



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

LEVEL 6

ACADEMIC DISCIPLINE OF BIRMINGHAM AND LONDON CAMPUS

BA (HONS) LEADERSHIP AND MANAGEMENT SKILLS FOR THE WORKPLACE

INSTITUTE OF INNER CITY LEARNING

2023-2024

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INTRODUCTION

This Module Directory includes all the modules for Level 6 within the Institute of Inner City Learning in the academic year 2023-2024.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your Academic Discipline/Institute. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Institute Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

Module Code	BMSW6101
Title	Emergent Leadership Skills for the Workplace
Date	27/08/2019
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To explore the key responsibilities of leadership in the workplace and the critical importance of the objective analysis of personal strengths and limitations.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate personal ability to fulfil key responsibilities of the leadership role within the context of established leadership styles;
- analyse and critically assess strategies for leadership in relation to others;
- plan for the leadership of change of an appropriate level of complexity within the workplace.

INDICATIVE CONTENT

- Introduction to leadership models, theories and styles.
- Key responsibilities of the leadership role.
- Evaluate different leadership styles in the context of own responsibilities.
- Repertoire of leadership styles in different situations and with different people.
- Concept of emotional intelligence and how it applies to the leadership role.
- Importance of understanding one's own strengths and limitations.
- Use and interpretation of techniques to identify characteristics, strengths and limitations.
- Importance of continuous self-development and identifying opportunities to develop oneself in the leadership role.
- Displaying confidence and self-assurance by emphasising personal strengths and showing a readiness to take calculated risks.
- Social awareness in terms of empathy, organisational and 'political' awareness, service to others.
- Relationship management in terms of inspiring others.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%

Independent learning	160	80%
Placement Learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio of written submissions (e.g. a case study based on practical activities (such as interviews or secondary research) or an individual written reflection)	5500 words	100%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	100%
Practical	0%
TOTAL	100%

READING LIST

Module Code	BMSW6101	
Module Title	Emergent Leadership Skills for the Workplace	
Classification	Reading List Entry	Electronic*
Essential	Adair, J. (2013). Develop Your Leadership Skills (2nd ed.,) Creating Success). London: Kogan Page). https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780749467012 (Accessed 24 July 2019)	☒
Essential	Armstrong, M. (2012) Armstrong's handbook of management and leadership: developing effective people skills for better leadership and management. (Online) London; Philadelphia: Kogan Page. https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780749478162 (Accessed 24 July 2019)	☒
Further	Adair, J. E. (1989). The Action Centred Leader. Industrial Society.	☐
Further	Bennis, W. (2009) On Becoming a Leader, New York, Basic Books.	☐
Further	Cottrell, S. (2003) The Study Skills Handbook (2nd edition). Hampshire: Palgrave MacMillan.	☐
Further	Mewton, L., Ware, J. & Grantham, C., 2005. A question of leadership: Which skills and competencies will be most critical for leaders as the workplace continues to evolve? Leadership in Action, 24(6), p.14 . https://web-a-ebshost-com.ezproxy.uwtsd.ac.uk/ehost/detail/detail?vid=0&sid=a70d633d-0279-4893-afbd-ec9ae391fd66%40sdc-v-	☒

Module Code	BMSW6101	
Module Title	Emergent Leadership Skills for the Workplace	
Classification	Reading List Entry	Electronic*
	sessmgr01&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=17070452&db=bth (Accessed 24 July 2019)	
Further	Kouzes, J.M. & Posner, B.Z. (2008) The Leadership Challenge: 4th Edition, Jossey-Bass.	☐
Further	Pears, R. & Shields, G. (2011) Cite Them Right. Basingstoke: Palgrave MacMillan.	☐
Further	McKeown, A. & Bates, J., 2013. Emotional intelligent leadership. Library Management, 34(6/7), pp.462–485. https://search-proquest-com.ezproxy.uwtsd.ac.uk/docview/1430545094?accountid=130472&rfr_id=info%3Axri%2Fsid%3Aprimo (Accessed 24 July 2019)	☒
Further	Ziek, P., & Smulowitz, S. (2014). The impact of emergent virtual leadership competencies on team effectiveness. Leadership & Organisation Development Journal, 35 (2), 106-120.	☐

Module Code	BMSW6102
Title	Developing Innovation and Creativity for Business Advantage
Date	27/08/2019
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- to provide students with a clear understanding of the importance of innovation to business development, and the ability to critically review models and characteristics of the innovation process.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- critically reflect on the innovation concept;
- recognise, analyse and apply creative thinking at the individual, team, organisational and industry level;
- critically explore and differentiate between different models of innovation;
- critically assess characteristics of organisational knowledge and organisational knowing.

INDICATIVE CONTENT

- The concept of innovation from an inter-disciplinary perspective, specifically from an individual, group, organisational, intra- and inter-organisational level.
- Closed and open innovation models, including Schumpeterian and post-Schumpeterian views.
- The process of innovation management.
- The role of creativity within the innovation process, including emergent and prospective models of innovation.
- Individuals as innovators, including creativity and personal traits, social interaction, experimentation and play.
- Innovation in groups including the factors that drive group/team innovation, innovation implementation and creativity, and models of team innovation.
- The determinants of organisational innovation and organisational design.
- The seven stage model of new product development and trends in Research and Development.
- The concepts and processes of closed v. open innovation.
- Globally distributed innovation. The importance of organisational knowing, including a review of useful practices v. best practices and the meaning of 'boundary-less' organisations and how these can enhance opportunities for innovation.
- Inter-organisational innovation, including value constellations, drivers, success factors, typologies and implications.
- The impact of increasing costs and complexity of Research and Development.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Individual project plan supported by a reflective presentation	2500 words supported by 15 minutes' presentation	100%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	100%
Practical	0%
TOTAL	100%

READING LIST

Module Code	BMSW6102	
Module Title	Developing Innovation and Creativity for Business Advantage	
Classification	Reading List Entry	Electronic*
Essential	Tidd, J. and Bessant, J. (2009), Managing Innovation: Integrating Technological, Market and Organizational Change, 2nd ed, Chichester: John Wiley.	☐
Essential	Trott, P. (2008), Innovation Management and New Product Development, 4th ed, Harlow: FT Prentice Hall.	☐
Further	Bratnicka. (2015). Relationship Between Leadership Styles and Organizational Creativity. Management and Business Administration. Central Europe, (1(128)), Management and Business Administration. Central Europe / Management and Business Administration. Central Europe, 2015, Issue 1(128).	☐
Further	Brunswicker, S., & Van de Vrande, V. (2014). Exploring Open Innovation in Small and Medium-Sized Enterprises. In New Frontiers in Open Innovation (p. New Frontiers in Open Innovation, Chapter 7). Oxford University Press.	☐
Further	Clegg, B. and Birch, P. (2002). Crash Course in Creativity. London: Kogan Page	☐
Further	Cook, P. (2016). Leading innovation, creativity and enterprise. Industrial and Commercial Training, 48(6), 294-299	☐
Further	Dawson, P., & Andriopoulos, C. (2014). Managing change, creativity & innovation (Second ed.)	☐

Module Code	BMSW6102	
Module Title	Developing Innovation and Creativity for Business Advantage	
Classification	Reading List Entry	Electronic*
Further	Drucker, P. (2007) Innovation and Entrepreneurship: practice and principles. (Online) Amsterdam; London: Butterworth-Heinemann.	☐
Further	Foss, N., & Saebi, T. (2015). Business Model Innovation The Organizational Dimension. Oxford: OUP Oxford	☐
Further	Gryskiewicz, T., Gryskiewicz, S. S., & Taylor, S. (2011). Making Creativity Practical Innovation That Gets Results (J-B CCL (Center for Creative Leadership)). Hoboken: Wiley.	☐
Further	Brown, T., 2016. Leaders Can Turn Creativity into a Competitive Advantage. Harvard Business Review Digital Articles, pp.2–6. https://web-a-ebsscohost-com.ezproxy.uwtsd.ac.uk/ehost/detail/detail?vid=0&sid=a58e711e-3b57-4803-9bef-bbed42767091%40sessionmgr4007&bdata=JnNpdGU9ZWlv c3QtbGl2ZQ%3d%3d#AN=120582131&db=bth (Accessed 24 July 2019)	☒
Further	Proctor, T. (2005). Creative Problem Solving for Managers: Developing Skills for Decision Making and Innovation. 2nd ed. London: Routledge.	☐
Further	O'Reilly, C., 2019. The Three Stages of Disruptive Innovation: Idea Generation, Incubation, and Scaling. California Management Review, 61(3), pp.49–72. https://journals-sagepub-com.ezproxy.uwtsd.ac.uk/doi/full/10.1177/0008125619841878 (Accessed 24 July 2019)	☒
Further	Kremer, Villamor & Aguinis, 2019. Innovation leadership: Best-practice recommendations for promoting employee creativity, voice, and knowledge sharing. Business Horizons, 62(1), pp.65–74. https://www-sciencedirect-com.ezproxy.uwtsd.ac.uk/science/article/pii/S0007681318301459 (Accessed 24 July 2019)	☒
Further	Meutia & Ismail, 2015. THE INFLUENCE OF COMPETITIVE PRESSURE ON INNOVATIVE CREATIVITY. Academy of Strategic Management Journal, 14(2), pp.117–127. https://search-proquest-com.ezproxy.uwtsd.ac.uk/docview/1760495358?accountid=130472&rfr_id=info%3Axi%2Fsid%3Aprim0 (Accessed 24 July 2019)	☒

Module Code	BMSW6103
Title	Leading and Implementing Workplace Change
Date	27/08/2019
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To develop a holistic understanding of the leadership and management of change.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically analyse the relationship between environmental change and organisational capability;
- critically analyse the nature of change and evaluate complex concepts relating to leadership in relation to change management;
- explore contemporary issues and their impact on business management;
- analyse and evaluate the relationship between organisational culture and change.

INDICATIVE CONTENT

- Environmental change and organisational response.
- Nature of the change process.
- Planned and unplanned change.
- Politics of change and conflict resolution.
- Organisational change and culture.
- Organisational change and structure.
- Role of managers as change agents.
- Hard and soft models of change.
- Evaluating change.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Portfolio of work in response to a given case/scenario (which may include: readiness assessment, staff training and development plan, communication plan, evaluation plan, etc.)	5500 words (total)	100%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	0%
Practical	100%
TOTAL	100%

READING LIST

Module Code	BMSW6103	
Module Title	Leading and Implementing Workplace Change	
Classification	Reading List Entry	Electronic*
Essential	Kotter, J.P. Leading Change, (2012), Harvard Business Review Press.	☐
Further	Andriopoulos, C. and Dawson, P. (2009). Managing Change, Creativity and Innovation. Los Angeles: SAGE.	☐
Further	Anderson, D. (2010). Beyond change management [ebook] how to achieve breakthrough results through conscious change leadership (2nd ed., Jossey-Bass organizational development). San Francisco, Calif.: Chichester: Pfeiffer ; John Wiley [distributor].	☐
Further	Bencivenga, J. (2002) John Kotter on Leadership, Management and Change. (Online) School Administrator, v59 n2 p36-49 Feb 2002. https://web-b-ebsscohost-com.ezproxy.uwtsd.ac.uk/ehost/detail/detail?vid=0&sid=6bc36aad-1d95-4d96-b156-c7e69506898a%40pdc-v-sessmgr01&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ%3d%3d#AN=507742732&db=eue (Accessed 24 July 2019)	☒
Further	Cameron, E., & Green, M. (2012). Making sense of change management: A complete guide to the models, tools, and techniques of organizational change (3rd ed.). London ; Philadelphia: Kogan Page	☐
Further	Carnall, & By, Rune Todnem. (2014). Managing change in organizations (Sixth ed.). Harlow: Financial Times Prentice Hall.	☒

Module Code	BMSW6103	
Module Title	Leading and Implementing Workplace Change	
Classification	Reading List Entry	Electronic*
	https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780273736431 (Accessed 24 July 2019)	
Further	Greenfield, A. (2008). The 5 Forces of Change: A Blueprint for Leading Successful Change. Cirencester: Management Books 2000	☐
Further	Doherty, T., Horne, T., & Wootton, S. (2014). Managing Public Services - Implementing Changes A thoughtful approach to the practice of management (2nd ed.). Hoboken: Taylor and Francis.	☐
Further	Forsyth, P. (2012) Managing Change. (Online) London; Philadelphia: Kogan Page https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780749463908 (Accessed 24 July 2019)	☒
Further	Hughes, M. (2006). Change Management: A Critical Perspective. London: Chartered Institute of Personnel and Development.	☐
Further	Kanter, R. M. (1983). The Change Masters: Innovations for Productivity in the American Corporation. New York: Simon and Schuster. Kotter, J. P. and Rathgeber, H. (2006). Our Iceberg Is Melting: Changing and Succeeding Under Any Conditions. London: Macmillan.	☐
Further	Kotter, J. P. (1990). A Force for Change: How Leadership Differs from Management. New York: Free Press.	☐
Further	Orridge, M. (2009). Change Leadership Developing a Change-Adept Organization. Farnham: Ashgate Publishing.	☐
Further	Paton, P. R. A. and McCalman, J. (2008). Change Management: A Guide to Effective Implementation. 3rd ed. Los Angeles: SAGE.	☐
Further	Pettigrew, A. M. and Whipp, R. (1993). Managing Change for Competitive Success. Oxford, OX, UK: B. Blackwell.	☐
Further	Schultz, K. & Hungerford, C., 2016. Managing Change. Journal of College Admission, (232), p.42.	☐
Further	Dawson, P., & Andriopoulos, C. (2014). Managing change, creativity & innovation (Second ed.).	☐

Module Code	BMSW6104
Title	Strategic Management for SMEs
Date	27/08/2019
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To develop a holistic understanding of organisations' strategic direction via their interaction with the internal and external environment.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically appraise an organisation's strategic direction;
- critically analyse the components of an organisation's internal and external environment;
- critically evaluate stakeholder expectations;
- formulate and verify new strategies for sustainable growth.

INDICATIVE CONTENT

- Strategic management in different contexts; Corporate\level strategy and business level strategy.
- Strategic management in practice; to include the strategic position, strategic choices strategy into action and development processes.
- Strategic analysis; to include macro environment analysis using PEST and other frameworks, five forces framework, defining strategic groups and critical success factors.
- Resource, competence and strategic capability. The strategic importance of resources, core competences and organisation capabilities. Using SWOT, and TOWS matrix.
- Stakeholder expectation and organisational purpose; to include the importance of governance stakeholder mapping and ethical issues and their impact on strategic development.
- Business level strategy and different methods of achieving sustainable competitive advantage.
- Corporate level strategy to include product diversity, international diversity, corporate parenting roles and portfolio management.
- Strategic evaluation and selection; to include the various strategic development methods available to organisations (internal, acquisition and alliance).

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio of work (which may include individual written reports, case study assessments, etc.)	5500 words total	100%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	100%
Practical	0%
TOTAL	100%

READING LIST

Module Code	BMSW6104	
Module Title	Strategic Management for SMEs	
Classification	Reading List Entry	Electronic*
Essential	Johnson, G., Angwin, D., Regner, P., Scholes, K., & Whittington, R. (2014). Exploring strategy (Tenth ed.). Harlow: Prentice hall https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9781292006895 (Accessed 24 July 2019)	☒
Further	Aktouf, O., Chennoufi, M., & Holford, W. (2011). 'The strategic management framework: A methodological and epistemological examination. In Competition, Competitive Advantage, and Clusters' (Competition, Competitive Advantage, and Clusters, Chapter 5). Oxford University Press.	☐
Further	Barney, J. B. and Hesterly, W. S. (2012). Strategic Management and Competitive Advantage: Concepts and Cases. 4th ed. Boston: Pearson.	☐
Further	Jones, T., Jones, O., & Tilley, F. (2003). Competitive advantage in SMEs organising for innovation and change. Hoboken, NJ: J. Wiley.	☒

Module Code	BMSW6104	
Module Title	Strategic Management for SMEs	
Classification	Reading List Entry	Electronic*
	https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780470862308 (Accessed 24 July 2019)	
Further	Bowman, C. (1990). The Essence of Strategic Management. New York: Prentice Hall.	☐
Further	Bruce, A. and Langdon, K. (2000). Strategic Thinking. London: Dorling Kindersley.	☐
Further	Culp, M. (2012) Strategic management. (Online) New Delhi : World Technologies https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9788132325833 (Accessed 24 July 2019)	☒
Further	Faulkner, D. O. and Campbell, A. (2003). The Oxford Handbook of Strategy: A Strategy Overview and Competitive Strategy. Oxford: Oxford University Press.	☐
Further	Goodman, M., & Dingli, Sandra M. (2013). 'Creativity and Strategic Innovation Management'. Florence: Taylor and Francis.	☐
Further	Grant, R, M 'Contemporary Strategy Analysis', (2010) Hoboken, NJ , John Wiley & Sons	☐
Further	Johnson, G., Scholes, K. (2010) 'Fundamentals of Strategy', Harlow: FT Prentice Hall.	☐
Further	Lynch, R. (2008) 'Corporate Strategy', London: FT Prentice Hall.	☐
Further	Mintzberg, H., Ahlstrand, B., Lampel, J. (2008) 'Strategy Safari: The Complete Guide Through the Wilds of Strategic Management', London: FT Prentice Hall.	☐
Further	Morden, T. (2016). Principles of Strategic Management (3rd ed., Innovative Business Textbooks). Abingdon: Taylor and Francis.)	☐
Further	Morden, T. (2007) Principles of strategic management. (Online) Aldershot, England; Burlington, VT: Ashgate. http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/ (Accessed 26 November 2013)	☒
Further	Porter, M. E. (2004) 'Competitive Strategy', London: Free Press.	☐
Further	The Academy of Management Journal The Academy of Management Review The Journal of Business Journal of Organizational Behaviour Management Science Management Technology Managerial and Decision Economics MIS Quarterly Operations Research Organization Science The Review of Economics and Statistics Strategic Management Journal	☒

Module Code	BMSW6104	
Module Title	Strategic Management for SMEs	
Classification	Reading List Entry	Electronic*
	Harvard Business Review Marketing Week Campaign	

Module Code	BMSW6105
Title	Coaching & Mentoring Skills for the Workplace
Date	27/08/2019
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To develop understanding of the skills, principles and practice of effective management coaching and mentoring and the benefits they bring to business

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically evaluate the purpose of coaching and mentoring within an organisational context;
- critically analyse the skills, behaviours, attitudes, beliefs and values of an effective coach or mentor;
- apply strategies to effectively coach or mentor at an appropriate level.

INDICATIVE CONTENT

- Introduction to and definitions of coaching and mentoring.
- Differences and overlaps of coaching, mentoring, counselling and training and selecting the most appropriate methodological approach.
- Individual and organisational benefits of coaching and mentoring.
- Costs and benefits of coaching and mentoring.
- Alternative strategies for developing and supporting employees.
- Corporate objectives and the contribution of coaching and mentoring.
- Organisational, operational and individual barriers and strategies to overcome them.
- Knowledge, skills and behaviours of an effective coach and mentor.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Participation in in-class peer coaching exercises supported by an individual written reflection	30 minutes spent in peer coaching exercises supported by 2500 word individual written reflection	100%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	0%
Practical	100%
TOTAL	100%

READING LIST

Module Code	BMSW6105	
Module Title	Coaching & Mentoring Skills for the Workplace	
Classification	Reading List Entry	Electronic*
Essential	Garvey, B., Stokes, P., and Megginson, D., (2018). Coaching and Mentoring: Theory and Practice. London: SAGE.	☐
Essential	Brockbank, A. and McGill, I., (2012). Facilitating reflective learning: Coaching, mentoring and supervision. Kogan Page Publishers.	☐
Further	Cox, E., Bachkirova, T. & Clutterbuck, D., (2014). The complete handbook of coaching 2nd ed., London: Sage.	☐
Further	Clutterbuck, D. (2004) Everyone Needs a Mentor: Fostering talent in your organisation, London: CIPD.	☐
Further	Clutterbuck, D. (2007) Coaching the team at work. (Online) London ; Boston : Nicholas Brealey International.	☐
Further	Connor, M., & Pokora, J. (2012). 'Coaching And Mentoring At Work Developing Effective Practice' (2nd ed.). Maidenhead: McGraw-Hill Education.	☐
Further	DuBrin, A.J., (2005). Coaching and mentoring skills, Upper Saddle River, N.J.: Pearson/Prentice Hall.	☐
Further	Illeris, K. (2011) 'The fundamentals of workplace learning: understanding how people learn in working life'. (Online) Milton Park, Abingdon, Oxon; New York : Routledge. https://www.dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780203836521 (Accessed 24 July 2013)	☒
Further	Watt, L., 2004. Mentoring and Coaching in the Workplace. The Canadian Manager, 29(3), pp.14–16. https://web-a-ebsohost-com.ezproxy.uwtsd.ac.uk/ehost/detail/detail?vid=0&sid=a	☒

Module Code	BMSW6105	
Module Title	Coaching & Mentoring Skills for the Workplace	
Classification	Reading List Entry	Electronic*
	54d08f5-07bc-4ead-879f-77ac508a643e%40sdc-v-sessmgr02&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=14978434&db=bth (Accessed 24 July 2013)	
Further	Megginson, C., & Clutterbuck, D. (2010). 'Further Techniques for Coaching and Mentoring'. Burlington: Taylor and Francis.	☐
Further	Rolfe, A., 2015. COACHING AND MENTORING - WHAT IS THE DIFFERENCE? Training & Development, 42(5), pp.12–13 https://web-a-ebSCOhost-com.ezproxy.uwtsd.ac.uk/ehost/detail/detail?vid=0&sid=81dfbf8a-3c0d-46cc-ac71-2afa2086d588%40sdc-v-sessmgr01&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=110377247&db=bth (Accessed 24 July 2013)	☒
Further	Pears, R. & Shields, G. (2011) Cite Them Right. Basingstoke: Palgrave MacMillan.	☐
Further	Stone, F. (2007). Coaching, Counselling & Mentoring. New York. American Management Association.	☐
Further	Whitworth, L. et al, (2007) Co-active Coaching: New skills for coaching people to success in work and life, London: Davies Black.	☐

Module Code	BMSW6106
Title	Developing Emotional Intelligence Skills for the Workplace
Date	27/08/2019
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To develop students' understanding of the importance of emotional intelligence in the workplace and the relationship between emotional intelligence, effective management communication and business advantage.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- explore concepts of emotional intelligence and its relevance to the workplace;
- understand and apply of models of emotional intelligence and evaluate theorists;
- critically appraise the importance of emotional intelligence and mindfulness in the workplace.

INDICATIVE CONTENT

- Introduction to emotional intelligence and linked concepts, including Mindfulness-Based Approaches.
- The importance of emotional intelligence in the workplace.
- Workplace relationships and organisational culture – the impact of an emotionally intelligent and mindful approach on the development of empathy, improved performance and greater well-being.
- The value or otherwise of emotional intelligence within the context of workforce development and business advantage.
- Definitions of emotional intelligence.
- Emotional intelligence framework.
- Links between what we feel and what we think.
- Why how we feel affects our performance.
- Personal improvement action plan

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Case-study based practical exercise (e.g. poster or presentation) supported by an individual written report	12 minutes per person supported by 3500 word individual written report	100%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	0%
Practical	100%
TOTAL	100%

READING LIST

Module Code	BMSW6106	
Module Title	Developing Emotional Intelligence Skills for the Workplace	
Classification	Reading List Entry	Electronic*
Essential	Goleman, D. (2009) Emotional Intelligence: Why it can matter more than IQ, New York: Bantam House.	☐
Essential	Singh, D. (2006) Emotional intelligence at work : a professional guide. (Online) New Delhi ; Thousand Oaks, Calif : Response Books. https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9788132102779 (Accessed 24 July 2019)	☒
Further	Baksh Baloch, Q, Saleem, M, Zaman, G, & Fida, A 2014, 'The Impact of Emotional Intelligence on Employees' Performance', Journal Of Managerial Sciences, 8, 2, pp. 208-227	☐
Further	Beard, A (2014), 'Mindfulness in the Age of Complexity', Harvard Business Review, 92, 3, pp. 68-73, Business Source Complete, EBSCOhost, viewed 9 July 2016.	☐
Further	Carter, M., Santomauro, J., & Marino, C. (2011). Set for Success Activities for Teaching Emotional, Social and Organizational Skills. London: Jessica Kingsley.	☐

Module Code	BMSW6106	
Module Title	Developing Emotional Intelligence Skills for the Workplace	
Classification	Reading List Entry	Electronic*
Further	Caruso, D.R. & Salovey, P. (2004). The emotionally intelligent manager. San Francisco, CA: Jossey-Bass	☐
Further	Hughes et al., 2009. Handbook for developing emotional and social intelligence best practices, case studies, and strategies, San Francisco: Pfeiffer. https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780470449165 (Accessed 24 July 2019)	☒
Further	Chaskalson, M. (2011) The Mindful Workplace: Developing Resilient Individuals and Resonant Organisations with MBSR, Chichester: Wiley-Blackwell.	☐
Further	Chemiss, C and Goleman D. (2001) The emotionally intelligent workplace. San Francisco: Jossey-Bass.	☐
Further	Farh, C, Myeong-Gu, S, & Tesluk, P. ((2012), 'Emotional Intelligence, Teamwork Effectiveness, and Job Performance: The Moderating Role of Job Context', Journal Of Applied Psychology, 97, 4, pp. 890-900	☐
Further	Wall, B., 2007. Coaching for emotional intelligence the secret to developing the star potential in your employees, New York: Amacom. https://web-a-ebSCOhost-com.ezproxy.uwtsd.ac.uk/ehost/results?vid=2&sid=1b72cf-a8-e45e-4c9d-a58f-c4bf88a837e8%40sessionmgr4007&bquery=(JN+%22Coaching+for+Emotional+Intelligence%22)+AND+FT+Y&bdata=JmRiPWJ0aCZ0eXBIPTEmc2VhcmNoTW9kZT1TdGFuZGFyZCZzaXRIPWVob3N0LWxpdmU%3d (Accessed 24 July 2019)	☒
Further	Goleman, D. (1996). Emotional Intelligence: Why It Can Matter More than IQ. London: Bloomsbury.	☐
Further	Goleman, D., Boyzatis, R and McKee, (2004) A. Primal Leadership: Learning to Lead with Emotional Intelligence, Boston: Harvard Business School Press.	☐
Further	Karelaia, N, & Reb, J. (2014), 'Improving Decision Making through Mindfulness', INSEAD Working Papers Collection, 43, pp. 1-37, Business Source Complete, EBSCOhost, viewed 9 July 2016.	☐
Further	Pereira, B. (20150, 'Mindfulness', Professional Manager', pp. 52-55, Business Source Complete, EBSCO host, viewed 18 July 2016.	☐
Further	Pickert, K. (2014), 'The Art of Being Mindful', Time, 183, 4, p. 40, Academic Search Premier, EBSCO host, viewed 18 July 2016.	☐
Further	Segal, J. The Language of Emotional Intelligence: The Five Essential Tools for Building Powerful and Effective Relationships, London: McGraw-Hill, 2008.	☐
Further	Webb, K. (2014), 'How Managers' Emotional Intelligence Impacts Employees' Satisfaction and Commitment: A Structural Equation Model', IUP Journal Of Organizational Behaviour, 13, 2, pp. 7-24, Business Source Complete, EBSCOhost, viewed 22 September 2015	☒