



University of the
West of England

MODULE SPECIFICATION

Code: UMOD3K-15-M **Title:** Personal Mastery in Leadership **Version:** 1

Level: M **UWE Credit rating:** 15 credits **ECTS credit rating:** 7.5

Module type: Standard

Owning Faculty: FBL **Field:** Organisation Studies

Faculty Committee Approval: QMAC **Date:** July 2011

Valid from: 1 September 2011 **Discontinued from:**

Contributes towards: MSc Coaching & Mentoring, PG Certificate Coaching and Mentoring,
PG Diploma Coaching and Mentoring

Pre-requisites: None

Co-requisites: None

Excluded Combinations: None

Aim of the module:

This module is designed to explore and facilitate students' critical self-knowledge and the contribution their own well-being (physical and emotional) makes to effective leadership of self and others. The complexity of contemporary working environments places new demands on those working in them and the module will consider how personal characteristics such as resilience, courage, personal integrity, consistency, self-awareness and inter-personal communication skills can support the development of self and others in these contexts.

Learning outcomes:

On successful completion of this module students will be able to:

1. Develop a critical understanding of the theory and practice of self-leadership and its relevance for a range of professional and managerial roles. (Element 2)
2. Advance a critical understanding of learning processes and the underpinning theory (Element 2)
3. Gain a critical appreciation of the dynamics of complex networks and patterns of relationship in contemporary organisations (Element 1 and 2)
4. Demonstrate deep insight into effective behaviours through processes of enquiry and reflection and show awareness of how they influence others (Element 2)
5. Critically reflect on their own well-being and its impact on their professional practice (Element 1 and 2)

Syllabus outline

The module is structured around three themes: reflecting on action, acting on reflection; wellness and wellbeing in leadership; and thriving in complexity and uncertainty.

1. **Reflecting on action; acting on reflection:** This topic will explore the dynamics and interplay of action and reflection; approaches to enquiry and learning from experience; and the role of dialogic reasoning in learning.

2. **Wellness and wellbeing in leadership:** This theme looks at what it means to work from a perspective of health or wholeness and its implications for professional practice. Topics will include: a conception of 'wellness'; developing resilience; the role of agency, awareness and association in personal and organisational change; and authentic and ethical leadership.
3. **Thriving in complexity and uncertainty:** This topic recognises the different challenges posed by working with uncertainty and complexity; the implications this has for learning approaches and the need for self-awareness in contemporary organisations; and influential and effective behaviours in this context.

Teaching and learning methods

The approach to teaching and learning is primarily experiential and student-centred, engaging students in practical exercises, personal study, and critical reflection upon the relationship between theory and experience. Readings and theoretical inputs provide students with knowledge and awareness of current thinking on self-leadership. Practical exercises are designed to encourage students to explore and challenge their own perspectives and practice. The assessment is designed to provide an opportunity to reflect critically on the student's own experience of self-leadership and upon the relationship between theory and practice.

Students will be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module; and will be advised by the module tutors on the information and time management skills required to complete the module successfully.

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.

Essential reading

The essential reading will be specified in the module handbook and on Blackboard at the start of the module. This is potentially subject to change at short notice and students should not purchase any text without the guidance of the module leader. Examples of the essential reading for this module may include:

Heron, J. (1992) *Feeling and Personhood* London:Sage

Further reading

Further reading beyond the core text is required on this module to bring a depth and breadth of knowledge and understanding; to explore the topic from different perspectives; and to make clear links between relevant theory and practice. As well as books (see module handbook for indicative reading), the library provides access to a wide range of journals and other electronic resources. Recommended journals include:

Harvard Business Review
Human Relations
Leadership
Management Learning
Organizational Dynamics
Organization Studies

Indicative reading

The list below provides some indicative additional texts. More comprehensive guidance is provided in the module handbook.

Badaracco, J. L. *Leading Quietly: An Unorthodox Guide to Doing the Right Thing* Boston MA: Harvard Business School Press

Egan, G. (2002), *The Skilled Helper*, 8th ed, Albany, Thomson Brooks Cole

Hadot, P. (1995) *Philosophy as a Way of Life* Oxford: Blackwell.

Marshall, J. (1999) 'Living Life as Inquiry' *Systemic Practice and Action Research* 12 (2): 155-171

Meyerson, D. E. (2008) 2nd ed *Rocking the Boat: How to Effect Change Without Making Trouble* Boston MA: Harvard Business Press

Pearson, C. S. (1986) *The Hero Within: Six Archetypes we Live by* New York: HarperOne.

Senge, P. (1990) *The Fifth Discipline* London: Random Century

Vaill, P. B., (1998) *Spirited Leading and Learning: Process Wisdom for a New Age*, San Francisco, Jossey Bass

Assessment

Summative assessment will require the student to enquire into and reflect critically on their personal experience of leadership of self and others, their strengths and development opportunities. This will be an assessment in two parts: a 'storyboard' of their learning on the module (a combination of words and images presented on a single sheet of A1 that summarises the student's learning journey); and a 3,000 word essay which will frame their development needs in the context of relevant theories and models.

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.

Weighting between components A and B (standard modules only) A: 100% B: n/a

ATTEMPT 1

First Assessment Opportunity

Component A

Description of each element

Element weighting

1. Storyboard

25%

2. Essay (3,000 words)

75%

Second Assessment Opportunity (further attendance at taught classes is not required)

Component A

Description of each element

Element weighting

1. Storyboard

25%

2. Essay (3,000 words)

75%

ATTEMPT 2 (OR SUBSEQUENT): Attendance at taught classes is required

Specification confirmed byDate

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(Associate Dean/Programme Director)