

| UNIT SPECIFICATION   |         |                     |  |    |
|--|---------|---------------------|--|----|
| <b>Unit title</b> <b>SELF LEADERSHIP</b>   |         |                     |  |    |
| <b>Level</b>   | Level 7 | <b>Credit value</b> | 20 (10 ECTS)                           |    |
| <b>Is this a common unit?</b>  |         | No                  | <b>Expected contact hours for unit</b> | 24 |
| <b>Pre and co-requisites</b><br>None   |         |                     |  |    |
| <b>Aims</b><br>To enable qualified practitioners in health and social care to increase their self-leadership capability and capacity to better manage self and others under the multiple pressures of the work environment. The development focus is upon the quality of the leader's thinking, creativity, and deeper self-awareness in the moment; ultimately developing advanced level professional leadership impact. Personal resilience and better relating within complex and critical situations is a fundamental goal of this leadership unit<br>The aim of this unit is to enable students to demonstrate: <ul style="list-style-type: none"> <li>• an understanding that the quality of mind of the leader is the fundamental basis for leveraging individual quality leadership, impact, mentoring and organisational performance;</li> <li>• personal mastery and increased self-awareness;</li> <li>• an understanding of mind state awareness and its impact on personal performance, relating to, and engaging others and its impact upon team synergy;</li> <li>• an ability to achieve mind state management to exercise appropriate professional judgement within complex and critical situations.</li> </ul> |         |                     |  |    |
| <b>Intended learning outcomes (ILOs)</b><br>Having completed this unit the student is expected to: <ol style="list-style-type: none"> <li>1. Develop a critical self-awareness and understanding of the role of thought, mind and consciousness in terms of how reality is created and perceived, and the implications for healthy psychological functioning.</li> <li>2. Demonstrate how this state of mind awareness and understanding impact professional leadership insight and creativity.</li> <li>3. Demonstrate ability in the moment to act, know and be at the best optimal level adjusting for a reduction in one's level of leadership impact.</li> <li>4. Demonstrate how these new insights have improved risk decisions and responses, collaborative, partnership and team working.</li> </ol>  |         |                     |  |    |

**Learning and teaching methods**

The taught component uses a variety of methods building on students' professional experience, skills and knowledge. Learning and teaching methods include lectures, discussion groups, reflection on practice and guided independent study. Unit guides and specific reading materials will be designed to enable students to continue in the professional development of their existing knowledge base and maximise opportunities to advance their professional practice. Core text, and encouragement to read widely, will also provide foundation knowledge for students to analyse and advance their professional practice. Bournemouth University's online learning resources will be used for student learning and support.

**Assessment****Formative assessment/feedback**

Formative feedback on students' thinking so far will be provided on the last day of the unit when the assignment requirements /guidance etc. are discussed. Students with individual/ additional needs will be encouraged to contact the unit lead via e-mail.

**Summative assessment**

ILOs 1-4 will be assessed by 100% course work

**Indicative assessment**

Coursework equivalent to 5,000 words.

Coursework will focus on an analysis of a complex situation that examines the students practice at a structural and individual level and evidences critical self-awareness and thinking in professional practice.

This comprises a reflective report equivalent to 3000 words and an action plan for future practice equivalent to 2000 words

**Indicative unit content**

- Implications for managing self and others in changing complex and critical situations.
- Developing deeper levels of self-awareness.
- Creating presence, clarity and quality of mind in the moment.
- Developing clear thinking leaders and synergistic leadership teams.
- Developing 'state of mind' understanding to assess and problem solve in difficult and unpredictable circumstances.
- Professional values and ethics in advancing human rights.
- Understanding and working with diversity.
- Developing better inter-professional and collaborative working relationships in professional practice.
- Evidenced based professional practice.

**Indicative learning resources**

Core texts\*

Brookes, S., and Grint, K., 2010. *The New Public Leadership Challenge*. London: Palgrave Macmillan.

Brown, B., 2012. *Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent and Lead*. Harmondsworth: Penguin Books.

Dispenza, J., 2012. *Breaking the Habit of Being Yourself*. London: Hay House.

Frith, C., 2007. *Making up the Mind: How the Brain Creates Our Mental World*. Oxford: Blackwell Publishing.

Goleman, D.G., Boyatzis, R., and McKee, A., 2013. *Primal Leadership: Unleashing the power of emotional intelligence*. Boston USA: Harvard Business Review Press.

Holroyd, J., 2012. *Improving Personal and Organisational Performance*. London: Sage/Learning Matters.

\*Holroyd, J., 2015. *Self-leadership and personal resilience in Health and Social Care*. London: Sage/Learning Matters

Kahneman, D., 2011. *Thinking, fast and slow*. London: Allen Lane/Penguin Group.

Kline, N., 2009. *More time to think: A way of being in the World*. London: Cassell

Knott, C. and Scragg, T., 2010. *Reflective Practice in Social Work 2<sup>nd</sup> Edition*. Exeter: Learning Matters.

Neff, K., 2011. *Self-Compassion*. London: Hodder and Stoughton.

Obholzer, A., and Roberts, V. Z., 1994. *The Unconscious at Work: Individual and Organisational Stress in Human Services*. London: Routledge

Pavlovich, K., and Krahnke, K., 2014. *Organizing Through Empathy*. London: Routledge

Pransky, J., 2011. *Somebody should have told us! : Simple Truths for Living Well*. 3<sup>rd</sup> Ed. British Columbia: CCB Publishing.

\*Rutter, L. and Brown, K., 2015. *Critical Thinking and Professional Judgement in Social work 4<sup>th</sup> ed*. London: Sage/Learning Matters.

### Useful Websites

[www.kingsfund.org.uk](http://www.kingsfund.org.uk)

<https://www.gov.uk/government/organisations/department-of-health>

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| <b>Unit number</b> | Click here to enter text. | <b>Version number</b> | 1.0 | <b>Date effective from</b> | Feb 2018 |
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