



ACADEMIC SERVICES

MODULE SPECIFICATION


Part 1: Basic Data					
Module Title	Developing Performance in Teams				
Module Code	UMCDBU-30-2	Level	2	Version	3
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	FBL	Field	Business and Management cross Disciplinary		
Department	Business and Management	Module Type	Standard		
Contributes towards	BA Business (Team Entrepreneurship); BA(Hons) Sports Business and Entrepreneurship				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
First CAP Approval Date	5 December 2012		Valid from	September 2013	
Revision CAP Approval Date	31 January 2017		Revised with effect from	September 2017	

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a knowledge and understanding of the theory of approaches to team working and group development (B) • Demonstrate a knowledge and understanding of the theory of high performance teams (B) • Show awareness of the role of diversity in effective teams (B) • Reflect critically on the challenges and benefits of team working to bring added value to customers (A2, B2) • Show insight into internationalisation and cross-cultural working (B1) • Reflect critically on the role of coaching conversations (B) • Demonstrate a capacity for peer and group coaching and giving and receiving constructive feedback (A) • Show competency in critical self-reflection and self-awareness, including personal impact (A) • Communicate ideas and findings clearly (All) • Understand the ethical implications of behaviours and processes within teams (A)
Syllabus Outline	<p>The learning on this module is experiential and enquiry-based; is guided through team coaching (see learning and teaching methods below for fuller explanation); and does not follow a set syllabus. The precise content of the team coaching sessions will be tailored to meet the needs of individual students and their Team Company, with a particular emphasis in this module on providing students with guidance, readings and coaching in the following areas:</p> <ul style="list-style-type: none"> • Giving and receiving constructive feedback and its contribution to learning

	<ul style="list-style-type: none"> • High performance teams • Diversity and difference • Internationalisation and cross-cultural working • Adding customer value through teams and collaborative working • Peer group coaching and coaching conversations • Giving and receiving constructive feedback • 																		
Contact Hours	<p>Formal contact hours with staff will take the form of team coaching sessions, comprising 72 hours over the 27 week learning block (in total there will be 216 hours of team coaching across the 90 credits studied in this learning block). There is an expectation that students will attend all team coaching sessions. In addition, students will have access to support from an 'Assistant Coach' – a recent graduate of a similar programme.</p> <p>Students on the programme will typically spend more time on campus, working in their team companies than would typically be the case for and each team will have its own dedicated space within the 'Team Entrepreneurship' suite. At least one of the Team Coaches will typically be present during normal working hours in the suite.</p> <p>The programme is supported by the Blackboard virtual learning environment and makes extensive use of this technology to support discussion groups, share project reports, etc.</p> <p>Taken together, a student will typically receive 80-88 contact hours on this module.</p>																		
Teaching and Learning Methods	<p>Scheduled learning on this module is based around team coaching sessions, supplemented by coach support and giving and receiving peer feedback. During this learning block there will be two x 3-hour team coaching sessions per week, shared with the other Level 2 modules. Students will also work with the Team Coach and their peers to maintain and develop team working portfolio as projects and the module unfold.</p> <p>Students will undertake peer coaching and learning projects, and will select appropriate texts that support their practice and deepen their learning on these projects. They will be guided in selecting appropriate reading material from the programme reading handbook by the Team Coach and their peers.</p> <p>The study time on this module for a typical student will be:</p> <table border="0" data-bbox="395 1332 813 1608"> <tr><td>Team coaching</td><td>72 hours</td></tr> <tr><td>Team meetings</td><td>18 hours</td></tr> <tr><td>Peer coaching sessions</td><td>40 hours</td></tr> <tr><td>Feedback sessions</td><td>18 hours</td></tr> <tr><td>Reading</td><td>50 hours</td></tr> <tr><td>Learning project</td><td>40 hours</td></tr> <tr><td>Learning contract</td><td>10 hours</td></tr> <tr><td>Reflective logs</td><td>12 hours</td></tr> <tr><td>Assessment</td><td>40 hours</td></tr> </table> <p>Scheduled learning on this module is through participation in team coaching sessions.</p> <p>Independent learning includes hours engaged with essential reading, identifying and approaching potential clients, undertaking peer coaching and feedback sessions and recording learning, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p>	Team coaching	72 hours	Team meetings	18 hours	Peer coaching sessions	40 hours	Feedback sessions	18 hours	Reading	50 hours	Learning project	40 hours	Learning contract	10 hours	Reflective logs	12 hours	Assessment	40 hours
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Key Information Sets Information

Key Information Set - Module data

<i>Number of credits for this module</i>					30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	188	40	300	

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		40%
Practical exam assessment percentage		60%
		100%

Reading Strategy

The reading strategy on this module is designed to encourage students to read relevant and challenging books and refereed journal articles at a point in time when they can apply ideas and concepts learned on peer coaching and learning projects. Readings are selected from the programme reading handbook, supported by readings identified and retrieved independently. In accessing reading materials in this way, the reading strategy aims to support students in making strong connections between theory and its application in practice and in developing their skills in identifying, sifting and selecting information sources.

Students on this module are, therefore, expected to access readings to support their learning and performance in teambuilding activities and on learning projects, and can expect to apply their learning from these materials in the course of their project and/or their reflections on the project. They will be supported in the selection process by their Team Coach and their peers.

On this module, students will be required to read and review materials that are relevant to the topics of working in teams, team development and coaching through guided research undertakings. In addition they will be required to read and review materials that are relevant to their own learning objectives as set within their learning contract.

The programme reading handbook provides an extensive book list across the whole programme. Updated annually to ensure currency, the programme reading handbook is available on Blackboard, as well as in hard copy. It is organised by broad topic area to improve ease of access, whilst still permitting students to select the readings of most relevance to them.

Indicative Reading List	<p>Indicative readings for this module include:</p> <p>Berne, E. (1968) <i>Games People Play: The Psychology of Human Relationships</i></p> <p>Gattrell, C. and Swan, E. (2008) <i>Gender and Diversity in Management: A Concise Introduction</i></p> <p>Hay, J. (2007) <i>Reflective Practice and Supervision for Coaches</i></p> <p>Isaacs, W.R (1999) <i>Dialogue: The Art of Thinking Together</i></p> <p>Kets de Vries, M., Guillen, L., Korotov, K. and Florent-Treacy, E. (2010) <i>The Coaching Kaleidoscope: Insights from the Inside</i></p> <p>Kline, N. (1998) <i>Time to Think</i></p> <p>O' Niell, M.B. (2007) <i>Executive Coaching with Backbone and Heart: A Systems Approach to Engaging Leaders with their Challenges</i></p> <p>Rogers, J. (2008) <i>Coaching Skills: A Handbook</i></p> <p>Starr, J. (2010) <i>The Coaching Manual</i></p> <p>Thornton, C. (2010) <i>Group and Team Coaching</i></p>
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Part 3: Assessment	
Assessment Strategy	<p>In keeping with the learning strategy for the module, the assessment strategy has been developed to encourage students to reflect deeply on their experience and their learning and to make strong connections between theory, ideas and concepts and their application in practice.</p> <p>Summative assessment of practice-led activity will require the student to work with their peers in coaching groups to develop peer coaching skills. Students will also maintain a portfolio capturing their practice within teams – specific requirements for what will be included within the portfolio will be set within the Module Handbook.</p> <p>Summative assessment will also include undertaking a guided research undertaking, whereby they evidence their learning on defined topics relating to working in teams, team development and coaching based on their own research and sources provided by the Module Leader. Students will also be required to evidence their understanding of the topic in an assessed reflective essay which draws on their practical experience and research.</p> <p>As reflective practitioners, students receive formative feedback and assessment throughout the module from, for example, the Team Coach, their peers and, where appropriate and available, clients.</p>

Identify final assessment component and element	Component B2	
% weighting between components A and B (Standard modules only)	A:	B:
	60%	40%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Coaching Logs	25%	
2. Portfolio of Team Working Practice	75%	
Component B Description of each element	Element weighting (as % of component)	
1. Research Undertaking (guided)	25%	
2. Reflection on the subject of developing performance in teams	75%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Coaching Logs	25%	
2. Portfolio of Team Working Practice	75%	
Component B Description of each element	Element weighting (as % of component)	
1. Research Undertaking (guided)	25%	
2. Reflection on the subject of developing performance in teams	75%	
If a student is permitted an RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		

FOR OFFICE USE ONLY

First CAP Approval Date	September 2013			
Revision CAP Approval Date	31 January 2017	Version	3	link to RIA
			4	
			5	