

**MODULE SPECIFICATION FORM**

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| Module Title: Developing Skills for Business Leadership | Level: 7 | Credit Value: 15 |
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| Module code: BUS7AC | Cost Centre: GAMG | JACS3 code: N215 |
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| Trimester(s) in which to be offered: 2 | With effect from: Sept 2015 |
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| <b>Office use only:</b><br>To be completed by AQSU: | Date approved: August 2015<br>Date revised: -<br>Version no: 1 |
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| Existing/New: New | Title of module being replaced (if any):<br>BUS740 People and Talent Management<br>BUS738 HRM in Context<br>BUS739 Leading and Managing People |
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| Originating Academic School: Business | Module Leader: Carrie Foster |
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| Module duration (total hours): 150<br>Scheduled learning & teaching hours: 50<br>Independent study hours: 100<br>Placement hours: 0 | Status: core/option/elective Core<br>(identify programme where appropriate): |
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| Programme(s) in which to be offered:<br><br>MA Human Resource Management Programme | Pre-requisites per programme<br>(between levels): |
|--|---|

**Module Aims:** The purpose of this module is to help learners develop a broad range of skills that are necessary in order to pursue a successful career in Human Resource Management, including competence and confidence in your roles as leader, colleague, decision-maker and HR specialist. Sessions covering masters-level study skills also form a part of this module.

### **Intended Learning Outcomes:**

#### **Knowledge and Understanding:**

At the end of this module, students will be able to:

1. Critically evaluate and display their capability to manage self, others and interpersonal relationships effectively within a work or professional context.
2. Analyse and demonstrate essential people management skill-set, lead and influence others, making sound and justifiable decisions and solve problems effectively.
3. Explain and demonstrate skills in interpreting financial information, managing finance resources, enhanced IT proficiency and postgraduate study skills.

#### **Transferable/Key Skills and other attributes:**

Students will be able to;

- Think critically and creatively: analysing, synthesising and critically appraising current and predicted changes in the external environment as they relate to attitudinal, behavioural, and skill requirements including problem solving within the context of the business environment with particular emphasis on the management of people. Thus students will be enabled to evaluate evidence critically, reach conclusions and present findings in order to contribute effectively to the planning, design and implementation of projects
- Communicate effectively: listening using oral and written communication to convey complex ideas and arguments, using a range of media including business reports. Students will learn practical skills associated with people management, such as the ability to integrate evidence from a variety of sources to effect improvement in the management of people.

*This module maps against the CIPD module 7SBL Developing Skills for Business Leadership*

### **Assessment:**

**Assessment 1** – The assessment will require the student to produce a financial report using excel, which interprets financial information and explain and justify how they would allocate a limited HR budget in the circumstances outlined in the case study.

**Assessment 2** – During the Residential weekend the students will be taken through a number of assessment tasks as part of a Leadership Assessment Centre to demonstrate essential people management skills such as leadership, influencing skills, decision making, problem solving and a role play which may be based on performance appraisal, grievance and disciplinary, Mock Tribunal, conflict management, coaching or challenging conversations

**Assessment 3** - The assessment will require the student to produce a Continuous Professional Development Portfolio. The portfolio will include a CPD Plan, CPD Record and Personal Reflection on Learning from both an academic and practitioner perspective.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting | Duration (if exam)      | Word count (or equivalent if appropriate) |
|-------------------|-----------------------------|--------------------|-----------|-------------------------|---|
| 1                 | 3                           | Case Study         | 25%       |                         | 1,500                                     |
| 2                 | 2                           | Practical          | 50%       | Approx. 1 hour in total |   |
| 3                 | 1                           | Portfolio          | 25%       |                         | 1,500                                     |

### **Learning and Teaching Strategies:**

The teaching and learning strategy aims to produce professionals who are not only able to perform effectively in their present roles; but who have developed the skills, insight and confidence to develop a strong sense of self-awareness, successful management practice and to effective leadership

The teaching methods are designed as a blended learning programme, combining tutor moderated or led interactions with digital learning resources, access to self-study resources and networked and collaborative learning among students as part of the regions HR community.

The syllabus for the module will be delivered over a twelve week period (Trimester.) Both Distance Learning and Blended Learning Students will be provided with the same access to study materials through Glyndŵr University's Virtual Learning Environment, Moodle including; Panopto Digital Lectures, Online Subject Guides, Learning Resources, Library Resources, Residential Weekends and either online (Distance Learning Students) or Face-to-Face (Blended Learning Students) tutorials.

To achieve this 'thinking performer' approach the strategy is to focus on enhancing the learners knowledge and their capacity to be reflective on how Business Leadership practices can contribute to the sustainable competitive advantage of an organisation.

Owing to the range of different approaches to work, diverse personality traits, attributes and beliefs that underpin skills proficiency the learners are encouraged to take a collaborative approach to learning with peers from a wide range of backgrounds to enable them to benefit from their varied perspectives.

Therefore teaching and learning involves both the introduction of knowledge, concepts, self-development tools and techniques by the tutor or student but also an evaluation of suitability and limitations of such ideas. These activities are intended to 'stretch' students by encouraging them to seek to develop and improve their skills that are pivotal to success. The range of blended learning practices deployed includes: online digital lectures, tutorials, case studies, discussions, coaching, skills development workshops

In addition, discussions and guided reading to allow for dissemination of knowledge will be explored in a safe environment. Having a variety of ages, skills, experience and background means that the students learn to help themselves and each other, thus enhancing their collaborative and interpersonal skills. Similarly having to voice opinions and put their case helps to develop influencing and decision making skills, as do the assignments.

Students must be able to direct their own learning and develop their own learning strategies, the requirements for this is introduced at the induction and reinforced in all modules.

## **Syllabus outline:**

This module provides students with;

1. An awareness of differing cultural contexts and operating environments.
2. Encouragement to develop a strong sense of self-awareness and of their own strengths and weaknesses as managers and colleagues.
3. Skills development and specifically the development and improvement of a range of definable skills (thinking, decision making, management of financial information, managing budgets, team working and interpersonal skills) that are pivotal to successful management practice, effective leadership, personal effectiveness and credibility in the workplace.
4. Specialised skills development of particular significance to perform effective higher-level people management and providing opportunities for applied learning and continuous professional development.
5. Postgraduate study skills, critical reflection skills and practice from an ethical and professional standpoint.

Indicative module content

1. Managing self, more effectively at work or in another professional context.
2. Managing interpersonal relationships at work more effectively.
3. Making sound and justifiable decisions and solve problems more effectively.
4. Leading and influencing others more effectively.
5. How to interpret financial information and manage financial resources.
6. Demonstrating enhanced IT proficiency.
7. Postgraduate study Skills, developing further skills-based knowledge and understanding, keeping CPD records and building up a skills portfolio and maintaining a reflective learning diary.

## **Bibliography:**

### **Essential**

Watson, G. and Reissner, S. (2014) *Developing Skills for Business Leadership*. (2<sup>nd</sup> Edition) London: CIPD.  
Horn, R. (2009) *The Business Skills Handbook*. London: CIPD

### **Other indicative reading:**

Armstrong, M. (2012) *Armstrong's Handbooks of Management and Leadership: Developing Effective People Skills for Better Leadership and Management* (3<sup>rd</sup> Edition) Kogan Page  
Cameron, S. (2009) *The Business Student's Handbook: Skills for Study and Employment*. (5<sup>th</sup> Edition) London: Prentice Hall.  
Cottrell, S. (2013) *The Study Skills Handbook*. (4th Edition), Basingstoke: Palgrave  
Haigh, J. (2011) *FT Guide to Finance for Non Financial Managers: The Numbers Game and How to Win it*. Financial Times/Prentice Hall  
Lee-Davies, L. (2007) *Developing Work and Study Skills*, London: Thomson Learning  
Owen, J. (2014) *The Leadership Skills Handbook: 50 Essential skills You Need to be a Leader* (3<sup>rd</sup> Edition) Kogan Page  
Sinek, S. (2011) *Start With Why: How Great Leaders Inspire Everyone To Take Action*. Penguin  
Smith, T. (2013) *HR Analytics: The What, Why and How...* CreateSpace Independent Publishing Platform  
Thompson, N. (2009) *People Skills*, (3<sup>rd</sup> Edition), Basingstoke: Palgrave Macmillan

Ulrich, D. and Younger, J. (2012) *HR from the Outside In: Six Competencies for the Future of Human Resources* McGraw-Hill Professional

Watkins, M. D. (2013) *The First 90 Days: Critical Success Strategies for New Leaders at All Levels* Harvard Business School Press

### **Journals**

[Human Resource Management Journal](#)

[International Journal of Human Resource Management](#)

[People Management](#)

[Personnel Review](#)

[Work, Employment and Society](#)

### **Websites**

[www.cipd.co.uk](http://www.cipd.co.uk) - Chartered Institute of Personnel and Development

[www.employmentstudies.co.uk](http://www.employmentstudies.co.uk) - Institute for Employment Studies

[www.ilo.org](http://www.ilo.org) - International Labour Organization

[www.bis.gov.uk](http://www.bis.gov.uk) - Department of Business, Innovation and Skills

[www.ons.gov.uk](http://www.ons.gov.uk) - Office for National Statistics

[www.europa.eu/employment](http://www.europa.eu/employment) - European Union Employment and Social Affairs

[www.managers.org.uk](http://www.managers.org.uk) - Chartered Management Institute

[www.tuc.org.uk](http://www.tuc.org.uk) - Trades Union Congress

[www.independent.co.uk](http://www.independent.co.uk) - Independent newspaper

[www.telegraph.co.uk](http://www.telegraph.co.uk) - Daily Telegraph newspaper

[www.bbc.co.uk/news/](http://www.bbc.co.uk/news/) - BBC News website

[www.cnn.com/BUSINESS](http://www.cnn.com/BUSINESS) - CNN Business News