped individuals.

2.7 Analyse the sustainable practices and actions present in an organisation.

Indicative content

a. Green IT
b. Sustainable teams.
   • Human-centric design.
   • Accessibility.
c. Corporate social responsibility.

Guidance

Candidates should explore the presence of sustainable practices within an organisation, including but not limited to their corporate social responsibility approach and actions, their investment in building sustainable teams through training and development and their approach to the Green IT movement.

SYLLABUS

3.EXPLORE THE ROLE OF TECHNOLOGY IN DRIVING CONTINUOUS IMPROVEMENT AND PRODUCTIVITY (25%) K4

3.1 **Explain the use of technology internally and externally to improve productivity.**

Indicative content

a. Using collaboration tools.
   - Virtual meetings.
   - Cloud access.
   - Project management software.
b. Supporting remote and flexible working conditions.
c. Digital ecosystems.
   - Dependencies.
   - Data and applications.
   - Customers, suppliers and partners.
d. Improved accessibility.
e. Formal documenting of actions and decisions.

Guidance

Candidates should explore the use of technology internally and externally and the impact of these tools on organisational success and ways of working. How teams are formed and how they work together, including external customers and other organisations, should be considered, as well as the legal and regulatory implications of completing more activities digitally.

3.2 **Analyse the impact of digital transformation on an organisation.**

Indicative content

a. How digital transformation affects people.
   - New skills and opportunities.
   - Fear of being replaced.
   - Changes in structure and roles.
b. Customer experience.
c. Disruption – positive and negative.
d. Reputation.

Guidance

Digital transformation is at the forefront of many organisations' strategies, and candidates should consider how this changed way of working impacts people, services offered and organisational reputation. Candidates should be aware of how internal teams may feel about digital transformation, including fear of change or being replaced and a need to restructure existing teams.

3.3 **Analyse the potential impact of future technology on an organisation.**

Indicative content

a.   Investment in new and evolving technology.
b.   Potential for partnerships.
c.   Changes in consumer habits.
d.   The ability to respond to change.
   • Structure.
   • Technology.
   • Cost.
   • Product and services.
e.   Legal requirements and compliance.
f.   PESTLE
g.   Job roles.
   • New expertise.
   • Obsolete skill sets.

Guidance

The future of technology – both known and unknown – will impact the way organisations operate. Candidates should consider the impact of change on people, finances, consumer habits and legal requirements, and the potential for new partnerships with other organisations to offer new products and services.

TECHNOLOGY

TECHNOLOGY IS AN ESSENTIAL PART OF RUNNING A BUSINESS. IT CAN HELP WITH CUSTOMER SERVICE, PRODUCTIVITY, AND MUCH MORE.

BCS COURSEWARE

EXAMINATION FORMAT

This award is assessed by completing an invigilated online exam that candidates will only be able to access at the date and time they are registered to attend.

Adjustments and/or additional time can be requested in line with the BCS reasonable adjustments policy for candidates with a disability, or other special considerations including English as a second language.

TYPE

TEN KNOWLEDGE QUESTIONS AND TEN SCENARIO-BASED QUESTIONS

DURATION

45 MINUTES

SUPERVISED

YES

THIS AWARD WILL BE SUPERVISED

OPEN BOOK

NO

(NO MATERIALS CAN BE TAKEN INTO THE EXAMINATION ROOM)

PASSMARK

(70%)

21/30

DELIVERY

DIGITAL FORMAT ONLY

QUESTION WEIGHTING

Each primary subject heading in this syllabus is assigned a percentage weighting. The purpose of this is:

- Guidance on the proportion of content allocated to each topic area of an accredited course.

- Guidance on the proportion of questions in the exam.
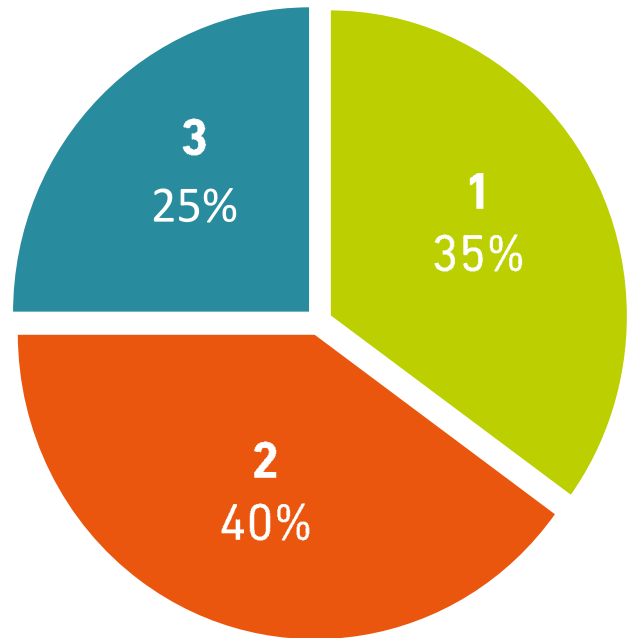
Syllabus Area

1   The skills of a successful leader.

2   Build and support teams to provide solutions.

3   Explore the role of technology in driving continuous improvement and productivity.

Question Type

Multiple choice, Multiple responses, Scenario-based multiple answers.

RECOMMENDED READING

The following titles are suggested reading for anyone undertaking this award.
Candidates should be encouraged to explore other available sources.

TITLE: The Human Touch
AUTHOR: Philippa Thomas, Debra Paul, James Cadle
PUBLISER: BCS
PUBLISHER DATE: *13 Dec 2012*
ISBN: *9781906124915*

TITLE: Business Analysis (4th Edition)
AUTHOR: Debra Paul and James Cadle
PUBLISER: BCS
PUBLISHER DATE: *July 2020*
ISBN: *9781780175102*

TITLE: Information Security and Employee Behaviour
AUTHOR: Angus McIlwraith
PUBLISER: Routledge
PUBLISHER DATE: *August 23, 2021*
ISBN: *9781032055916*
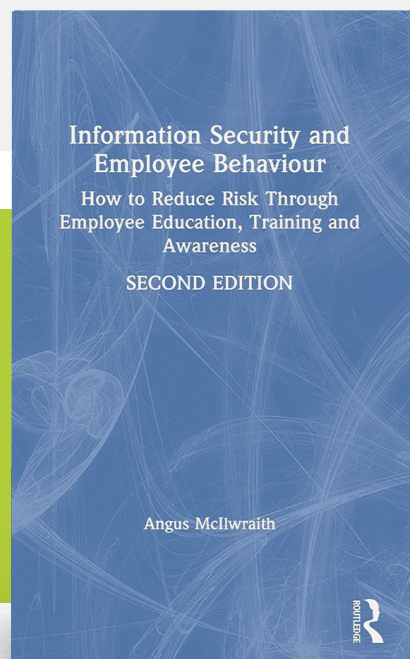
USING BCS BOOKS

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DOCUMENT CHANGE HISTORY

Any changes made to the syllabus shall be clearly documented with a change history log. This shall include the latest version number, date of the amendment and changes made. The purpose is to identify quickly what changes have been made.

VERSION NUMBER	CHANGES MADE
Version 1.0	