

Coaching and Leadership Development

Module Code:	HRM7011-A
Academic Year:	2018-19
Credit Rating:	10
School:	School of Management
Subject Area:	Human Resource Management
FHEQ Level:	FHEQ Level 7 (Masters)

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	18
Tutorials	6
Directed Study	76

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims

This module is designed to provide you with a critical introduction to and appreciation of coaching and leadership development within an organisational context. It will provide an overview of coaching as an organisational development intervention and explore the growing importance of coaching within the context of contemporary thinking on leadership development. It will enable you to analyse and evaluate non-directive approaches to coaching and develop your skills of reflective thinking and writing.

Outline Syllabus

An introduction to coaching and leadership development in organisations; An overview of leadership development interventions; An exploration of the relevance of assessment

methods and their application to coaching and leadership development; The role of coaching in developing leadership talent; Models of coaching, ethics, boundaries, confidentiality and protocols; Evaluating coaching and leadership development interventions.

Module Learning Outcomes

On successful completion of this module, students will be able to...

- 1 1a. Evaluate and apply their critical understanding of coaching and leadership development and of the changing organisational and social contexts within which they operate;
1b. Identify how HR specialists and managers can support coaching and leadership development within the organisation;
- 2 2a. Develop a clearer understanding of ethical personal and leadership behaviours in relation to coaching;
2b. Demonstrate a range of coaching skills in the context of leadership development, including interpersonal, creative and decision-making skills.
- 3 3a. Act autonomously in planning and implementing coaching and leadership development projects in both academic and professional contexts;
3b. Reflect on their professional performance and plan their development in response to feedback.

Learning, Teaching and Assessment Strategy

Student learning will be directed, supported and reinforced through a combination of staff-led small group sessions, VLE (or equivalent) activities and directed study (LO1a,1b).

Sessions may be delivered weekly or in blocks. Small group sessions will explore issues in coaching and leadership development with oral feedback given in the class (LO1a,1b, 2a).

You will also be expected to participate in peer coaching sessions to support the development of an ethical and sustainable approach to your coaching practice (LO 2a, 2b, 3a) in class and outside. You will be expected to keep a learning journal and to participate in group reflection on coaching practice during the course of the programme to further enhance your understanding of the coaching process. The learning journal will be important in contributing to the reflective assignment through which your understanding of coaching practice is assessed (LO 2a, 2b, 3b). Directed study will encourage you to extend the understanding of coaching and leadership theory and practice (learning outcomes 1a, 1b, 2a, 2b). All teaching will be supported by information supplied on the virtual learning environment (VLE).

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
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Summative	Coursework	Reflective learning account	-1000 words	50%	No
Summative	Coursework	Case Study	-1000 words	50%	Yes

Legacy Code (if applicable)

MAN4289M

Reading List

To view Reading List, please go to [rebus:list](#).