ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Developing Leadership and Management Practice 2					
Module Code	UMODLJ-15-2		Level	2	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No	
Owning Faculty	FBL		Field	Organisation Studies		
Department	BBS: Business and Management		Module Type	Standard		
Contributes towards	BA(Hons) Leadership and Management Practice					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	n/a		
First CAP Approval Date	14 July 2016		Valid from	September 2017		
Revision CAP Approval Date			Revised with effect from			

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to • Create positive working relationships with others through the use of social and emotional intelligence (A,B) • Build rapport & trust with people from different cultures, backgrounds and levels (A,B) • Understand the benefits and challenges of cross-functional working and apply this method of working to deliver positive results (A,B) • Apply influencing and persuading skills to the dynamics and politics of personal interactions. (A) • Use active listening and open questioning to structure conversations and discussions, and to challenge when appropriate. (A,B) • Effectively influence and negotiate, and to have challenging conversations and give constructive feedback. (A,B) • Understand and evaluate different forms of and approaches to leadership development (B) • Identify different coaching and mentoring approaches and recognise how they may help to develop teams and support people (B)
Syllabus Outline	• Social & emotional intelligence • Building rapport & trust • Cross functional working • Dynamics & politics of personal interactions • Conflict management • Challenging conversations • Constructive feedback

	• Networking • Leader-Follower Relationships • Leadership Development • Coaching and Mentoring
Contact Hours	The module will typically be studied on a day release basis, although employer preference may dictate a different delivery pattern. Contact time per module will equate to 3 hours per week over a 12 week teaching block. There is a focus on flipped delivery supported by technology, here the delivery of core theoretical concepts moves from the classroom into the online space and face to face sessions focus on collaborative learning, sense making and sharing of experiences. Post session (face to face) online activities help the student to apply their learning to the context of their organisation and personal and professional development.
Teaching and Learning Methods	This module is centred on students 'learning by doing' and the emphasis is located on problem-posing learning rather than rote teaching The specific teaching and learning methods of this module are grounded in the principles and practice of action learning. The approach will be developmental and students will be expected to make a substantial contribution to the content and conduct of the module. The module is primarily experiential (Kolb, 1984) involving each of the four phase cycle of: active experimentation (testing out management capabilities in real time), concrete experience (implementing the project), reflective observation (facilitated reviews in set meetings), and abstract conceptualisation (engaging with management and organisation theory). Students will work in learning sets where each participant will find creative ways to develop their understandings and practice of management capabilities. These will be negotiated and agreed with the module leader. **Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data

Number of credits for this module				15	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	✓

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:				
Written exam assessment percentage			0%	
Coursework assessment percentage			50%	
Practical exam assessment percentage			50%	
			100%	

Reading Strategy	Core reading There is no set text for this module. Instead will be provided with a study pack of journal articles and book chapters. Students will also be referred to texts that are available electronically, or in the Library. The module guide will also reflect the range of reading to be carried out. Further reading Students will be encouraged to read widely using the library search, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the module handbook and updated annually. Assignment reference lists will reflect the range of reading carried out. Access and skills Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library. Indicative reading list
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. Indicative reading list - Armstrong, M, (2011) *How to be an Even Better Manager: A Complete A-Z of Proven Techniques and Essential Skills* (8th edition). Kogan Page. - Burgoyne, J and Reynolds, M.(eds) (1997) *Management Learning: Integrating Perspectives in Theory and Practice.* Sage. - Gold, J.; Thorpe, R. & Mumford, A. (2010) *Leadership and management development.* London : Chartered Institute of Personnel and Development. - Hayes, J (2002) *Interpersonal Skills and Work.* Routledge - Iszatt-White, M. and Saunders, C. (2014) Leadership. Oxford University Press. - Routledge, C. & Carmichael, J. (2007) *Developing Management Skills.* CIPD. - Pedler, M.; Burgoyne, J. & Boydell, T. (2006) *A Manager's Guide to Self-Development.* (5th edition) McGraw Hill. - Rees, W.D. & Porter, C. (2008) *Skills of Management.* (6th ed.) South-

Western CENGAGE Learning.
- Schedlitzki, D. and Edwards, G (2014) Studying Leadership: Traditional and Critical Approaches, Sage.
- Western, S. (2007) Leadership: A critical text, Sage.
- Whetten, D.A. & Cameron, S. (2006) *Developing Management Skills.* Prentice Hall
- Winstanley, D. (2005*) Personal Effectiveness: A Guide to Action.* CIPD
- Yukl, G. (2010) Leadership in Organizations, Pearce Education.

Part 3: Assessment

Assessment Strategy	Component A: This is an evaluation of leadership development practices in the workplace. Students will be required to identify and evaluate the current leadership development practices in their organisation, including their own. This assessment should be based on their reflection of the applicability of best practices of leadership and management development covered on this module to the specific context of their workplace and their own practice. Component B: Leadership Development Project. Students will be required to design your ideal leadership development programme based on their evaluation of content and methods of leadership and management development discussed on this module. Summative assessment is as described above. Formative feedback is built into the module design and provides opportunities for peer and tutor feedback with regards to developing thinking and approaches to assessment and working with the assessment criteria.

Identify final assessment component and element	Comp A	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**50%**	**50%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Evaluation of Leadership Development Practices in the Workplace (1000 words)	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. Leadership Development Project (1500 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Evaluation of Leadership Development Practices in the Workplace (1000 words)	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. Leadership Development Project (1500 words)	100%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	