

WM9K5-15 Leadership

24/25

Department

WMG

Level

Taught Postgraduate Level

Module leader

Lauren Schrock

Credit value

15

Module duration

4 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

The module is highly participative and will deal with theory, process and practice of the art of personal leadership. Participants will be involved in a structured process of examining their leadership style and effectiveness through critical reflexivity and putting into action their plans for improvement. The theory and process of leadership will be dealt with in as experiential a way as possible. This module will give students an opportunity to embrace cultural transformation and change, be more innovative and agile as well as tap into their inner passion which will be required of every leader in the future!

Module aims

The Leadership module is geared for the innovative leaders of the future who need to combine their technical skills with creative approaches to find solutions for the challenging and exciting times that we find ourselves in. The aim of this module is to equip the participants with the knowledge and confidence to make effective leadership interventions and to be aware of the impact of these interventions in wider organisational settings. A core part of the learning is in modelling and practicing appropriate leadership behaviours.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Critical Reflexivity, Reflective Practice and Feedback,
Action Centred Leadership,
Followership,
Authentic Leadership,
Vision and Values,
Situational Leadership,
Dialogue, Conflict Resolution,
Ethics,
Transformational Leadership,
Creation and Preservation of A Value System
International Leadership perspectives shaped by culture,
The Philosophy of Leadership,
Leadership Representation (Leadership as Art).

Learning outcomes

By the end of the module, students should be able to:

- Identify, interpret, and critically analyse a range of leadership perspectives and theories.
- Evaluate the representation of leadership in their culture and its influence on their personal leadership identity.
- Create a leadership declaration evidencing their authentic practice.
- Demonstrate an enhancement to their personal leadership development through a reflection on their learning in the module.

Indicative reading list

Carroll, Ford and Taylor. (2023). Leadership. Sage.

Northouse, P.G. (2021). Introduction to leadership: Concepts and practice. SAGE.

Western, S. (2019). Leadership: A Critical Text. SAGE Publications Limited.

Bassot, B. (2016) The reflective journal. Macmillan International Higher Education.

Adair, J.E. (2013). Develop your leadership skills (Vol. 11). Kogan Page Publishers.

Bennis, W.G. (2009). On becoming a leader. Basic Books.

Davis, C. J. (Editor) (2017) Servant Leadership and Followership. Examining the impact on workplace behavior. Palgrave Macmillan.

Goffee, R. and Jones, G. (2019). Why should anyone be led by You? With a new preface by the Authors: What it takes to be an authentic leader. Harvard Business Review Press.

Reynolds, A., Goddard, J., Houlder, D. and Lewis, D., 2019. What Philosophy Can Teach You about Being a Better Leader. Kogan Page Publishers.

International

Students are encouraged to share their experiences of leadership to provide international perspectives and critiques of the concepts and theories discussed in class. International representations of leadership are also an element of assessment; for instance, students evaluate the representation of leadership within their culture.

Subject specific skills

Self-knowledge, leadership behaviour, reflective practice, influence and persuasion, dialogue, critical evaluation, creative expression, managing change and creating culture, innovative, agile

Transferable skills

Self-awareness, Intercultural awareness, Organisational awareness, Communication, Teamwork, Critical thinking, Ethical values, Sustainability, Problem solving, Information literacy

Study

Study time

Type	Required
Lectures	2 sessions of 1 hour (1%)
Seminars	28 sessions of 1 hour (20%)
Tutorials	(0%)
Online learning (scheduled sessions)	(0%)
Online learning (independent)	15 sessions of 1 hour (11%)
Private study	45 hours (33%)
Assessment	48 hours (35%)
Total	138 hours

Private study description

- Complete pre-work based on previous personal experiences,
- Read academic articles and engage in online discussions in a forum based on this in the form of a 'journal club'
- Apply learning from the aforementioned activities and the module itself to maintain a reflective/reflexive journal over 4 weeks (leading to the submission of the assessments)
- Prepare to give feedback to peers and present the declaration on "Why should anyone be led by me?"
- Prepare to present a leadership story from their culture

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A1

	Weighting	Study time
Reflective essay and Art	60%	40 hours
During the module students will be required to keep an ongoing reflective/reflexive journal. For the assessment, students will produce a written reflection based on this journal to develop how their personal leadership has developed based on their learning in the module. In addition, students will create an art piece representing their leader identity and produce a written discussion of their art piece. Note the art piece will not be assessed per se.		
Leadership declaration	20%	10 hours
Students will record a 3-minute vlog (and provide transcript) in which they declare, "Why should anyone be led by me?" based on their leadership journey. The vlog presentation and transcript will be submitted on Tabula.		
Culture and Leadership	20%	10 hours
Students will explain a leadership story from a culture they identify with. Students will need to analyse how the story compares to concepts/theories of leadership they have learned so far in class, and then evaluate the significance of the story to their leadership identity.		

Feedback on assessment

Students will receive verbal feedback and feedforward from the tutors throughout the module. Students will also receive written feedback and feedforward on their assessments. Assessment marks and feedback-feedforward will be provided via Tabula in line with University guidelines.

Availability

There is currently no information about the courses for which this module is core or optional.