

**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Organisational Leadership				
Module Code	UMOD6F-15-3	Level	3	Version	1.1
Owning Faculty	FBL	Field	Organisation Studies		
Contributes towards	BA (Hons) Business and Management; BSc Information Technology				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
First CAP Approval Date	QMAC December 2011		Valid from	September 2012	
Revision CAP Approval Date	20 November 2014		Valid from	September 2014	

<b>Review Date</b>	September 2017
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On completion of the module students will be able to:</p> <ul style="list-style-type: none"> <li>Identify and explain the major theories contained within the traits, situational, behavioural, functional, contingency, transformational and team-based approaches to the study of leadership (A&amp;B)</li> <li>Explain the differences between leading and managing, team leadership and organisational leadership(A&amp;B)</li> <li>Define the concepts of formal and informal leadership, power and authority, and leadership effectiveness (A&amp;B)</li> <li>List key team and organisational leadership skills (A&amp;B)</li> <li>Apply action-centred learning techniques as a team leader (<i>non-assessed</i>)</li> <li>Assess the leadership effectiveness in organisational contexts (A)</li> <li>Analyse empirical data in terms of leadership theories and concepts (A)</li> <li>Critically evaluate the strengths and limitations of specific leadership theories (A&amp;B)</li> <li>Critically discuss the nature and scope of their conceptual and experiential learning about leadership (B)</li> <li>Synthesise and evaluate leadership data from multiple sources (B)</li> <li>Use a learning diary as an aid to learning through reflection</li> </ul>
Syllabus Outline	<p><b>Syllabus outline:</b></p> <ul style="list-style-type: none"> <li>Experiential Learning Cycle</li> <li>Early Leadership Theories,</li> <li>LMX &amp; Contingency Theories,</li> </ul>

	<ul style="list-style-type: none"> <li>• Transformational and Charismatic Leadership Theories,</li> <li>• Distributed Leadership</li> <li>• Ethics and Authenticity in Leadership</li> <li>• Leadership, Gender and Diversity</li> <li>• Culture, Aesthetics and Leadership</li> <li>• Critical Approaches to Leadership</li> <li>• Leadership Development</li> </ul>
Contact Hours/Scheduled Hours	3 hours weekly contact for a 15 credit module delivered over 12 week in a combination of lectures and experiential workshops.
Teaching and Learning Methods	The design and operation of the module is anchored in Kolb's (1984) Experiential Learning Cycle. Pedagogy therefore includes experience-based sessions (e.g. visiting leader inputs), reflective components (e.g. review sessions and learning diaries), conceptual elements (e.g. guided reading, theory inputs), experimentation (e.g. leadership exercises).
Reading Strategy*	Students are encouraged to purchase the core text book and to read selected chapters in preparation for each week. They are further expected to identify all other reading relevant to their chosen topic for themselves. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. It will be expected that assignment bibliographies and reference lists will reflect the range of reading carried out.
Indicative Reading List	<p><b>Module Core Text:</b> Schedlitzki, D. and Edwards, G. (2014) <i>Studying Leadership: Traditional and Critical Approaches</i>, Sage.</p> <p><b>Indicative sources:</b> Gill, R. (2006) <i>Theory and Practice of Leadership</i>, Sage Western, S. (2007) <i>Leadership: A Critical Text</i>, Sage Yukl, G (2010) <i>Leadership in Organizations</i>, 4<sup>th</sup> Edition, London: Pearson Education</p> <p><b>Journals</b> Leadership (Journal) The Leadership Quarterly (Journal) Harvard Business Review (Journal) Emerald Electronic Data-base and Business Source Premier On-line Journals via Bolland Library home page.</p>

Part 3: Assessment			
Assessment Strategy	<p>The assessment strategy has two components: A) which is an individual reflection on the experience of a class based group presentation; and B) Course Work which is a 2000 word essay submitted during the course of the module.</p> <p>Summative assessment is as described above. Formative feedback is built into the module design and provides opportunities for peer and tutor feedback with regard to developing thinking and approaches to assessment and working with the assessment criteria.</p>		
Identify final assessment component and element	<b>Component B</b>		
% weighting between components A and B (Standard modules only)	<b>A:</b>		<b>B:</b>
	<b>30%</b>		<b>70%</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. Reflection on the individual experience of group presentation, supported by a Learning Diary (1500 words)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Project (2500 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. Critical Reflection on Learning Log (1500 words)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Project (2500 words)	100%
If a student is permitted a <b>RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.	