

| Module Details |  |
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| Module Title   | Personal Leadership Skills and Practice (DL) |
| Module Code    | MAL7046-A                                    |
| Academic Year  | 2024/5                                       |
| Credits        | 10   |
| School         | School of Management                         |
| FHEQ Level     | FHEQ Level 7                                 |

| Contact Hours                  |       |
|--------------------------------|-------|
| Type                           | Hours |
| Directed Study                 | 30    |
| Online Lecture (Synchronous)   | 10    |
| Seminars                       | 55    |
| Practical Classes or Workshops | 5     |

| Availability |  |
|--------------|--|
| Occurrence   | Location / Period                          |
| DLA          | University of Bradford / Non Standard Year |
| DLB          | University of Bradford / Non Standard Year |

## Module Aims

To provide executive-level students with a comprehensive understanding of personal development and skills for leadership. In addition to the learning from other year 1 modules, this will be achieved through a series of workshops and seminars focusing on academic skills, presentation skills, leadership and teamwork, emotional intelligence, time management, and career planning and development

To facilitate reflective practices, encouraging learners to assess their own performance, identify areas for improvement, and develop strategies for continuous growth and development.

To bridge the gap between theoretical knowledge and practical application, providing opportunities for learners to integrate learned concepts into real-world practice.

To empower learners to take ownership of their learning journey, facilitating self-directed learning habits that enable them to acquire and refine skills autonomously.

To instill a mindset of lifelong learning through feedback process, encouraging learners to continuously enhance and adapt their skill set in response to evolving industry demands.

To prepare learners for career advancement and continuous leadership development by equipping them with a diverse range of practical skills, fostering a growth mindset, and instilling a strong foundation for lifelong learning and professional development.

## Outline Syllabus

This module focuses on developing essential skills and behaviours necessary for personal and professional growth. Participants will explore topics covered in various workshops and engage in skills training to enhance their leadership capabilities.

Topics will include:

Academic Writing Skills:

- \* Effective techniques for academic writing
- \* Structuring essays, reports, and research papers

Presentation Skills:

- \* Crafting compelling presentations
- \* Public speaking and visual aids

Teamworking:

- \* Collaborating effectively in diverse teams
- \* Conflict resolution and team dynamics

Emotional Intelligence:

- \* Understanding and managing emotions
- \* Empathy, self-awareness, and social skills

Time Management:

- \* Prioritizing tasks and setting goals
- \* Strategies for efficient time utilization

Data Analytics:

- \* Introduction to data analysis tools
- \* Using data for decision-making

Career Planning and Development:

- \* Personalized career planning
- \* Networking, job search, and professional growth

| Learning Outcomes |   |
|-------------------|---|
| Outcome Number    | Description   |
| 01                | Demonstrate the ability to lead organisational change, cultivate an environment conducive to innovation and creativity, establish the significance of ideas and change efforts, and drive continuous improvement within the organization. |
| 02                | Be adept at engaging in reflective practices, actively assessing their own performance, pinpointing areas for enhancement, and formulating effective strategies to foster continuous personal growth and development.                     |
| 03                | Collaborate productively within diverse teams, respecting diverse perspectives and contributing constructively towards shared goals.  |
| 04                | Exhibit confidence and courage, demonstrating a willingness to innovate, actively seeking new ideas, and proactively exploring contingencies to address challenges within an organisation or for personal development.                    |
| 05                | Engage in giving and receiving feedback across various organisational levels, thereby fostering confidence, cultivating trust, and empowering individuals to embrace risk-taking.   |

| Learning, Teaching and Assessment Strategy   |
|--|
| <p>The module will be delivered through a blend of workshops and seminars. Each topic will be explored through interactive workshops focusing on the practical application of theories and strategies, and seminars providing a platform for peer learning, experience sharing, and case study discussions.</p> <p>At the heart of this module is a Skills Balanced Score card (BSC): On joining the programme, all students will be required to complete a) an academic skills assessment, and b) an assessment of their level of competence in a range of skills that are identified as being crucial to operating at senior leader level ? these will be listed in the BSC.</p> <p>The training and development that the BSC identifies as being required will be delivered through the range of modules in year 1 of the programme, plus the portfolio of development activities orchestrated by the module leader, delivered by the Careers Team, Academic Skills Team, external providers, etc.</p> <p>Students will provide evidence of working towards improving their level of competence through updating their Skills BSC.</p> <p>The module will be assessed through a combination of the Skills BSC (i.e. a personal development portfolio) and a reflective essay. There will be 2 assessment tasks:</p> <ol style="list-style-type: none"> <li>1. Compulsory formative assessment of Academic skills - MCQ Assessment. This will not contribute to the overall assessment, but will be graded Pass or Fail: a Fail grade will result in referral to Academic Skills Team, and subsequent retake of the MCQ.</li> <li>2. Personal Development Artifact - i.e. Skills BSC and reflective essay (100%): Students will create an artifact documenting their personal assessment of their level of competence in key skill areas at the beginning of the module, and evidence their engagement with a development journey throughout the module, including a personal skills analysis, a development plan, and evidence of progress in key areas of that plan.</li> </ol> <p>Based on the learning content and processes throughout year 1 of the MBA programme (as evidenced within their Skills BSC), they will produce a Reflective Essay, reviewing their learning experiences, the effectiveness of their personal development, and strategies for future progress.</p> |

| Mode of Assessment |                                    |   |           |
|--------------------|------------------------------------|---|-----------|
| Type               | Method                             | Description   | Weighting |
| Summative          | Coursework - Portfolio/e-portfolio | Artifact (Skills BSC) and Reflective Essay (2000 words) | 100%      |

## Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

*Please note:*

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*

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