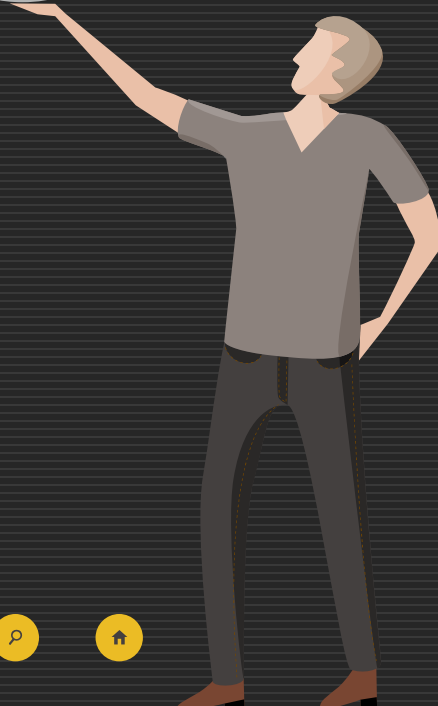




Leadership Development

An Introduction
to
Practicing Emotional Intelligence



Ziping Wang 1900407

Jiaxin Li 1911678

Michelle Wong 1912938





Introduction



Learning Plan



Justification



**Contribution
Summary**



Introduction

Michelle Wong 1912938

BOUNDARY SPANNER LEADERSHIP

According to Jeffrey et al. (2016), Boundary leadership can be defined as 'the capability to establish direction, alignment, and commitment across boundaries in service of a higher vision of goal' (Erns and Yip, 2009; Ernst and Chrobot-Mason,



Emotional Intelligence

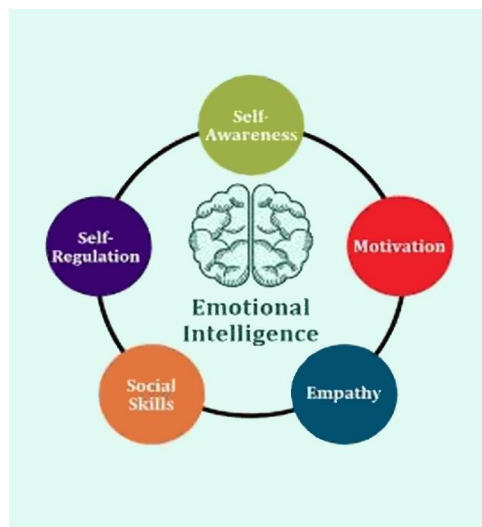
Salovey and Mayer (1990) described emotional intelligence as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action".

According to Center for Creative Leadership, Leadership networking involves developing and utilizing the networks in a way that develops partnerships and establishes connections that support the mission and goals of the company. Networking is of particular importance to anyone interested in becoming a good leader in their organization or industry. One of the most effective resources for career development might be a well-constructed and managed professional network. It is necessary to have excellent communication skills, as well as the ability to handle conflict and preserve relationships over time in order to establish a positive interaction with others (HBS Online, 2019). As an efficient and successful leader, effective and accurate contact serves as an effective learning tool as well as creating a better relationship with employees. Effective and credible communicators must be efficient and constructive in order to attain professional results. It is crucial that managers and their teams know how to interact properly, as that will not only help teams effectively achieve their tasks, but also enable organizations to thrive and develop (Lee Froschheiser). McCauley & van Velsor (2004) and Hilier, Day, & Vane (2006) Suggested that dynamic corporate structures need strong coordination. Clark (2013) further analysis and review, improving the adaptive ability of the organization structure to react to uncertainty, includes an emphasis on the constraints of the network in which the organization is situated. The communication network refers to the flow of information within the organization. Information within an entity usually flows into a program, rather than a free flow. Communication networks are normal features of the interaction between individual and entity in which communication

flows inside an institution. This means controlling, managing the flow of knowledge. And articulated. Communication networks are potentially formal or informal (Zink, n.d).

Researchers John Mayer and Peter Salovey (1990), Stated that Emotional Intelligence is described as being able to learn and regulate your own emotions, as well as recognise and influence others in the circle. A handbook written by Gill Hasson, 'Emotional Intelligence: Managing Emotions to Make a Positive Impact on Your Life and Career' cited by Matlock (2018), has found out how emotional intelligence has enabled people at different stages to step up and maintain their performance over time. According to Chowdhury, EI has 5 components which includes 'Self-awareness, Self-regulation, Motivation, Empathy, and Social skills.' (Chowdhury, 2020). The aim of this training is more focused on improving leaders and employees' Social Skills and Empathy.

Figure 1: The Five Elements of Emotional Intelligence



Source: Scott Vinciguerra, Higher Education Leadership Lens, 2017



Learning Plan

Michelle Wong 1912938

AIM & OBJECTIVES



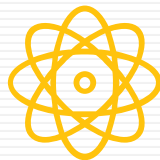
To foster emotional intelligence between leaders and employees by enhancing the ability of the leaders.

AIM/TOPIC

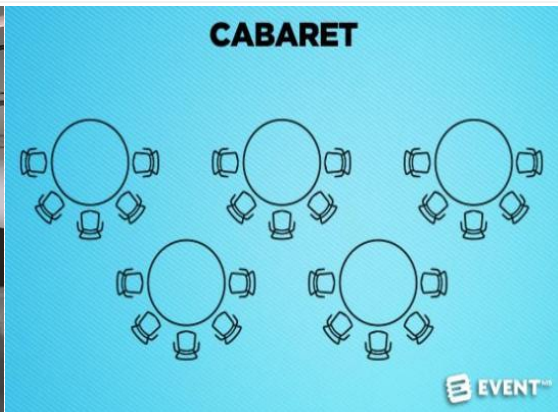
Developing deep network with better communication skills -
Recognising facial expression



To recognise emotions in others, responding to those emotions in order to inspire high performance.



Have the ability to recognise the consequences of behaviour and weigh decisions before action.

TOPIC		INTENDED LEARNERS	
Developing Deep Network		Employers and Employees	
Date	LENGTH of LESSO	NO IN CLASS	
07/06/20	30 Minutes	14	
AIM OF LESSON			
Developing deep network with better communication skills - Recognising facial expression			
LEARNING OBJECTIVES			
◆ To foster emotional intelligence between leaders and employees by enhancing the ability of the leaders to better understand and work with emotions. ◆ To recognize the emotions in others and to respond to those emotions with a proper way. ◆ Have the ability to recognize the consequences of behavior and weigh decisions before action.			
LOCATION & ROMM LAYOUT			
The activity will be held in a medium presentation room in the organizations' building.			
			
Audience are seated around the tables utilizing revolving banqueting chairs. Half tables are often used instead of the cubes. The tables are spread around an area for the stage or show. The seats at the head of the table should be withdrawn in a business environment such that no-one has their back to the action and tables can be positioned to the center. This arrangement is especially helpful for activities including			

presentations or involving group work and facilitating networking (EventMb, 2017).

PREVIOUS KNOWLEDGE

The session assumes some previous knowledge of the five elements of the Emotional Intelligence. Specifically, the learners should be familiar with the other three elements which is Self-awareness, Self-regulation, and Motivation.

HEALTH & SAFETY

There are no known hazards for the learners from completing any of the learning program based activities.

TIMING	INTENTIONALITY	CONTENT & ACTIVITY	RESOURCES
1 min	Welcoming and introducing the topic	Introducing and explaining what is Emotional Intelligence and Communication & Networking	Projector screen, projector and PowerPoint slides
5 min	Ice-breaking	Activity: Truth or Lie This is one more great idea that can be used as a funny, networking game for corporate events. The main condition: event attendees have to tell the group two things about themselves, one of which has to be true, the other a lie. Those who know their teammates the best get the titles of Company Spies.	
15 min	Practice Communication and Networking	Activity: Role Play ◆ Assign them to discuss what are the major communication and network issues happening in the organization. ◆ Form a group of two and give each group a specific role to act. For example, group A is assigned to act as a rude, direct and insulting manager in giving feedback to an employee. While group B will act as an employee who will respond with anger and ignorance to change. ◆ Participants will have to choose who will play the specific roles. ◆ After the act, let the audience objectively points	

		out their opinions of what they have seen and how they think about the scene. ◆ Finally, discuss about the solution of how to solve the problem and how it should be done.	
5 min		Group Discussion	
		Finally, discuss about the solution of how to solve the problem and how it should be done.	
		a. Did this activity help you to know your team members better?	
		b. Did it help explain certain behaviors and actions of co-workers?	
		c. Did this session help clear up some of the misunderstandings between team members?	
3 min	Recap Learning	Recap learning via Kahoot! by asking questions to test all the learning objectives. In this session, Devices that can connect to the internet is needed to access Kahoot!	Screen projector, a projector, Kahoot log-in website. Devices that can connect to the internet is needed for this session to access Kahoot.
1 min	Conclusion Q&A	Closing the session by answering some questions and thank the learners for their participation.	



Justification

Ziping Wang 1900407

LEARNING THEORY



Andragogy Learning Theory

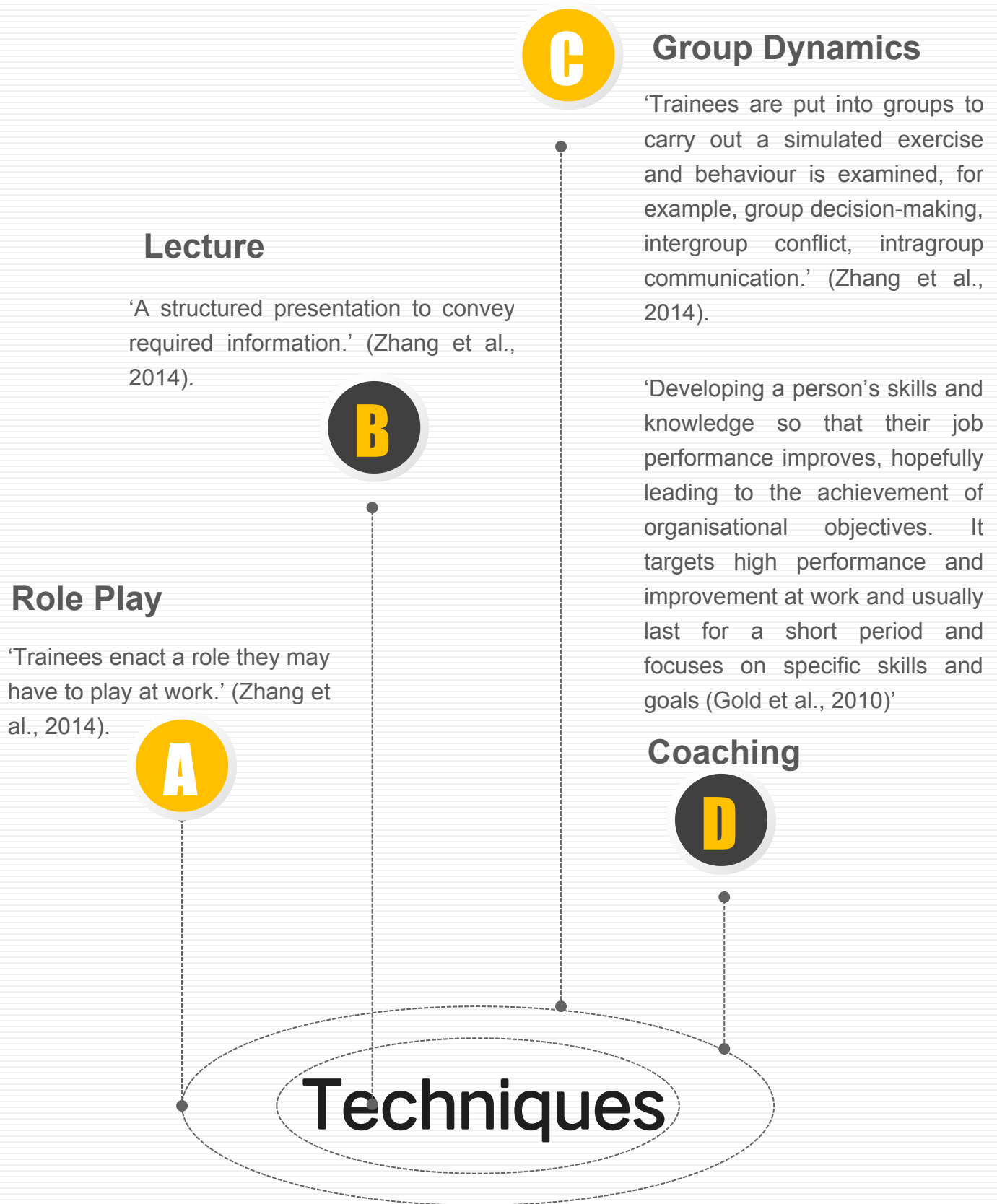
Knowles's theory of andragogy is 'a constructivist approach to learning that involves facilitating adults to draw on their experience and so create new learning based on previous understandings.' (Cox, 2015)



Experiential Learning Theory

'A common usage of the term defines it as a particular form of learning from life experience, often contrasted with lecture and classroom learning.' (Kolb & Kolb, 2017).

Learning Techniques



3.1 Learning Theme

Developing and managing an effective network are essential skills in a complex leadership context. Cullen, Palus and Applaneal (2014) find that leaders could get benefit from a quality network with new knowledge, resources, feedback and information, which support leaders to respond to the turbulent external environment through establishing the connection with agents (Tremblay, 2012; Catherine et al., 2017). Willurn and Cullen (2014) further review and discuss an effective network should be open, diverse and deep, which could help the organisation to form a more comprehensive, innovative and impartial perspective of the issues (Burt, 1992; Cross et al., 2008). Therefore, the focus of the learning programme would be to learn the knowledge of emotional intelligence in terms of empathy so as to support leaders to establish a deep network with others.

According to Rosenberg (2001), 'learning' can be explained as a process whereby self-direct to acquire new knowledge and skills, and it is different from 'training' in which is the lecturer-centred intervention (CIPD, n.d.; Sloman 2005; Zhang et al., 2014). Thus, the expansion of activities in this learning programme will be based on the andragogy learning theory and experiential learning theory.

Andragogy learning theory could help the trainers understand the learning characteristics of the adult learner group so as to better design the appropriate content and learning intervention. The theory still has general applicability even if it can not represent the characteristics of all adult learners (Newton, 1997; Mood, 2004), meanwhile, the target audience of the learning were adults who had already worked for several years with own working experience. Furthermore, the experiential learning theory is also included in this learning programme as a methodology to guide the activities process.

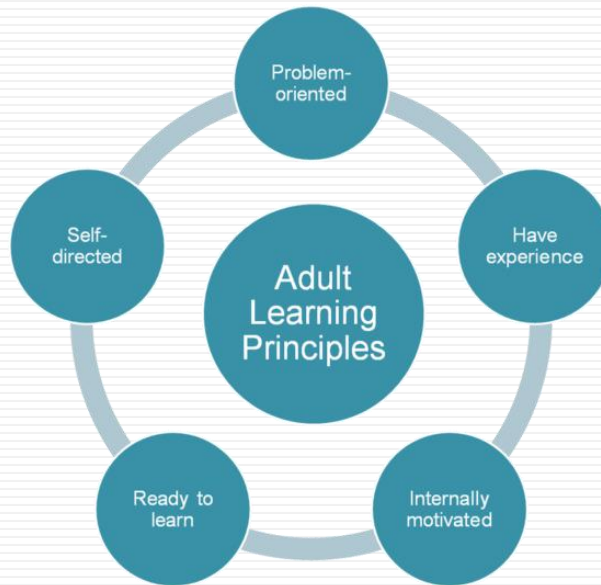
The learning programme will be as learner-centred as possible, which enabling more interaction within the class and engages the active learning of learners. Deslauriers et al. (2019) demonstrate that students would obtain more outcomes in actively class than in a passive lecture environment. In addition, Shackleton (2009) also highlights the significance of 'individual' in learning, that is, people's memory is related to 'personal' meaning, and the learner-centred environment could help students to deepen their experience so that better transfer the knowledge into the real world.

3.2 Andragogy Leadership Theory

The andragogy learning theory was developed by Malcolm Knowles (1980), which embed adult learning theory in andragogy and it has been defined as the 'art and science of helping adults learn'. The heart of andragogy is the person concerned, experience-based, and collaborative relationship (Cook, 2019; Landry-Meyer et al., 2019). Carl Rogers (1994) has developed the theory of facilitative learning. The basic premise of this theory is that learning will occur by the educator acting as a facilitator that is by establishing an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors (Dunn, 2002).

According to Knowles (1980), there are five principles of andragogy learning theory, which also are assumptions adult learners, as shown in figure 2, i.e., 'self-concept/self-directed, have the experience, ready to learn, problem-oriented, internally motivated'.

Figure 2 - Five Principles of Andragogy Learning Theory



Source: Knowles, 1980

‘Problem-oriented’ presents that adults pay more attention to relevance and practicality in the process of learning. Research by Trueman and Harley (1996) find that adult students have better study behaviour than young students since the former is focus ‘deep’ than ‘surface’ learning. Based on this principle, Zhang & Kyriakidou (2014) proposed that the appropriate intervention method should to have ‘need to know’ knowledge than ‘nice to know’, meanwhile, providing clear learning outcome for them. Moreover, andragogy learning theory also indicates adults are motivated by intrinsic rewards, such as achievability, hence, they might be frustrated when their image is not valued (Zigmont et al., 2011; Wallace, 2017).

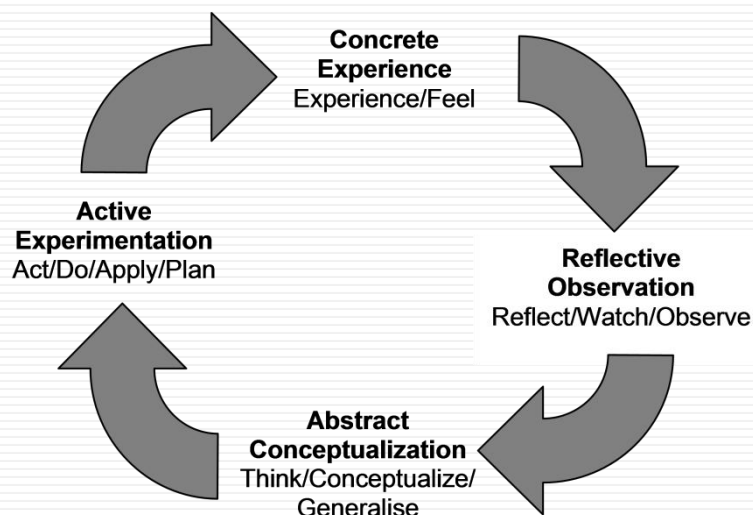
According to the principle of ‘have experienced’, adults have had their own specific experience and behaviour habits over the past decades living, that is the self-cognition in which support them create a connection between old and new concept. Tiedeman & Knowleds (1979) and Valentino report that past experiences also might lead to form stereotypes. And last but not least, increasing diversity in the workplace, as well as pose a significant challenge of learning intervention. Salas et al (2012), Burke & Hutchines (2007), Johnson & Johnson (2010), and KPMG (2013) clarified differences come from individual personality characteristics, generation, and cultural background.

The experiential learning theory could make up for those shortcomings of andragogy learning theory, through establishing comprehensive practice guidance - Kolb's learning cycle to stimulate learners to practice.

3.3 Experiential Learning Theory

Experiential learning theory was created to offer a knowledge base for experiential learning practices, which is 'dynamic, holistic theory of the process of learning from experience' (Kolb & Kolb, 2017; Whalen & Paez, 2019). Many people use the term 'experiential learning' to refer to exercises and games involved in the learning process. There is no clear definition about the experiential learning theory, yet, generally, it is a contrast with lectures and classroom learning (Keeton & Tate, 1978; March, 2010; Bontchev et al., 2018). Figure 3 illustrates Kolb's learning cycle and the base processes.

Figure 3 - Model Experiential Learning



Source: Kolb, 1984

The experiential learning theory from Kolb (1984) assumes that learning process is a

cycle, ‘from concrete experience (acquiring new experience), reflective observations (reviewing and reflecting on learning), abstract conceptualisation (gathering ideas and drawing conclusions from experience) and active experimentation (testing the new knowledge)’ (Zhang & Kyriakidou, 2014).

Experience can be used for reflection and discussion, and then, can be used to provide the foundation for the next task. According to Reynolds & Vince (2007), experiential learning can motivate managers through participation to stimulate their reflection and thing during learning (Stewart and Curton, 2014). Beard & Wilson (2002) also highlight that the experience in the process of experiential learning is special and far from the broad meaning of the experience used earlier, while it is unique since it is intentionally associated with intentional learning behaviour. Besides, experiential learning theory could help learners transfer knowledge into effective outcomes, such as behaviour change (Kirkpatrick, 1996).

The specific learning intervention will be elaborated as follows.

3.4 Learning Techniques

As shown previously, the learning programme are constituted of lecture, coaching, role play and group dynamics.

3.4.1 Lecture

‘The traditional teaching/learning pattern in a large lecture course begins with faculty introducing new material each class, students reviewing the information at a later time, followed by a summative exam to assess student understanding.’ (Moravec, Williams, Aguilar, and O’Dowd, 2010).

The lecture, at the beginning of the learning programme, is mainly used to introduce the definition and necessity/importance of learning topics. More specifically, introducing what is communication and networking in the 21st century, so that enabling learners to relate knowledge to the problems in the real world. Primary, that could support trainer to stimulate the learning motivation of adults (according to andragogy learning theory, adults are problem-orientation) (Kleisch et al., 2017; Walters et al., 2017). Besides, appropriate intervention could help students learning more actively. Research by Deslauriers et al. (2019) demonstrates 70% students state that some intervention at the beginning of learning helps them to be more active in learning, that is to say, the introduction and guidance for active teaching before the learning activities could help students to establish confidence in learning (Frederickson et al., 2005; Halpern, & Tucker, 2015).

3.4.2 Coaching

‘Developing a person’s skills and knowledge so that their job performance improves, hopefully leading to the achievement of organisational objectives. It targets high performance and improvement at work and usually last for a short period and focuses on specific skills and goals.’ (Gold et al., 2010).

The original intention of setting up the coaching is to support the whole learning programme carry out smoothly so as not to get out of the track, and provide guidance to confused learners to get a better understanding about the knowledge while correcting the activity trend at any time. Aksit et al. (2016) point out the limitation of active learning is that less guidance, research by Deslauriers et al (2019) support this notion that students in active learning class complain that ‘the blind can not guide the blind’. while the nature of the coach can ease this issue and not lead to too much speech time during the class.

3.4.3 Role Play

‘Role-play can be defined as a technique using simulated communication scenarios to elicit specific or spontaneous responses.’ (Purvis, 2008).

Role play not only provides learners with the practice environment but also helps to enhance the ‘personal’ meaning of learners in the learning process. Shackleton (2009) reports that the most significant component is the ‘personal’, and people’s memories are very effective in getting rid of all boring things, that is, things without personal meaning. Role play is the experience that learner has experienced personally, it can enhance the ‘personal’ sense of the memory of learning content through the stimulation of personal meaning. Therefore role play as a link in the Kolb’s cycle, it provides an effective approach for the learner to practice.

3.4.4 Group Dynamic

‘Trainees are put into groups to carry out a simulated exercise and behaviour is examined, for example, group decision-making, intergroup conflict, intragroup communication.’ (Zhang et al., 2014).

The target audiences specifically cover both employers and employees in order to create an opportunity for two-way communication, and it can also be seen as informal communication. In the process, both managers and employees are likely to reap the benefits of information that have never been received by both sides, resulting in the more diverse outcome and perspectives that can improve the quality of learning and promote innovation.

Communication and networking issues are not like mathematics, there is a fixed formula to solve. Communication skills need to be practised, corrected, summarised and then practised constantly to find a way that suits the characteristics of the

individual. Moreover, the ice-breaking exercises not only provide students with a forum to familiarize themselves with others, but also allow the student to provide an initial appraisal of themselves at the beginning of the learning, as well as pave the way to recapture the end of the learning in order to evaluate the outcomes, knowing whether the information has been successfully absorbed.

3.5 Assessment and Evaluation of Learning

Assessment of learning is a method for gathering, analysing and utilising data for the purpose of optimising current results. For example, the process of evaluating efficiency, value or significance and offering input on performance and areas of improvement. As opposed to that, evaluation of learning focuses on making a judgment about values of somebody or something, numbers or performance. The assessment is carried out to determine the level of performance of the individual, while the evaluation is carried out to determine the degree to which the objectives are achieved (Surbhi, 2017).

In this activity, we use the Assessment of Learning to measure each participant's knowledge and to create awareness of what the organization should improve to create better communication and networking. During the learning session, there will be questions distributed to all participants to evaluate their level of understanding related to the activity. This allows the instructor a greater sense of people's interests and comprehension, and what learning opportunities are, is often about their talents and their particular characters and abilities. In the activity, formative assessment is used to test and evaluate how participants is learning the contents throughout the session.

Formative assessments are also more flexible than summative assessments (Zook, 2017). Formative assessment is constructive in its purpose because of how it is focused at encouraging development, and is also an important part of learning. It

helps to address individual or group deficiencies by identifying them (Bhasin, 2018). Formative assessment offers educators a glimpse into learner's comprehension of the topics they are being taught at both during the session and person level. Trainers can use fun platforms such as Kahoot, Nearpod, Padlet, and Classkick to give quizzes or tests to evaluate the participants at the end of the activity (George, 2017) In the course of learning, we chose to employ Kahoot. In total, there are six questions related to appraising their learning process.



Summary of Contribution

Ziping Wang 1900407

COOPERATIVE PROCESS



1

Divide the work before we start, each person will be assigned appropriate 2000 words.

2

Discuss the information/ideas that we want to include in the individual' s section

3

Check each others process via Google Document during working

4

keep communication throughout cooperation so that we can inform and discuss any changes

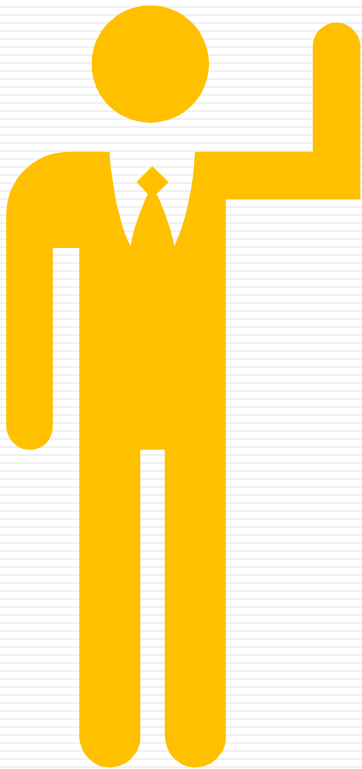
5

Re-check the whole learning plan to ensure it is fluent, meanwhile, proposing own recommendation on the content of each others.

6

Practice the learning plan

CONTRIBUTION SUMMARY



1

Ziping Wang

- ◆ Responsible for Justification
- ◆ Integrate and modify the written document
- ◆ Searching and reviewing the literature
- ◆ Game searching

2

Jiaxin Li

- ◆ Responsible for slide package
- ◆ Searching learning games

3

Michelle Wong

- ◆ Responsible for learning plan section
- ◆ Searching learning games
- ◆ Assisting edit the 3.5 section

REFERENCES

Akkirman, A. D., & Harris, D. L. (2005) Organizational communication satisfaction in the virtual workplace. *Journal of Management Development*, 24(5), 397-409.

Aksit, F., Niemi, H. & Nevgi, A. (2016) Why Is Active Learning so Difficult to Implement: The Turkish Case. *Australian Journal of Teacher Education*, 41(4), pp.94–109.

Bartlett, F.C. (1932) Remembering; a study in experimental and social psychology, Cambridge: The University press.

Bhasin, H. (2018) *10 Major Types Of Assessment Which Can Be Used By Organizations*. [online] Marketing 91. Available at: <https://www.marketing91.com/types-of-assessment/> [Accessed 26 May 2020].

Bontchev, B., Vassileva, D., Aleksieva-Petrova, A. & Petrov, M. (2018) Playing styles based on experiential learning theory. *Computers in Human Behavior*, 85, pp.319–328.

Business Insights - Blog. (2019) *How Leaders Develop And Use Their Network | HBS Online*. [online] Available at: <https://online.hbs.edu/blog/post/importance-of-networking-in-leadership> [Accessed 26 May 2020].

Catherine, J., Cheryl, C., & Avery, C. (2017) Enhancing the Impact of Research: Experimenting with Network Leadership Strategies to Grow a Vibrant Nature-Based Learning Research Network. *Interdisciplinary Journal of Partnership Studies*, 01 October 2017, Vol.4(3).

Chowdhury, R. (2020) *How To Improve Emotional Intelligence Through Training*. [online] Available at: <https://positivepsychology.com/emotional-intelligence-training/> [Accessed 15 May 2020].

Clarke, N. (2013) Model of complexity leadership development. *Human Resource Development International*, 16(2), pp.135–150.

Cook, V. (2019) Rethinking Learning Engagement with Gen Z Students. *e-mentor*, 80(3), pp. 67-70.

Courtney E. Ackerman. (2020) *13 Emotional Intelligence Activities & Exercises* (Incl. Pdfs & Tools). [online] Available at: <https://positivepsychology.com/emotional-intelligence-exercises/> [Accessed 15 May 2020].

Cox, E. (2015) Coaching and Adult Learning: Theory and Practice. *New Directions for Adult and Continuing Education*, 2015(148), pp.27–38.

Deslauriers, L., McCarty, L., Miller, K., Callaghan, K. and Kestin, G. (2019) Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. *Proceedings of the National Academy of Sciences*, 116(39), pp.19251-19257.

Dewey, J. (1938) *Experience and education*. New York: Colliers Book.

Dunn, L. (2002) *Learning And Teaching Briefing Papers Series*. Oxford Centre for Staff and Learning Development.

Ebbinghaus, H. (1885/1919) *Memory: A contribution to experimental psychology*. New York: Teachers College, Columbia University.

Ebbinghaus, H. (2013) *Memory: A Contribution to Experimental Psychology*. *Annals of Neurosciences*, 20(4), pp.155–156.

Ernst, C., & Yip, J. (2009) Boundary spanning leadership: Tactics to bridge social identity groups in organizations. In T. L. Pittinsky (Ed.) *Crossing the divide: Intergroup leadership in a world of difference* (pp.89–99). Boston: Harvard Business School Press.

Ernst, C., & Chrobot-Mason, D. (2010) *Boundary spanning leadership: Six practices for solving problems, driving innovation, and transforming organizations*. New York: McGraw-Hill

Professional.

Fazel, P. (2013) Teacher-coach-student Coaching Model: A Vehicle to Improve Efficiency of Adult Institution. *Procedia - Social and Behavioral Sciences*, 97(C), pp.384–391.

Frederickson, N., Reed, P. & Clifford, V. (2005) Evaluating Web-Supported Learning versus Lecture-Based Teaching: Quantitative and Qualitative Perspectives. *Higher Education*, 50(4), pp.645–664.

Froschheiser, L. (n.d) *Communication: The Most Important Key To Leadership Success*. [online] Available at: <http://www.reliableplant.com/Read/12675/communication-mostimportant-key-to-leadership-success> [Accessed 15 May 2020].

George, L. (2017) *10 Best Assessment Apps*. [online] Blog.mimio.com. Available at: <https://blog.mimio.com/10-best-assessment-apps> [Accessed 26 May 2020].

Gold, J., Thopre, R. and Mumford, A. (2010) *Leadership and management development*. London: CIPD.

Grover, S. and Furnham, A. (2016) Coaching as a Developmental Intervention in Organisations: A Systematic Review of Its Effectiveness and the Mechanisms Underlying It. *PLOS ONE*, 11(7), p.e0159137.

Halpern, R. & Tucker, C. (2015) Leveraging adult learning theory with online tutorials. *Reference Services Review*, 43(1), pp.112–124.

Hillier, N. J., Day, D. V. and Vance, R. J. (2006) Collective Enactment of Leadership Roles and Team Effectiveness: A Field Study. *Leadership Quarterly*, 17: 387–397.

Kilpatrick, B.G. & Wilburn, N.L. (2010) Breaking the Ice: Career Development Activities for Accounting Students. *American Journal of Business Education*, 3(11), pp.77–84.

Kirkpatrick, D. (1996) Great Ideas Revisited. Techniques for Evaluating Training Programs. Revisiting Kirkpatrick's Four-Level Model. *Training and Development*, 50(1), p.54.

Kleisch, E., Sloan, A. & Melvin, E. (2017) Using a Faculty Training and Development Model to Prepare Faculty to Facilitate an Adaptive Learning Online Classroom Designed for Adult Learners. *Journal of Higher Education Theory and Practice*, 17(7), pp.87–95.

Kolb, D. A. (1984) *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, N.J.: Prentice-Hall.

Kolb, D.A. (2011) *The Experiential Learning Theory of Career Development.*, NABU Press.

Kolb, D. A., & Kolb, Alice Y. (2017) Experiential Learning Theory as a Guide for Experiential Educators in Higher Education. *Experiential Learning & Teaching in Higher Education (ELTHE): A Journal for Engaged Educators*, 1(1), pp.7–45.

Landry-Meyer, L., Bae, S. Y., Zibbel, J., Peet, S., & Wooldridge, D. G. (2019) Transformative Learning: From Theory to Practice. *International Journal of Adult Vocational Education and Technology (IJAVET)*, 10(4), 1-15.

McCarthy, M. (2016) Experiential Learning Theory: From Theory To Practice. *Journal of Business & Economics Research (Online)*, 14(3), pp.91–100.

McCauley, C. D. and Van Velsor, E. (2004) *Handbook of Leadership Development*, 2nd, San Francisco, CA: Jossey-Bass.

McGaugh, J.L. (1993) *Memory and emotion: The making of lasting memories*. New York: Columbia University Press.

Merriam, S.B. (2001) *Andragogy and Self-Directed Learning: Pillars of Adult Learning* The

ory. *New Directions for Adult and Continuing Education*, (89), p.3.

Moon, J.A. (2004) *A handbook of reflective and experiential learning theory and practice*, London; New York: RoutledgeFalmer.

Moravec, M., Williams, A., Aguilar-Roca, N. and O'Dowd, D. (2010) Learn before Lecture: A Strategy That Improves Learning Outcomes in a Large Introductory Biology Class. *CBE—Life Sciences Education*, 9(4), pp.473-481.

Newton, E. S. (1977) Andragogy: Understanding the adult as a learner. *Journal of Reading*, 20(5), 361-363.

Purvis, A. (2008) *Clinician perceptions of role-play as a therapy technique*. MA thesis. [online] Available at: from [http://cdswebserver.med.buffalo.edu/drupal/files/A.%20Purvis%20Clinician%20Perceptions %20of%20RolePlaying%20as%20a%20Therapy%20Technique.pdf](http://cdswebserver.med.buffalo.edu/drupal/files/A.%20Purvis%20Clinician%20Perceptions%20of%20RolePlaying%20as%20a%20Therapy%20Technique.pdf) [Accessed 26 May 2020].

Rogers, C.R. & Freiberg, H.J. (1994) *Freedom to learn*. 3rd. ed., New Jersey: Merrill.

Rogers, K.A. (2017) Impact of a sustained Cooperative Learning intervention on student motivation. *Journal of Physical Education, Recreation & Dance*, 88(6), pp.62–62.

Said, B. & Shah, M. (2017) Impact of leadership responses to communication challenges in organizational development. *Paradigms*, 11(1), pp.48–53.

Salovey, P., & Mayer, J. (1990) Emotional intelligence. *Imagination, cognition, and personality*, 9(3), 185-211.

Shackleton, N. (2009) Introduction: Everything you know about learning is wrong. In: M. Armstrong, ed., *How People Learn*. Londo: Kogan Page.

Smartsheet. (2020) *Top Team-Building Games From The Experts | Smartsheet*. [online] Available at: <https://www.smartsheet.com/top-team-building-games-experts-share-their-favorites> [Accessed 15 May 2020].

Stewart, J and Curton, P. (2014) *Designing, delivering and evaluating learning and development: essentials in practice*. London: Chartered Institute of Personnel and Development.

Surbhi, S. (2017) *Difference Between Assessment and Evaluation (With Comparison Chart) - Key Differences*. [online] Key Differences. Available at: <https://keydifferences.com/difference-between-assessment-and-evaluation.html> [Accessed 26 May 2020].

Taylor, D. and Hamdy, H. (2013) Adult learning theories: Implications for learning and teaching in medical education: AMEE Guide No. 83. *Medical Teacher*, 35(11), pp.e1561-e1572.

Tiedeman, D. and Knowles, M. (1979) The Adult Learner: A Neglected Species. *Educational Researcher*, 8(3), p.20.

Tremblay, C. (2012) Network Leadership: An Emerging Practice. *College and University*, 87(4), pp.37–42.

Valentino, C. (2007) Learning in Adulthood: A Comprehensive Guide: (3rd ed.). *Canadian Journal of University Continuing Education*, 33(2), pp.102–103.

Vinciguerra, S. (2020) *Using Emotional Intelligence To Lead In Higher Education*. [online] SUNY SAIL Institute. Available at: <https://sunysail.org/2017/10/20/using-emotional-intelligence-to-lead-in-higher-education/> [Accessed 15 May 2020].

Wallace, S. (2017) *Motivating Unwilling Learners in Further Education: The Key to Improving Behaviour*. Bloomsbury Publishing.

Walters, B., Potetz, J. & Fedesco, H.N. (2017) Simulations in the Classroom: An Innovative Active Learning Experience. *Clinical Simulation in Nursing*, 13(12), pp.609–615.

Whalen, K. & Paez, A. (2019) Development of a New Framework to Guide, Assess, and Evaluate Student Reflections in a University Sustainability Course. *Teaching & Learning Inquiry*, 7(1), pp.55–77.

Zhang, C. and Kyriakidou, N. (2014) Chapter 5: Design Learning Interventions. In: J. Stewart and P. Cureton, ed., *Designing, Delivering and Evaluating L&D: Essentials for Practice*. London: CIPD, pp.79-99.

Zigmont, J.J., Kappus, L.J. & Sudikoff, S.N. (2011) Theoretical Foundations of Learning Through Simulation. *Seminars in Perinatology*, 35(2), pp.47–51.

Zook, C. (2017) *Formative Vs. Summative Assessments: What's The Difference?*. [online] Aeseducation.com. Available at: <https://www.aeseducation.com/blog/formative-vs.-summative-assessments-what-do-they-mean> [Accessed 26 May 2020].

