



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Leadership and Managing People				
Module Code	UMODJL-30-M	Level	M	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	FBL	Field	Business and Management		
Department	BBS, Business and Management	Module Type	Standard		
Contributes towards	MSc Innovation and Applied Entrepreneurship				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations		Module Entry requirements	N/A		
First CAP Approval Date	3 <sup>rd</sup> June 2015	Valid from	September 2015		
Revision CAP Approval Date		Revised with effect from			

<b>Review Date</b>	September 2021
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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"> <li>Develop a critical understanding of the theory and practice of self-leadership and its relevance for a range of professional and managerial roles (A2, B)</li> <li>Demonstrate deep insight into effective behaviours and personal development needs through processes of enquiry and reflection and show awareness of how they influence others (All)</li> <li>Demonstrate a critical appreciation of the range of theories and approaches to leadership and management and their implications for leadership practice, fostering the learning and development of leadership capacities in self and others (B)</li> <li>View complex situations from different perspectives and observe and interpret qualitative and conversational patterns (All)</li> <li>Use a range of diagnostics, tools and techniques for developmental purposes (A2)</li> <li>Communicate - with clarity - verbally and in writing, their ideas and findings to a diverse audience (All)</li> <li>Understand the ethical implications and sustainability of practice of business decisions taken (All)</li> </ul>

Syllabus Outline	<p>The learning on this module is experiential and enquiry-based; is guided through coached training sessions (see learning and teaching methods below for fuller explanation); and does not follow a set syllabus. Instead team coaching sessions (“training sessions”) work with experience gained on projects and the learning taken from readings and from reflecting on these projects. As such the precise content will be tailored to meet the needs of individual students, their project teams and the cohort.</p> <p>To meet the learning outcomes, there will be particular emphasis in this module on providing students with guidance, readings and coaching in the following areas:</p> <ul style="list-style-type: none"> <li>• Personal influence</li> <li>• Readings and guided reflections on self-leadership and managing self</li> <li>• Readings and guided reflections on leadership practice</li> <li>• Readings and guided reflections on leading through complexity, networks and patterns of relationship</li> <li>• Coaching, dialogue and constructive conversations</li> <li>• Giving and receiving feedback</li> <li>• Leadership diagnostics, tools and techniques</li> <li>• Well-being and resilience</li> <li>• Diversity and difference</li> <li>• Storyboarding</li> <li>• Leadership across cultures</li> </ul>
Contact Hours	<p>Formal contact hours with staff will take the form of team coaching – or “training” - sessions, comprising 72 hours over the 30 week learning block (in total there will be 144 hours of team coaching across the 60 credits/two modules studied through training sessions). There is an expectation that students will attend all team coaching sessions. In addition, students may have access to support from an ‘Assistant Coach’ who is a recent graduate of a similar programme.</p> <p>Students on the programme will typically spend more time on campus, working in their project team and training cohort than would typically be the case and the programme will have its own dedicated space within the ‘Team Entrepreneurship’ hub. At least one of the Team Coaches will typically be present in the Hub during normal working hours.</p> <p>The programme is supported by the Blackboard and Pebble virtual learning environments 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 contact hours on this module.</p>
Teaching and Learning Methods	<p>The MSc Innovation and Applied Entrepreneurship programme takes an integrative approach to learning and teaching. ‘Classroom’ learning on this module is based around training sessions, supplemented by coach support and giving and receiving peer feedback. During this learning block there will be three x 3 hour team coaching sessions per fortnight, shared with the ‘Innovation and High Performing Teams’ (xx4-30-M) module. Students will also work with the Team Coach and their peers to develop and refine their Learning Contract as projects and the module unfold.</p> <p>After the initial few weeks, 2 of the 3 fortnightly training sessions are led by the students (usually in groups of 2-4) and facilitated/coached by the team coach. The students leading the session will work closely with the team coach to agree and prepare the content of the training session, which will vary according to the needs and priorities of the cohort. Once a fortnight, the training session will typically take the form of a ‘Flash Report’ where students present a progress report and their updated ‘elevator pitch’ to the cohort and the team coach. In being held accountable and receiving regular feedback in this forum, they rapidly develop their presentation and pitching skills and gain new insights into their strengths and development opportunities as entrepreneurs.</p> <p>Students will undertake team meetings, strategy and planning sessions in their</p>

project team, alongside their projects. They will select appropriate texts that support their practice and deepen their learning from these activities. They will be guided in selecting appropriate reading material from the programme reading handbook by the Team Coach and their peers.

The study time on this module for a typical student will be:

Team coaching/training sessions	72 hours
Coaching/mentoring support	5 hours
Team meetings	30 hours
Peer coaching and feedback	18 hours
Project planning	20 hours
Reading	45 hours
Undertaking projects	50 hours
Learning contract/reflective logs	20 hours
Assessment	40 hours

Total 300 hours

**Scheduled learning** on this module includes participation in team coaching sessions and professional workshops

**Independent learning** includes hours engaged with essential reading, identifying and approaching potential clients, peer coaching and feedback sessions, project planning sessions, undertaking projects and recording learning, 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 needs of the cohort.

**Placement learning:** includes client visits, external mentoring, etc.

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.

This is a PG programme and KIS data are provided for guidance.

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	77	205	18	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

	<p>of this module description:</p> <table border="1"> <tr> <td>Total assessment of the module:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td></td> <td></td> <td>0.0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td></td> <td></td> <td>75.0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td></td> <td></td> <td>25.0%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:					Written exam assessment percentage				0.0%	Coursework assessment percentage				75.0%	Practical exam assessment percentage				25.0%					100%
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Reading Strategy	<p>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 to thinking about their leadership and learning journey. 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. They will be supported in the selection process by their Team Coach and their peers.</p> <p>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</p>																									
Indicative Reading List	<p>Indicative texts for this module include:</p> <p>Bolden, R. et al. (2011) <i>Exploring Leadership: Individual, Organizational and Societal Perspectives</i>. Oxford: OUP</p> <p>Caproni, P. (2011) <i>Management Skills for Everyday Life</i>, 3rd ed. Upper Saddle River NJ: Pearson Education</p> <p>Champoux, J.E. (2014) <i>Organisational Behavior: Integrating Individuals, Groups, and Organizations</i>, 5th ed. New York: Routledge</p> <p>Clark, T, Osterwalder, A and Pigneur, Y (2012) <i>Business Model You: A One-Page Method For Reinventing Your Career</i>. John Wiley &amp; Sons.</p> <p>Daft, R. &amp; Marcic D ( 2014) <i>Building Management Skills: An action –first approach</i> Southwest Cengage Learning , UK</p> <p>McCarthy, G. &amp; Milner, J (2013) “Managerial coaching: challenges, opportunities and training” <i>Journal of Management Development</i>, 32 (7): 768 – 79.</p> <p>Schedlitzki, D. and Edwards, G. (2013) <i>Studying Leadership: Traditional &amp; Critical Approaches</i> London: Sage</p> <p>Stacey, R. (2012) <i>Tools and Techniques of Leadership and Management: Meeting the Challenge of Complexity</i>, Abingdon, UK: Routledge.</p>																									

### 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 will require the student to enquire into and reflect critically on their leadership and learning journey on the programme, through a storyboard presentation and the development of their personal ‘leadership and management manifesto’. The manifesto will draw on feedback and diagnostics to identify strengths, personal values and areas for development and will be a creative presentation of their leadership and management</p>
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	<p>aspirations and plan for meeting them.</p> <p>As reflective practitioners, students receive formative feedback and assessment throughout the module from, for example, the Team Coach, peers and, where appropriate and available, clients. Students will be encouraged to seek formative feedback on their storyboard from peers in their peer coaching sessions and diagnostics will be appropriately debriefed.</p>
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Identify final assessment component and element	<b>Component B1</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. Storyboard presentation of leadership learning	50%	
2. Critical reflection on feedback and diagnostics (1,500 words)	50%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Personal leadership and management manifesto (5,000 words or equivalent)	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. Storyboard presentation of leadership learning	50%	
2. Critical reflection on feedback and diagnostics (1,500 words)	50%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Personal leadership and management manifesto (5,000 words or equivalent)	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>		