

# MODULE SPECIFICATION

1. **Title of the module**  
Purposeful Leadership and Management
2. **School or partner institution which will be responsible for management of the module**  
Pearson College London
3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**  
Level 7
4. **The number of credits and the ECTS value which the module represents**  
30 credits (15 ECTS)
5. **Which term(s) the module is to be taught in (or other teaching pattern)**  
Autumn, Spring, Summer
6. **Prerequisite and co-requisite modules**  
None
7. **The programmes of study to which the module contributes**  
MA Business and Management
8. **The intended subject specific learning outcomes.**  
**On successfully completing the module students will be able to:**
  - 8.1) demonstrate a systematic knowledge and critical understanding of principles, concepts, differences, and approaches to contemporary leadership ; (A1)
  - 8.2) Identify and critically evaluate the key qualities of a leader, gain awareness of their own leadership style, and demonstrate ability to understand others' styles and adjust own style in Volatile, Uncertain, Complex and Ambiguous (VUCA) based environment; (A2, B3)
  - 8.3) Reflect self-critically on their own communication effectiveness and plan for improvement within a workplace setting; (D1, D2, D5)
  - 8.4) analyse organisational/team dynamics, approaches to stakeholder management, and how to build engagement through communication, collaboration, and leading by example (C1)
  - 8.5) evaluate team and people management techniques including the ability to build a high performing, diverse, and collaborative culture within a specific organisation (B3, D2, D6)
  - 8.6) demonstrate awareness of decision making for challenging ethical decisions and knowledge of current sustainability challenges facing organisations (C4)

## 9. The intended generic learning outcomes.

**On successfully completing the module students will be able to:**

- 9.1) apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- 9.2) demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level
- 9.3) communicate with intent, purpose and clarity via various mediums to engage different audiences
- 9.4) demonstrate self-reflection and independent learning ability required for continuing professional development
- 9.5) give clear, constructive feedback and direction to others

## 10. A synopsis of the curriculum

### Aims of the module:

Leadership is a personal journey and not necessarily reflective of an individual's position in an organisation. This module will enable learners to personally reflect on their authenticity as a leader and develop techniques to improve their effectiveness as a leader. Linked to this primary aim, the module will require learners to consider the concept of purpose at both an individual and organisational level.

### Overview of syllabus:

The primary objective of this module is to develop a systematic understanding of senior level leadership and management through practical application. The module will focus on personal effectiveness skills as a leader and interpersonal excellence skills as a leader, manager, and team player. Special emphasis will be given to contemporary communication skills, particularly through the use of technology, to help further develop engaging and persuasive style, unique to each student.

A strong theme throughout the module will be self-reflection facilitated by the work-based project and then peer review exercises, in-class presentations and coaching that will provide support to students to get to the next level of their leadership and management ability in the workplace.

The course will be structured around the following topics:

- Purposeful business
- Leadership:
  - Emotional intelligence and authenticity
  - Leadership theory
  - Personal Leadership
  - Developing organisational agility
  - Embracing diversity
  - Strengths based leadership
- Personal effectiveness:
  - Self-awareness: leadership and management styles
  - Engaging communication
  - Personal action plans

- Interpersonal excellence
  - Developing collaborative relationships
  - Senior stakeholder management
  - Organisational politics
  - influencing skills, political awareness, and upwards management
  - Conflict management
- Managing others
  - Performance management
  - Building employee engagement
  - Succession planning
- Ethics and corporate responsibility:
  - Sustainable practice
  - Ethical leadership.

## 11. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

1. K. Blanchard, Spencer Johnson, The New One Minute Manager. HarperThornsons, 2015
2. K. Blanchard, P Zigarmi, D Zigarmi, Leadership and the One Minute Manager. HarperThornsons, 2015
3. T. Pearce, Leading Out Loud: A Guide for Engaging Others in Creating the Future. Jossey Bass, 2013
4. HBR's 10 Must Reads on Leadership. Harvard Business Review, 2011
5. HBR Emotional Intelligence Series: Authentic Leadership. Harvard Business Review, 2017
6. P. Lencioni, The Ideal Team Player: How to Recognize and Cultivate The Three Essential Virtues. Jossey-Bass, 2016

## 12. **Learning and Teaching methods**

This module will be taught by means of interactive seminars, with a work-based project sandwiched in between classes. Taught classes will focus on knowledge application and workplace and peer to peer reflection.

Seminars and background reading will provide:

- 1.) the necessary theoretical knowledge and frameworks; and
- 2.) applying the concepts learned through presentations, group and peer discussions, reflection and feedback sessions.

Independent learning hours will include reading assigned materials, reflection, and preparing for class discussion, preparing individual assignments, and preparing workplace project presentation.

### **Mentored work-based project:**

The work-based project for this module will take place over a minimum of 4 weeks in a workplace setting under regular mentorship from the module tutor.

During this project learners will design and execute a personal leadership strategy where they will be required to undertake a personal journey to improve their leadership effectiveness. Each project will be bespoke to the individual and their chosen organisation but will include the following elements:

- An initial assessment of their leadership style and perception by others
- The design of a plan to lead on a project or initiative within a workplace or external setting
- A personal communications plan
- Reflection of the effectiveness of the plans and their execution, incorporating external feedback where possible.

## Typical course structure

Day	Synchronous format	Blended format	Summary
Phase 1	Interactive seminars	3 hours asynchronous learning Synchronous interactive seminars	Purposeful business Leadership theory
Phase 2	Interactive seminars	Synchronous interactive seminars	Personal effectiveness Interpersonal excellence
Phase 3	Interactive seminars	Synchronous interactive seminars	Managing others Presentation of workplace project Workplace project plan peer review
Phase 4	Interactive seminars and peer discussion / feedback	Synchronous interactive seminars	Peer to peer discussion and reflection on the work-based project Internal politics Developing collaborative relationships
Phase 5	Interactive seminars	4 hours asynchronous learning Synchronous interactive seminars	Ethics and sustainability Reflections and planning next steps
4-6 week Workplace project	Workplace project	Workplace project	Regular scheduled meetings with teacher/coach/mentor/peer during this period.

## Summary of hours

Interactive seminars and peer discussion	35 hours
Independent study and assessment	223 hours
Workplace project	42 hours
Total	300 hours

Module	Total taught hours	Synchronous taught hours under face to face and live online modes	Synchronous : asynchronous taught hours under blended mode
Purposeful Leadership and Management	35 hours	35 hours	28 hours:7 hours

**13. Assessment methods**

**13.1 Main assessment methods**

The assignments aim to help students reflect on how they applied the knowledge learned in the course and create plans for their development as leaders and managers.

This module will be assessed by:

- \* 10 minute in class presentation based on work-based project – 30% of grade
- \*\*3,000 word written organisational stakeholder analysis and personal development plan - 70% of grade

\* Work-based project that the students conduct should result in a 10-minute in-class presentation, which will be evaluated by peers and teacher. A choice will be given to students to either create a leadership speech, engaging a specified audience, or presentation on the project learnings – both centred around interpersonal excellence learning outcomes. Formative evaluation may be offered to the assessor by a workplace mentor or co-worker and may include manager’s evaluation, peer evaluation (via 360degree feedback if in place in organisation), formal review, and other methods that are applicable to learner's workplace.

\*\* Personal development plan:

Written reflection on personal leadership style and a plan to become a better manager and/or leader in the context of a specific organisation.

**13.2 Reassessment methods**

**14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)**

Module learning outcome		8.1	8.2	8.3	8.4	8.5	8.6	9.1	9.2	9.3	9.4	9.5
Learning/ teaching method	Hours allocated											
Independent study	223	x	x	x	x	x	x			x		
Seminars and peer discussion	35	x	x	x	x	x	x					
Work project	42		x	x	x	x		x	x	x	x	x
Assessment method												
Personal development plan		x	x	x	x		x	x		x	x	
Workplace project presentation		x			x	x		x	x	x	x	x

**15. Inclusive module design**

The Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

# MODULE SPECIFICATION

**16. Campus(es) or Centre(s) where module will be delivered:**

Pearson College London and external organisations for work-based projects.

**17. Internationalisation**

By the very nature of the topics included in this module, a theme of internationalisation runs throughout.

**If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.**

**18. Partner College/Validated Institution**

Pearson College London

**19. University School responsible for the programme**

School of Business

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)