



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Leadership				
Module Code	UMOCB6-15-M	Level	M	Version	2.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	FBL	Field	Organisation Studies		
Department	Business and Management	Module Type	Standard		
Contributes towards	MSc Business Management, MSc International Management, MSc Events Management, MSc International Tourism Management				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	NA	
First CAP Approval Date	QMAC September 2010		Valid from	September 2010	
Revision CAP Approval Date	26 March 2015		Revised with effect from	September 2015	

<b>Review Date</b>	<i>September 2016</i>
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of the module students will be able to:</p> <ul style="list-style-type: none"> <li>• apply theories and concepts of leadership that reflects a sensitivity to issues relating to ethics, culture, strategy and governance [A and B]</li> <li>• critique and evaluate theories, models and concepts of leadership based on ethical considerations, culture, strategy and governance [A and B]</li> <li>• adopt multiple perspectives when working with theory and practice and demonstrate an understanding of and sensitivity to cultural differences between people and organisations [A and B]</li> <li>• take a creative and critically reflective and reflexive approach to learning and experience based on leadership and personal development [A]</li> <li>• demonstrate the ability to communicate professionally through clear and well articulated presentation of learning [A and B]</li> </ul> <p>In addition, the educational experience may explore, develop and practise, but not</p>

	formally assess the following abilities: <ul style="list-style-type: none"> <li>• to work with diversity and complexity</li> <li>• to work within a multicultural team environment</li> <li>• to gain insights into career and self-development</li> <li>• to exchange experiences and knowledge</li> </ul>																															
Syllabus Outline	<ul style="list-style-type: none"> <li>• Leadership, management, power and politics</li> <li>• Contemporary leadership theory</li> <li>• Leadership in new forms of organization</li> <li>• Leading and managing change</li> <li>• Leadership for a higher purpose: toxicity, ethics and values</li> <li>• Distributed and Team leadership</li> <li>• Organizational culture and leadership</li> <li>• Diversity and leadership</li> <li>• Leadership and national/ international cultures</li> <li>• Learning Leadership</li> </ul>																															
Contact Hours	<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Direct attendance (12 x 2hrs)</td> <td style="width: 20%; text-align: right;">24 hours</td> <td style="width: 20%;"></td> </tr> <tr> <td>Reading chapters in core text and making notes (6 x 5hrs)</td> <td style="text-align: right;">30 hours</td> <td></td> </tr> <tr> <td>Journal articles (four) on each topic (24 x 2hrs)</td> <td style="text-align: right;">48 hours</td> <td></td> </tr> <tr> <td>Assignment 1 (3 days -3 x 6)</td> <td style="text-align: right;">18 hours</td> <td></td> </tr> <tr> <td>Assignment 2 (3 days - 3 x 6))</td> <td style="text-align: right;">18 hours</td> <td></td> </tr> <tr> <td>Preparation for particular sessions e.g. case studies etc (12 x 1)</td> <td style="text-align: right;">12 hours</td> <td></td> </tr> <tr> <td><b>total</b></td> <td style="text-align: right;"><b>150 hours</b></td> <td></td> </tr> </table>					Direct attendance (12 x 2hrs)	24 hours		Reading chapters in core text and making notes (6 x 5hrs)	30 hours		Journal articles (four) on each topic (24 x 2hrs)	48 hours		Assignment 1 (3 days -3 x 6)	18 hours		Assignment 2 (3 days - 3 x 6))	18 hours		Preparation for particular sessions e.g. case studies etc (12 x 1)	12 hours		<b>total</b>	<b>150 hours</b>							
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Teaching and Learning Methods	<p>The formal sessions provide students with a theoretical foundation concerning the development of thinking and writing on leadership. A particular feature of the module is to explore the leadership literature through the experience of leaders in their organisations and contexts. The sessions also give students opportunities to develop their own leadership skills by, for example, leading a presentation or participating in an experiential exercise. Activities are critically analysed so that abstract concepts and experiences can be explored and synthesized. The assessment is designed to provide an opportunity to reflect on learning and leadership theory and practice. The module is supported by blackboard.</p>																															
Key Information Sets Information	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: left; padding: 5px;"><b>Key Information Set - Module data</b></th> </tr> <tr> <td style="width: 30%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 10%;"></td> </tr> </thead> <tbody> <tr> <td colspan="3" style="padding: 5px;"><i>Number of credits for this module</i></td> <td style="text-align: center; border: 2px solid black; padding: 5px;">15</td> <td></td> </tr> <tr> <td style="padding: 5px;"><b>Hours to be allocated</b></td> <td style="padding: 5px;">Scheduled learning and teaching study hours</td> <td style="padding: 5px;">Independent study hours</td> <td style="padding: 5px;">Placement study hours</td> <td style="padding: 5px;">Allocated Hours</td> <td></td> </tr> <tr> <td style="text-align: center; padding: 5px;">150</td> <td style="text-align: center; padding: 5px;">24</td> <td style="text-align: center; padding: 5px;">126</td> <td style="text-align: center; padding: 5px;">0</td> <td style="text-align: center; padding: 5px;">150</td> <td style="text-align: center; padding: 5px;"></td> </tr> </tbody> </table> <p style="margin-top: 10px;">The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project</p>					<b>Key Information Set - Module data</b>										<i>Number of credits for this module</i>			15		<b>Hours to be allocated</b>	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		150	24	126	0	150	
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**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		100%	
Practical exam assessment percentage		0%	
			100%

**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**

**Essential reading**

Currently the essential reading is:

Schedlitzki, D., and Edwards, G.P. (2014). *Studying Leadership: Traditional and Critical Approaches*. London: Sage

These texts may change from year to year, students should check the module handbook before purchasing

**Further reading**

At the end of each session students will be provided with further readings suggestions and requirements. The lecturer will highlight relevant books, book chapters and articles (referred and practitioner) that relate to the discussion held at that session. Guidance on where to get these resources will also be made clear by the lecturer.

**Indicative Reading List:**

Balkundi P and Kilduff M (2005) The ties that bind: A social network approach to leadership. *Leadership Quarterly*, 16: 941-961.

Bass, B.M., & Riggio, R. (2006). *Transformational leadership: Industry, military, and educational impact, second edition*. Lawrence Erlbaum Associates.

Beerel, A. (2009). *Leadership and Change Management*. London: Sage.

Billsberry, J. (Ed.). (2009). *Discovering Leadership*. New York: Palgrave.

Bolden R (2011) Distributed leadership in organisations: A review of theory and research. *International Journal of Management Reviews*, 13(3): 251-269.

Cunliffe, A.L. and M. Eriksen (2011). 'Relational leadership', *Human Relations*, 64(11),

pp. 1425-1449.

- Edwards, G.P. 2011. Concepts of Community: A Framework for Contextualising Distributed Leadership. *International Journal of Management Reviews*, 13(3): pp. 301-312.
- Edwards, G., Elliott, C., Iszatt-White, M. and Schedlitzki, D. 2013. Critical and alternative approaches to leadership learning and development. *Management Learning*. 44 (1), S.3-10.
- Ford, J. (2010). Studying leadership critically: A psychosocial lens on leadership identities, *Leadership*, Vol. 6(1), pp. 47-65.
- Ford, J., & Harding, N. (2007). Move over management; We are all leaders now. *Management Learning*, 38(5), 475-493.
- Ford, J., Harding, N., and Learmonth, M. (2008). *Leadership as Identity*. New York: Palgrave.
- Gill R. (2006). *Theory and Practice of Leadership*. Sage London.
- Grint, K. (2005). 'Problems, Problems, Problems: The Social Construction of Leadership'. *Human Relations*, 58, 1467-1494.
- Grint, K. (2010). The Sacred in Leadership: Separation. Sacrifice and Silence, *Organizations Studies*, Vol. 31(1), pp. 89-107.
- Jepson D (2009) Studying leadership at cross-country level: A critical analysis. *Leadership*, 5: 61-80.
- Jepson, D. (2010). 'The importance of national language as a level of discourse within individuals' theorising of leadership – a qualitative study on German and English employees', *Leadership*, 6(4), pp. 425-445.
- Kempster, S. and Stewart, J. (2010). Becoming a leader: A co-produced autoethnographic exploration of situated learning of leadership practice, *Management Learning*, Vol. 41 (5).
- Knights, D., & O'Leary, M. (2006). Leadership, Ethics and Responsibility to the Other. *Journal of Business Ethics*, 67(2), 125-137.
- Ladkin D (2008) Leading beautifully: How mastery, congruence and purpose create the aesthetic of embodied leadership practice. *The Leadership Quarterly*, 19 (1): 31–41.
- Levay, C. (2010). Charismatic Leadership in resistance to change. *Leadership Quarterly*, 21: 127-143.
- Rowe, W. G. (2001) "Creating Wealth in Organizations: The Role of Strategic Leadership" *Academy of Management Executive*, 15/1:81-94
- Schyns, B., & Meindl, J.R. (2005). *Implicit Leadership: Essays and Explorations*. Information Age Publishing.
- Thorpe, R., Gold, J., and Lawler, J. 2011. Locating distributed leadership. *International Journal of Management Reviews*, 13(3): 239-250.
- Tourish D (2013) *The Dark Side of Transformational Leadership: A Critical Perspective*. Hove, UK: Routledge.
- Tourish D (2014) Leadership, more or less? A processual, communication perspective on the role of agency in leadership theory. *Leadership*, 10: 79-98.

Tsoukas, H., & Chia, R. (2002). On organisational becoming: Rethinking organisational change. *Organisational Science*, Vol. 13 (5), pp. 567-582.

Turnbull, S., Case, P., Edwards, G., Jepson, D. and P. Simpson (2012). *Worldly Leadership*. London: Palgrave

Turnbull James, K., and Collins, J. (2008). *Leadership Perspectives*. New York: Palgrave.

Western S. (2008) *Leadership: A critical text*. Sage London

Zoller, H. M. and Fairhurst, G. T. (2007). 'Resistance leadership: The overlooked potential in critical organization and leadership studies.' *Human Relations*, 60(9): 1331-1360.

Journals

When exploring specific topics you may need to use more focused journals:

The main journals in the subject area are:

- Leadership*
- Leadership and the Humanities*
- Leadership Quarterly*
- Leadership and Organization Development*

Other useful Journals are:

- Advances in Developing Human Resources*
- Human Relations*
- International Journal of Management Reviews*
- Journal of Management Studies*
- Journal of Leadership Studies*
- Journal of Management Development*
- Management Learning*
- Organization Studies*
- Scandinavian Journal of Management*
- The International Journal of Leadership in the Public Services*

**Part 3: Assessment**

Assessment Strategy

**Assessment**

**Component A**

Drawing on experiences during the module develop a critical self-reflection of leadership style, skills and attributes (2000 words)

**Component B**

Conduct an interview of a leader and critically analyse contemporary leadership theory with reference to what you have learned about effective leadership (2000 words)

The module is assessed in two parts. This will consist of a review of a learning log (50% of module mark; 2000 words) and an interview with a leader (50% of module mark; 2000 words or equivalent). Marking criteria relevant to the learning objectives will be used to allocate marks to students.

The objective of this form of assessment strategy is to determine whether students can relate their practice to the concepts and experiences discussed within the module. This is with particular reference to their ongoing leadership development and relating to relevant organisational issues and situations.

Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Supervised project - critical self-reflection of leadership style, skills and attributes (2000 words)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Research interview of a leader (2000 words)	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Supervised project - critical self-reflection of leadership style, skills and attributes (2000 words)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Research interview of a leader (2000 words)	100%	
<p>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.</p>		