

MODULE DATA

MODULE TITLE		Coaching and Mentoring and Leadership			
MODULE LEVEL		7			
MODULE CREDIT POINTS		15			
SI MODULE CODE (if known)		44-7E37-00C			
MODULE JACS CODE		N200			
SUBJECT GROUP		Organisational Behaviour & Human Resource Management			
MODULE DELIVERY PATTERN (✓ as applicable or give dates for non-standard delivery) NB "Semester 3" ends on 31 July each year					
LONG (2 semesters)		SHORT (1 semester)		NON-STANDARD DELIVERY✓	
Sem 1 & 2		Sem 1		Start Date	TBC
Sem 2 & 3		Sem 2		End Date	TBC
		Sem 3			
MODULE ASSESSMENT PATTERN (✓ as applicable - also complete Table A, Section 5, below)					
Single Module Mark with Overall Module Pass Mark of 40%					✓
Single Module Mark - Pass/Fail only					
Up to Three Assessment Tasks with Pass Mark of 40% for each Task and Overall Module Pass Mark of 40%					
Up to Three Assessment Tasks - Pass/Fail only					
Other - if choosing "Other" please give further details of assessment pattern in the blank space below. <i>"Other" should be chosen where, for example, a PSRB has specified an overall Module Pass Mark of higher than 40% - if so, give details below and specify higher pass mark. Or, e.g., where PSRB has specified an Individual Task Pass Mark of higher than 40% give details in space below and complete final column in Table A, Section 5)</i>					
Overall Module Pass Mark if other than 40% (subject to approval)					%
MODULE INFORMATION (✓ as applicable - also complete Table A, Section 5)					
Is a timetabled examination required for the assessment of this module?					
Is a timetabled examination required for the reassessment of this module?					
Is the module delivered wholly by Distance Learning (i.e. not timetabled at SHU)					
Are any staff who are responsible for teaching on this module non-SHU employees?					✓
MODULE STATUS (✓ as applicable to status of module in the context of current proposal)					
Unchanged: an existing module, presented as unchanged from previous years					
Modified: an existing module being modified as a result of this validation, e.g.. changes to delivery or assessment pattern, title, credit weighting etc					
New: new module to be approved through current validation process					✓
If status is 'Modified', please give date when modified version is to be available from				Modified Version Available from	
Breakdown of notional study hours by type (Typically requires 10 hours of notional study time for 1 CATS credit)		Tutor-Led (Contact Hours)	Tutor-Directed Study	Self-Directed Study	TOTAL STUDY HOURS for this Module
		21	29	100	150
OTHER COURSES FEATURING THIS MODULE (please list below)					

1 AIM OF THIS MODULE

The aim of the module is to help participants understand how coaching and mentoring can influence, and is influenced by, the study and practice of leadership, within an organisational context.

2 BY ENGAGING SUCCESSFULLY WITH THIS MODULE YOU WILL BE ABLE TO

1. Identify how and when coaching & mentoring can be used in your organisational context.
2. Critically examine the contribution that coaching and mentoring can make to development and implementation of organisational leadership.
3. Employ key concepts in organisational theory such as leadership, followership, culture, power, structure and motivation to explain the potential impact of coaching & mentoring interventions on leaders, managers and other organisational stakeholders.
4. Critically examine the case for coaching & mentoring within your own organisational context or area of application.

3 THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

The content of the module will critically examine how organisational leadership and management practice is affected by coaching and mentoring practices and vice versa. In particular, the ways in which traditional notions of command and control within management and leadership might be affected and what the implications of this might be. This will be done by selective use of organisational theory to examine the crucial areas of impact. The following list gives an indication of the topic areas to be covered in this module:

- Executive Coaching & Mentoring
- Understanding Leadership - implications of C & M
- Trust, Power & Control
- Dominant Discourses in Organisations
- Exploring ROI
- Talent Management & C & M
- Performance Management
- Team Leadership & C & M
- Creating A Coaching/Mentoring Culture
- Critical Evaluation of C & M

4 THESE ARE THE MAIN WAYS YOU WILL BE SUPPORTED IN YOUR LEARNING TO ACHIEVE THESE OUTCOMES

This module will be delivered using a mixture of learning & teaching methods including skills practice, debate, group discussion as well as use of videos, case studies and research examples. As with all C & M teaching on the course, the mode of delivery will rely heavily on helping the learners use and integrate the skills, ideas and approaches with their own organisational experiences. Hence, following the ideas of David Kolb and Malcolm Knowles, learners will be treated as adults who can assimilate learning into their existing experiences and knowledge and who also have a responsibility for and an input into their own learning.

5 THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES

This module will be assessed using a single piece of course work of 4000 words maximum (excluding references and appendices) which will assess all of the learning outcomes against the threshold assessment criteria shown below. Students will be given a choice of essay questions to pick from. They will be expected to apply the learning from the module to critically examine the relationship between coaching and mentoring, and leadership and management practices, drawing appropriate conclusions for future practice.

In order to pass, participants must be able to:

- use appropriate theories of leadership, management, coaching and mentoring, to answer the question set
- use appropriate secondary research data, case studies and examples to answer the question set
- follow academic protocols regarding referencing and acknowledgment of sources
- demonstrate that they understand the implications of their own analysis for future practice

Students will be assessed on:	Pass
Use of appropriate theories to answer question	Satisfactory use of theories to answer question
Use of appropriate examples to answer question set	Satisfactory range & quality of examples used to answer question
Use of appropriate reference & structure processes	Satisfactory structure & referencing used
Understanding of implications of own analysis for own practice	Satisfactory understanding of implications for own practice

TABLE A: ASSESSMENT TASK INFORMATION

ASSESSMENT TASK	% weighting of overall module mark	Duration of task / word count / length of exam	In-module retrieval available?	Individual task pass mark ONLY IF OVER 40%**
Essay	100%	4000 words	No	

6 THIS IS HOW YOU WILL BE GIVEN FEEDBACK ON YOUR PERFORMANCE

Feedback on performance on the module will be given in two ways: formatively and summatively. Formative feedback will be done through peers and tutors through a process of dialogue, aimed at encouraging critical reflexivity on the part of the learner in terms of their own relationship with leaders and leadership. Summative feedback will be given in the form of criterion based feedback against the assessment criteria. This will identify strengths and weaknesses in the written submission and identify how more marks might have been gained. Typically, the feedback will be sent to the student within six weeks of the piece of work being handed in (usually after 4 weeks) assuming they meet the suggested deadlines for submission. Should the learner be unable to submit the piece of work in time for the suggested deadline, then it is possible that this period may be longer than 6 weeks.

7 THESE ARE EXAMPLES OF THE KEY LEARNING RESOURCES YOU WILL USE

Learning resources available include: support from action learning sets (negotiated by individuals where appropriate), peer support from other members of the C & M cohort, pastoral care and support from module tutors and wider course team.

In addition, thousands of books, articles and videos are available through the Adsetts Centre and the LitSearch databases. Key articles and links will be placed on the Course Organisation Site on Blackboard, which include further links to professional bodies like the International Coaching Federation and the European Mentoring & Coaching Council. It is anticipated that the majority of reading and additional study on this module will be done following the completion of the taught part of the module, in relation to completing the assignment, although resources will be available prior to the start of the taught block and some suggested pre-reading will be suggested where appropriate.

FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)	Task No. 1
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MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	Y
Single Referral Package for All Referred Students	N

REVISIONS

Date	Reason
July 2012	Assessment Framework review