UNIVERSITY of BRADFORD

Module Details

Module Title	Coaching and Leadership Development
Module Code	HRM7506-A
Academic Year	2020/1
Credits	10
School	School of Management
Subject Area	Human Resource Management
FHEQ Level	FHEQ Level 7
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours

Type	Hours
Lectures	9 (face to face)
Online Lecture (Synchronous)	9
Seminars	3 (face to face)
Online Seminar (Synchronous)	3
Directed Study	76

Availability

Occurrence	Location / Period
BDA	University of Bradford / Semester 2

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.

Learning Outcomes

Outcome Number	Description
O1	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;
O2	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.
O3	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 (lectures and seminars), 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 (either face-to-face or virtually).

Directed study will encourage you to extend the understanding of coaching and leadership theory and practice (learning outcomes 1a, 1b, 2a, 2b). Seminars will be used to reinforce the taught component and formative assessments will allow for monitoring progress. These will be supplemented by web-based learning and self-directed learning to support each topic will take place within the directed study time. Formative feedback is provided in the seminars and lectures. All teaching will be supported by information supplied on the virtual learning environment (VLE).

You will be expected to keep a learning journal and to participate in group reflection on coaching practice during 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).

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Coursework	Case study & reflective learning account (2000 words)	N/A	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.