**CORPORATE AND ACADEMIC SERVICES**

## MODULE SPECIFICATION

| Part 1:  Basic Data | | | | | | |
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| Module Title | Leading and Managing People | | | | | |
| Module Code | UMOCB7-15-M | | Level | M | Version | 2 |
| Owning Faculty | FBL | | Field | Organisation Studies | | |
| Contributes towards | MSc Leadership and Management pathways; MA Leadership and Media Production Management | | | | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | Module Type | Standard | |
| Pre-requisites | none | | Co- requisites | none | | |
| Excluded Combinations | none | | Module Entry requirements | | | |
| Valid From | September 2001 (revised September 2012) | | Valid to | | | |

| CAP Approval Date | 12 November 2012 |
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| Part 2:  Learning and Teaching | |
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| Learning Outcomes | The module will benefit those who wish to develop their understanding of and skills in leading and managing people. Those who occupy positions of management, as well as those who aspire to such positions, require the knowledge and skills to lead and manage individuals and teams. The module will provide students with opportunities to develop an understanding of theoretical models, skills and frameworks to underpin leadership and management practice. <br><br> On successful completion of this module students will be able to <br><br> **Learning outcomes:** <br><br> On completion of the module participants will be able to: <br><br> 1. Describe, understand and synthesise core concepts of leadership, leaders and managers, power and authority. <br><br> 2. Appreciate the range of theories and approaches to leadership and management <br><br> 3. Explain, critically evaluate and reflect upon the key elements of effective team-based leadership <br><br> 4. Use leadership tools and techniques for performance management and developmental purposes particularly when giving and receiving feedback, diagnosing leadership development needs (in self and others), and learning from experience. <br><br> 5. Diagnose current strengths and development needs as team leaders and as |

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| | learners<br><br>6. Develop skills as reflective practitioners of leadership and management |
| Syllabus Outline | • The historical development of leadership and management theory<br><br>• Current team-based leadership theory<br><br>• Core concepts: leadership, leaders and managers, power and authority<br><br>• Theories of personal and organisational learning<br><br>• Effective team leadership - communication, problem-solving, decision-making, and interpersonal relationships<br><br>• Leadership tools and techniques (including those for feedback, learning, and needs identification)<br><br>• Current issues in leadership<br><br>• Introduction to qualitative research methods with particular reference to data collection, analysis and dissemination |
| Contact Hours/Scheduled Hours | • Standard Delivery: The course is structured around interactive workshops over 3 days that require a high degree of self-motivated preparation by students. The students will provide the opportunity for relating theory to practice by reflecting on their own experiences within the contexts in which they work. The assignment further provides each student with the opportunity to apply leadership and management concepts within their current or previous organisational context and as part of this to use the various theories and models covered on the module to enable evaluation and support practical recommendations. The reflective element of the assignment further enables students to critically reflect on their own leadership and management practice in relation to the concepts covered on the module. In addition to the face-to-face contact and assignment related support, students can also access the Blackboard site for this module and engage with the resources provided, including slides, further reading, exercises, external links, assessment Wiki.<br>• Distance Learning Delivery: The course will be structured around 12 learning units on the Blackboard site and requires a high degree of self-motivated preparation by students. Each learning unit will provide the opportunity for relating theory to practice by reflecting on their own experiences within the contexts in which they work. These reflections will be partly individual and partly developed further through group interactions on discussion board, Wikis and virtual classroom sessions. The assignment further provides each student with the opportunity to apply leadership and management concepts within their current or previous organisational context and as part of this to use the various theories and models covered on the module to enable evaluation and support practical recommendations. The reflective element of the assignment further enables students to critically reflect on their own leadership and management practice in relation to the concepts covered on the module.<br><br>QAA guidance is available here<br>http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx |
| Teaching and Learning Methods | • A variety of teaching methods will be used including: topic and research related pre-reading; case-studies; theoretical input; outdoor experiential learning; visiting expert speakers; learning logs; instrumentation workshops; mentoring.<br>• Following Kolb's Learning Cycle, students will engage equally in mini-lectures, experimentation through exercises, critical reflection via learning logs and application in their assignments and workplace. Support will be provided throughout by the teaching team through structured and facilitated discussion as |

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| | well as formative and summative assignment feedback. <br> • Students will be required to engage in independent learning through essential reading and assignment preparation. The handbook provides a detailed list of essential readings from textbooks and journal articles for each learning unit on the module. |
| Reading Strategy | All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. |
| Indicative Reading List | *The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.* <br><br> Bennis, W (1998), *On Becoming a Leader,* Arrow Business Books <br><br> Marturano A. and Gosling J. (2008) *Leadership: The key concepts,* Routledge New York <br><br> Northouse.P.G. (2007) *Leadership,* Sage London <br><br> Pearce, C. L. and Conger,J. A. (2003) *Shared Leadership*, Sage <br><br> Yukl, G (2006) *Leadership in Organizations,* New Jersey: Prentice Hall |

| Part 3: Assessment | |
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| Assessment Strategy | Summative assessment will require the student to work independently or with others to identify a case study in effective leadership and management, critically evaluate it, and identify how it might have been improved. There must be a selection of appropriate literature and the application of models/theories with examples to illustrate the argument. The structure must be clear and the argument must be clearly stated and coherent. Formative assessment will be carried out throughout the module by setting regular tasks for students that will assess their grasp of the material covered. Tasks will be reviewed as part of the sessions. <br><br> Assessment Criteria (related Learning Outcome in brackets) <br><br> • Well developed understanding of a range of relevant, referenced theories (L.O. 1, 2) <br><br> • Awareness of and reference to a range of literature on leadership and management (L.O. 1, 2) <br><br> • Insightful reflections highlighting key issues in leadership and management practice (L.O. 3, 4, 5. 6) <br><br> • Well developed arguments concerning effective practice with evidence of |

| | critical thinking and well supported evaluations (L.O. 3, 4, 5, 6) |
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| | • Effective written presentation, style, use of language, grammar, structure, and appropriate referencing. |

| Identify final assessment component and element | Component A2 | |
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| | **A:** | **B:** |
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| **% weighting between components A and B** (Standard modules only) | **100%** | **0%** |

| **First Sit** | |
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| **Component A** (controlled conditions)<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
| 1. Assignment: Individual element (1500-3000 words)<br>Case study on leadership and management practice | 50% |
| 2. Assignment: Individual Element (1500 words)<br>Critical reflections on personal learning and leadership practice | 50% |
| **Component B**<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
|    1.  n/a | |

| **Resit (further attendance at taught classes is not required)** | |
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| **Component A**  (controlled conditions)<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
| 1. Assignment: Individual (2500 words)<br>Critical reflections on leadership and management practice | 100% |
| **Component B**<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
|    1.  n/a | |
| If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences. | |