



Module Specification

Leadership and Managing People

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Part 1: Information

Module title: Leadership and Managing People

Module code: UMODJL-30-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Business & Law

Department: FBL Dept of Business & Management

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Organisation Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: 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.

Outline syllabus: 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:

Personal influence

Readings and guided reflections on self-leadership and managing self

Readings and guided reflections on leadership practice

Readings and guided reflections on leading through complexity, networks and patterns of relationship

Coaching, dialogue and constructive conversations

Giving and receiving feedback

Leadership diagnostics, tools and techniques

Well-being and resilience

Diversity and difference

Storyboarding

Leadership across cultures

Part 3: Teaching and learning methods

Teaching and learning methods: 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.

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.

Students will undertake team meetings, strategy and planning sessions in their 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.

Contact Hours:

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.

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.

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.

Taken together, a student will typically receive 80 contact hours on this module.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Develop a critical understanding of the theory and practice of self-leadership and its relevance for a range of professional and managerial roles

MO2 Demonstrate deep insight into effective behaviours and personal development needs through processes of enquiry and reflection and show awareness of how they influence others

MO3 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

MO4 View complex situations from different perspectives and observe and interpret qualitative and conversational patterns

MO5 Use a range of diagnostics, tools and techniques for developmental purposes

MO6 Communicate - with clarity - verbally and in writing, their ideas and findings to a diverse audience

MO7 Understand the ethical implications and sustainability of practice of business decisions taken

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 205 hours

Placement = 18 hours

Face-to-face learning = 77 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/umodjl-30-m.html) via the following link <https://uwe.rl.talis.com/modules/umodjl-30-m.html>

Part 4: Assessment

Assessment strategy: 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. 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 aspirations and plan for meeting them. 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.

Assessment components:**Set Exercise (First Sit)**

Description: Personal leadership and management manifesto (5,000 words or equivalent)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO6, MO7

Written Assignment (First Sit)

Description: Critical reflection on feedback and diagnostics (1,500 words)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4, MO5, MO6, MO7

Presentation (First Sit)

Description: Storyboard presentation of leadership learning

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2, MO4, MO6, MO7

Set Exercise (Resit)

Description: Personal leadership and management manifesto (5,000 words or equivalent)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO6, MO7

Written Assignment (Resit)

Description: Critical reflection on feedback and diagnostics (1,500 words)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4, MO5, MO6, MO7

Presentation (Resit)

Description: Storyboard presentation of leadership learning

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2, MO4, MO6, MO7

Part 5: Contributes towards

This module contributes towards the following programmes of study: