

## Liverpool John Moores University

Title: Senior Leadership Development  
Status: Definitive  
Code: **7000LODSL**A (129608)  
Version Start Date: 01-08-2021

Owning School/Faculty: Leadership and Organisational Development  
Teaching School/Faculty: Leadership and Organisational Development

Team	Leader
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**Academic Level:** FHEQ7  
**Credit Value:** 30  
**Total Delivered Hours:** 72  
**Total Learning Hours:** 300  
**Private Study:** 228

### Delivery Options

Course typically offered: Runs Twice - S1 & S2

Component	Contact Hours
Workshop	72

**Grading Basis:** 50 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	Port	Portfolio	100	

### Aims

*To equip students with the conceptual frameworks, learning, skills and confidence to perform successfully as business scholarly practitioners at masters level. This includes an ability to engage with the concepts relevant to a critical examination of the impact of organisational context on leadership and professional learning. The module is designed to give students a critical insight into the nature of scholarly business learning at masters level. It starts by examining what is meant by studying and learning at masters level and goes on to examine the skills and knowledge required to perform successfully at this level as a scholarly business practitioner. The context for this learning is a critical examination of organisational context and its*

*impact on leadership, knowledge, and professional learning. Scholarly business practice is developed through an exploration of the major arguments surrounding the nature of leading and the diverse views on how professionals learn within their occupational contexts. At a time of increasing public debate about the nature of executive behaviour and in particular the area of leadership, it is important to engage with the arguments about the nature of what we do as professionals including the complex social, political, economic and ethical practices which are at the heart of organisations and leadership behaviour. This will be of particular value to students in their professional practice and in their transition into scholarly-practitioners. Highlighting and making explicit the nature of masters level learning in the context of scholarly business practice provides a sound foundation for the MBA. The content and learning processes in this module are intrinsic to the conceptual frameworks and learning approaches underpinning the MBA programme design. Effective leadership is a key contributor to organisational success. It therefore behoves those in leadership positions to fully consider theories and ideas of leadership as well as their own leadership motivations and behaviours. This module starts with a focus on the individual and in developing a critical self understanding as this is the cornerstone of good leadership. To do this students will explore theoretical perspectives of leadership, critically reflect on leadership in their own context and on their own approach to leadership. Part of this process includes developing a comprehensive development plan to improve leadership capabilities and to future-proof for the post MBA landscape. In addition students will consider psychological and behavioural factors that impact on the engagement of others, enhancing their ability to motivate, foster collaboration and communicate with colleagues, teams, and other stakeholders to achieve organisational success.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Work independently as scholarly business practitioners
- 2 Critically engage with literature and published research appropriate to their business contexts
- 3 Critique academic journal articles and produce a critical literature review
- 4 Critically evaluate different leadership perspectives and theories to generate a meaningful depth of understanding of leadership and leadership within their own context.
- 5 Critically analyse a range of approaches used to engage and manage people to achieve organisational outcomes in changing organisational contexts.
- 6 Critically reflect on their own leadership practice using a range of tools to enhance self awareness and interpersonal skills and to identify areas for development that will increase leadership ability and effectiveness.

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

4500 Word Portfolio	1	2	3	4	5	6
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## Outline Syllabus

### *The Significance of Context on Practice:*

*The module content is a critical response to the argument that leadership does not take place in a vacuum, it is not acontextual, not ahistorical, not astructural, not apolitical, not aprocesural. Therefore, a critical response to leadership must include these factors. The core skills outlined will be developed through a consideration of the significance of context on business practice.*

- *Introduction and overview of module. Learning at Masters level and becoming a scholarly practitioner.*
  - *Power and authority in organisations and the significance of context.*
  - *Critical analysis of organisational influences. Reading academic journal articles deliberately and critically, in business contexts.*
  - *Writing a critical annotated reference.*
  - *Models of professional learning including reflective practise, informed reflective practice, the scholarly practitioner.*
  - *The significance of formal organisational structures and cultures on leadership practice. Critical overview of student's organisational structure and culture. Identify tensions between formal and informal structures and cultures.*
  - *Power and influence in business organisations.*
  - *Is there a place for bureaucracy? The learner as a professionalised bureaucrat and significance to leadership practice.*
  - *Writing a critical response to an academic journal article.*
  - *Review of module and preparation for the assessment tasks.*
- Self-concept and the links between identity and leadership behaviour (this may also include values and beliefs leading to professional codes of practice).*
- *Personality and individual differences, Emotional Intelligence and Resilience*
  - *Overview of Leadership Theories (including areas such as Ethical Leadership, Adaptive Leadership, Leadership Styles, Transformational Leadership, Responsible Leadership, Value based Leadership, Sustainable Leadership etc.)*
  - *Self-assessment tools to develop personal insights*
  - *Building engagement and developing high performance teams (Engagement and motivation theories)*
  - *Leader influence and power in managing people*
  - *Building constructive working relationships across teams including understanding, equality and inclusion.*
  - *Managing performance, goal setting and team accountability*
  - *An introduction to coaching and action learning*
  - *Reflective practice and critical reflection*
  - *Future-proofing and professional development planning*

## Learning Activities

Workshops will utilise a flipped classroom environment to maximise engagement and to utilise student expertise in the learning process, action learning techniques to

share and develop leadership learning and skills, tutor input, critique of application of theory to practice and critical reflection.

## Notes

This is a 30 credit stand alone CPD module. Programme code 36705

Programme code. 36705

Intake month(s). September, October, November and January

PSRB accreditation. N/A

Subject benchmark statement(s). N/A

Any other external reference points used to inform programme outcomes. <https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-leader-v1-1>

Mode and duration of study. PT, 1 Semester

Criteria for admission to the programme. Identified Clients

Name of the final award. - CPD Senior Leadership Development

Brief summary of student support arrangements. Students will be supported throughout the programme by the programme leader, programme manager and module leaders. Students will attend block delivery sessions. The students will have access to online materials to support their learning. Students will have the same rights as FT students in terms of grievances and appeals. The details of support will be found on the website and students will be directed to this via the programme guide. The BoS for BUS/LBC 36701 will have oversight of the CPD. The team has experience of engaging students, who are predominantly based in professional practice, in opportunities to share their feedback and to contribute to programme monitoring.

Date at which the programme was written or revised. August 2021

Methods for evaluating and improving the quality and standards of learning. The programme will undergo Continuous Monitoring and Enhancement (CME) following the posting of marks at the end of the module. The programme will be reviewed by the programme lead and programme manager in terms of feedback and subsequent actions.

The programme will have an External Examiner allocated which is the same External Examiner as BUS/LBC 36701 (PT) - PG Dip Business Administration.

This programme complies with the Academic Framework regulations - <https://policies.ljmu.ac.uk/UserHome/Policies/PolicyDisplay.aspx?&id=353&l=1>