universally acknowledged

Taught Postgraduate Programmes
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Student Handbook
2012-2013
Postgraduate Certificate in
Collaborative Leadership (Fife Partnership)

This leaflet is published in October 2012. It is possible that changes will be made between the date of publication and the beginning of a student's studies. The University reserves the right to modify or cancel any statement in this leaflet both before and after a candidate’s admission. Regrettably it accepts no responsibility for the consequences of such change.

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University of St Andrews
SCHOOL OF MANAGEMENT

POSTGRADUATE CERTIFICATE IN COLLABORATIVE LEADERSHIP

Fife Partnership
2012/2013
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Dear Student,

We are delighted to welcome you to the School of Management and to the Postgraduate Certificate in Collaborative Leadership programme. We have worked closely with colleagues from the Fife Partnership to develop what we are sure you will find to be a programme of study that is relevant to your organisation, to your current needs as a manager and to your future career development.

The Postgraduate Certificate in Collaborative Leadership falls squarely within the School’s aims which are to provide a stimulating teaching and learning environment for our students, to produce cutting edge research and to encourage productive engagement with policy and practice within the general theme of responsible enterprise. As a student you will have the chance to read and study in order to develop an understanding of management processes and practices as well as taking a broader view of the relationship between organisations, society and economy.

We do not seek a neutral position, but aspire to a critically constructive engagement with the subject matter. Hence, you will look at case studies and managerial models, but in addition you will be encouraged to develop critical skills of inquiry. These are the skills that are particularly important as most organisations operate in changing environments and so being equipped to question, gather information and develop new ways of thinking and acting are central to management.

St Andrews has a long tradition of critically constructive scholarship in various disciplines and, while Management is a relatively recent addition, we hope that you will find the blend of current issues and a thorough grounding in a tradition of rigour, to be personally developmental.

The School of Management is a dynamic community incorporating students, alumni, participating organisations and staff. We believe that the heart of scholarship is active dialogue and we look forward to involving you.

Yours sincerely,

Jan Bebbington & Huw Davies
Co-Heads of School
INTRODUCTION

This Student Handbook provides you with some important information relevant to your studies with us. It includes key features of your postgraduate programme, outlines the organisation of the academic and administrative support systems in the School of Management and explains the procedures and regulations relevant to postgraduate study at the University of St Andrews, where the School is located within the University’s Faculty of Arts.

This Handbook is divided into four main parts: the first one provides you with practical information about the School and the University; the second explains important rules and regulations common to all the taught postgraduate programmes in the School; the third part provides some advice to help make this year an effective learning experience and the final part gives you more details about the Postgraduate Certificate (PgCert) in Collaborative Leadership programme.

It is important that you understand your obligations and responsibilities as a postgraduate student within the School of Management; if there is anything you do not understand please do not hesitate to contact a member of staff in the Programme Management Team who will be able to help. The School is committed to providing you with the best possible learning environment and all staff will endeavour to give you the maximum possible support to achieve academic success.

GOOD LUCK WITH YOUR STUDIES!

IMPORTANT NOTE

Please make sure that you familiarise yourself with the contents of this Student Handbook.

Every effort has been made to ensure that the information provided in this Student Handbook is correct at the time of printing. However, errors can occur and both the School and the University may make amendments and updates throughout the year. Students are therefore urged to check on a regular basis information published on the School of Management and University of St Andrews websites:

http://www.st-andrews.ac.uk/management/student/
https://www.st-andrews.ac.uk/pgstudents/
PART A
PRACTICAL INFORMATION

KEY CONTACT POINTS AT THE SCHOOL OF MANAGEMENT

Co-Head of School: Professor Jan Bebbington
Tel No: (01334) (46)2348
Email: mgmthos@st-andrews.ac.uk

Co-Head of School: Professor Huw Davies
Tel No: (01334) (46)2870
Email: mgmthos@st-andrews.ac.uk

Professors Bebbington and Davies have overall responsibility for directing all aspects of the activities of the School. In the first instance all queries and issues you may have relating to your studies with us can be dealt with through contacting a member of staff indicated below.

Programme Management Team

Programme Director: Martin Dowling
Tel No: (01334) (46)1970
07947 134837
Email: mjd11@st-andrews.ac.uk

Programme Administrator: Shona Deigman
Tel No: (01334) (46)2450
Email: smh3@st-andrews.ac.uk

Administrative Assistant: Eleanor Brown
Email: eb75@st-andrews.ac.uk

Administrative Assistant: Fiona Harrison
Email: fch@st-andrews.ac.uk

Administrative Assistant: Jacqui Angus
Email: jea7@st-andrews.ac.uk

General queries relating to your studies should be directed to Martin Dowling or Shona Deigman in the first instance.

Programme Teaching Staff
Each module in your programme of studies is taught by a number of module tutors in the School of Management. Module tutors will issue specific details relating to the objectives and teaching arrangements relating to their contribution to the programme and in the first instance will be pleased to deal with any queries you may have concerning their input. A list of all contributors to the programme is provided at page 36.
Other key roles in the School:

**Director of Teaching:** Martin Dowling  
Tel No: (01334) 461970  
Email: mjd11@st-andrews.ac.uk

**Director of Research:** Professor John Wilson  
Tel No: (01334) 462803  
Email: mgmttor@st-andrews.ac.uk

**Director of Operations:** Martin Dowling  
Tel No: (01334) 461970  
Email: mjd11@st-andrews.ac.uk

**School Administrator:** Shona Deigman  
Tel No: (01334) 462450  
Email: smh3@st-andrews.ac.uk

**Disability Co-ordinator:** TBC

**Examinations Officer:** Martin Dowling  
Tel No: (01334) 461970  
Email: mjd11@st-andrews.ac.uk

**Safety Co-ordinator:** Shona Deigman  
Tel No: (01334) 462450  
Email: smh3@st-andrews.ac.uk

**Address for Correspondence:** Taught Postgraduate Programme Team
School of Management
University of St Andrews
The Gateway
ST ANDREWS
Fife KY16 9RJ

COMMUNICATION

There are two important University websites that provide you with information, advice and guidance concerning your time with us as a student. These are:

http://www.st-andrews.ac.uk/management/student/  
https://www.st-andrews.ac.uk/pgstudents/

You should familiarise yourself with the contents of these websites and visit them on a regular basis to find relevant information.

Your University email account is the official means of communication for the University and you are therefore reminded that you should read your e-mails daily. You can arrange to have your University e-mail account automatically forwarded to your personal non-University account. However, you should be aware that there may be problems with this and you should check regularly to make sure the forwarding is working. Please check with the University IT Services Helpdesk (helpdesk@st-andrews.ac.uk).
**Wednesday Memo**

The Wednesday Memo is a University-wide email sent each Wednesday lunchtime to undergraduate and postgraduate students alerting them to announcements and messages which have been posted over the past week on the Undergraduate Memos and Postgraduate Memos web pages. You will find the postgraduate memos at the following link:

[https://www.st-andrews.ac.uk/Memos/pstudents/#5927](https://www.st-andrews.ac.uk/Memos/pstudents/#5927)

You will also find a section in the Postgraduate Student webpage that provides information about current news, events and announcements. These are of relevance and interest to all students providing information from administrative and academic staff, the Students' Association and student societies.

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**INFORMATION TECHNOLOGY AND COMPUTER SERVICES**

**IT Services Helpdesk**

IT Services provides advice on many topics arising from the use of computers in the University, from hardware faults on desktop and classroom computers, to problems with word-processing and viruses. The Helpdesk also sells a wide range of computer consumables and some basic cables, network cards, etc.

There is also a **PC clinic** available, providing a wide range of computer services to staff and students who require help with their personal computing equipment.

**How to Contact the Helpdesk**

The most efficient and preferred method of communication with the Helpdesk is now the online Helpdesk enquiry form.

If you wish you may use email: please send your queries to helpdesk@st-andrews.ac.uk.

Your request for assistance will be entered into the Helpdesk call management system (CMS) and you will be sent a unique call reference by email. All further correspondence relating to your call should be sent to the address generated by the CMS system, which will be in the format:

CallXXXXXX@cmsweb.ucs.ed.ac.uk (e.g. Call987654@cmsweb.ucs.ed.ac.uk)

**If you have problems with your computer account or if you need face-to-face help**, please visit the Helpdesk. It is located in the main Library opposite the front entrance and is staffed **Monday to Friday 0900 to 1800 (vacations: 0900 to 1800)**. Please note that the Helpdesk is closed every Friday between 09:30 and 10:30 for staff training.

**If you are unable to use the online form or email, or to visit the Helpdesk**, you can telephone (01334 46) 3333. A voicemail system is in use where you can leave a recorded message for the Helpdesk; but please bear in mind that contacting the Helpdesk by telephone may delay resolution of your query.

**Quick answers**

See if your question is answered in our [quick answers](#).
Contact Details:  
Webpage: [online enquiry form](#) (preferred)  
Email: helpdesk@st-andrews.ac.uk  
Tel No: (01334) (46) 3333

University Library  
North Street  
St Andrews  
Fife KY16 9TR

THE UNIVERSITY LIBRARY

The Main Library is located on North Street. Please bring your student card with you when you visit.

You will find all the information you need on our website at: [http://www.st-andrews.ac.uk/library/](http://www.st-andrews.ac.uk/library/) including opening hours, the library catalogue, resources for your studies and how to contact us for further help. As well as our main services you might also find it useful to look at our information on services for distance learning and commuting students at [http://www.st-andrews.ac.uk/library/information/furtherhelp/distancelearning/](http://www.st-andrews.ac.uk/library/information/furtherhelp/distancelearning/)

Students in the School of Management have access to a wide range of books and journals (both print and electronic) and databases relevant to the subject areas they study. You can find out more about these resources from the Management Subject Guide. Access this via the Library Website > Finding Information > Subject Guides > Social Sciences > Management or go directly to [http://libguides.st-andrews.ac.uk/management](http://libguides.st-andrews.ac.uk/management)

The Academic Liaison Librarian for the School of Management is Hilda McNae. Hilda is happy to advise you on any library matter, from finding a book on your reading list to locating the best sources of information on a particular topic. You can contact her on hilda.mcnae@st-andrews.ac.uk or 01334 462298.

Reader Services staff on Level 2 will also be pleased to help you. Please do not hesitate to ask if you have any problems.

Full contact details for all library staff are available on the Library’s webpage at: [http://www.st-andrews.ac.uk/administration/Library/](http://www.st-andrews.ac.uk/administration/Library/)

Use the “Contact us“ link on the Library Home Page to send us your comments or feedback.

THE ADVICE AND SUPPORT CENTRE (ASC)

The Advice and Support Centre (ASC) acts as a one-stop shop/student information centre. Staff at the ASC are there for any query - from paying bills, to obtaining an academic transcript, seeking advice on visas, help with landlords, making a complaint, personal issues, or any other student matters.
Contact details:  
Student Services  
University of St Andrews  
The Advice and Support Centre  
79 North Street  
St Andrews  
Fife  
KY16 9AL  

Tel No:  
(0)1334 (46)2020  
Email:  
theasc@st-andrews.ac.uk

KEY UNIVERSITY CONTACTS

University Switchboard  
(01334) 476161  
Student Services – Enquiries and Support Team  
(01334) (46)2720  
Registry – Postgraduates  
(01334) (46)2136/2140  
Registry – Examinations  
(01334) (46)2528  
Registry – Transcripts and Letters  
(01334) (46)3097  
Student Experience Office  
(01334) (46)2020

Useful web addresses

Academic Misconduct  
http://www.st-andrews.ac.uk/students/rules/academicmisconduct/  

Careers Centre  
http://www.st-andrews.ac.uk/careers/  

Current Students  
http://www.st-andrews.ac.uk/students/  

English Language Teaching  
http://www.st-andrews.ac.uk/elt/  

Postgraduate Student Portal  
http://www.st-andrews.ac.uk/pgstudents/  

Advice & Support Centre (ASC)  
http://www.st-andrews.ac.uk/students/advice/  

CAPOD (Centre for Academic, Professional and Organisational Development)  
http://www.standrews.ac.uk/capod/  

Student Academic Administration  
http://www.st-andrews.ac.uk/registry/  

Student Support Services:  
to make an appointment for visa assistance telephone 01334 (46)2720  
http://www.st-andrews.ac.uk/sss/
THE GATEWAY BUILDING

The Gateway Building is the location of the School of Management. The facilities in The Gateway are here to be used. You will normally enter the Gateway on Level 2, where the main public access area is situated, this includes meeting areas and a brasserie where light snacks and refreshments are available. Level 1 contains the teaching facilities, including lecture and seminar rooms and also includes an area for self-study. Level 1 also contains a number of PCs and a printer for your use. Printer cards to enable you to use printers can be purchased from IT Services and also at the Main Library. Level 3 of The Gateway is where most of the administrative and some of the academic staff of the School are situated. Levels 1, 2 and 3 of the Gateway Building are accessible using your student swipe/ID card. Some members of our academic staff are located on Level 4, students do not have access to this by their swipe/ID cards and if you require access to staff in this area you should contact a member of the Administrative Support staff.

**IT Facilities at The Gateway:** wireless networking is provided in the Gateway building for St Andrews students with their own laptops. Many other locations in the University also have wireless facilities. Further details, including configuration information, are available at the following link:

http://www.st-andrews.ac.uk/itsupport/computers/network/Wirelessaccess/

The University of St Andrews also provides computer classrooms and labs for all students to use. You will also have access to a number of computers in the Gateway building on Levels 1 and 3.

Locations and opening times (many 24-hours) for computing facilities throughout the university can be found on the IT Services web pages at http://www.st-andrews.ac.uk/itsupport/computers/classrooms/ A range of software is included on the machines, depending on the area.

**Mobile phones:** should only be used in the public areas of The Gateway on Level 2.

The Gateway Building is a **no smoking** zone.

**Eating and drinking:** is not permitted in Lecture Rooms, or study rooms/areas.

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**HEALTH & SAFETY**

First-aid boxes are located with the Administrative Support Staff on Level 3 of The Gateway.

Notices are posted throughout the School indicating who the current First Aiders are and how to contact them.

Notices are also displayed detailing your exit routes and assembly points in the event of fire. All students should familiarise themselves with this information.

The School Safety Co-ordinator is Shona Deigman. Any hazards or safety-related incidents should be reported to the School Safety Co-ordinator or the School of Management Taught Postgraduate Office immediately.
Students are reminded that the misuse of any Safety, Fire or First Aid equipment will result in disciplinary action.

FIRE – EMERGENCY INFORMATION

Events can move rapidly when a fire occurs so you must know your fire routine before a fire breaks out i.e. what to do if the fire alarm sounds and what to do if you discover a fire.

If you discover a fire you should:

1. Sound the alarm by breaking the nearest glass fire call point. This will set off the building fire alarm. You or someone else must then phone 9-999 (or 999 from phones outwith the University) and request the attendance of the Fire Service. The sounding of a building fire alarm does not mean the Fire Service are automatically alerted. In fact this is not the case in most instances so you must assume the alarm has not alerted the Fire Service and you should make the emergency call EVERY TIME.

2. Only fight the fire if you can do so without endangering yourself or others - a water extinguisher can throw a jet of water up to 6 metres. If one extinguisher does not put the fire out, GET OUT AND CLOSE THE DOOR BEHIND YOU AND STAY OUT UNTIL TOLD BY A FIRE SERVICE OFFICER IT IS SAFE TO RETURN.

3. Do not fight a fire which is large and/or spreading or if you are unsure of the type of extinguisher to use on the fire.

If you hear the fire alarm you should:

1. Leave your place of work, closing windows and doors behind you if this can be done quickly.

2. Follow your nearest exit route to the agreed place of safety/assembly point and stay there until authorised to return by a Fire Officer.

   The fire exit route in The Gateway Building is via either stair case down to the basement level where you will exit via the fire doors in the stair well and proceed to the safety/assembly point on the grass area away from the building. Evacuation from Lecture Rooms 3 and 4 in the basement is via the glass doors in the rooms which exit directly to the paved area outside of the building.

3. If your usual exit route is blocked by smoke, STOP - CHANGE DIRECTION - FIND AN ALTERNATIVE EXIT ROUTE. You should still muster at the normal assembly point for your workplace.

DO NOT

(a) Stop to collect personal belongings
(b) Use any lifts
(c) Re-enter the building until authorised by a Fire Brigade Officer
**Actions by Persons Requiring Assistance:**

It is expected that, on entering the building for the first time, a person who for any reason will require assistance:

- Should familiarise themselves with the established procedures of the building. (Fire Action notices detailing this procedure are sited throughout the building);
- Contact a member of staff to arrange for the appropriate nominated person to discuss an agreed fire evacuation plan;
- Co-operate with the agreed managerial procedures for safe evacuation in the event of fire.

Information in this Handbook is accurate at the time of going to press. Circumstances may require alterations to be made. Students are reminded that the current University Course Catalogue ([http://www.st-andrews.ac.uk/media/17-pgman07-08August.pdf](http://www.st-andrews.ac.uk/media/17-pgman07-08August.pdf)) provides the final source of definitive information about all programmes in the University and the requirements for degrees.

For all general University academic and administrative and welfare and student services information, student should consult the University’s “Current Student” web pages: [http://www.st-andrews.ac.uk/students/](http://www.st-andrews.ac.uk/students/).
PART B
RULES AND REGULATIONS

UNIVERSITY GRADING SYSTEM FOR ASSESSMENTS

Common Reporting Scale
The University uses a 20-point common reporting scale for grades (ie a 20-point basic scale reported to one decimal point for the reporting of final module grades). The use of the common reporting scale across all Schools ensures comparability of grading across disciplines.

Assessments in the School of Management are marked according to the University’s 20-point grading scale.

The following Grade Scale is adopted in all module assessments and examinations.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 - 20</td>
<td>Pass/Distinction</td>
</tr>
<tr>
<td>7 - 16</td>
<td>Pass</td>
</tr>
<tr>
<td>1 - 6</td>
<td>Fail</td>
</tr>
</tbody>
</table>

This grading scale is used for all elements of module assessment as well as for indicating the overall assessment achieved for modules. The tables at Appendix Three give you an indication of what the grading system means in relation to assessments.

Further information about the University’s grading system for assessments will be found at:

http://www.st-andrews.ac.uk/studenthandbook/

Reporting of Results and Related Codes
At the end of each semester following School Examination Board meetings, your academic record is updated to show the grades achieved in your modules. Further information on the various reporting codes may be found on the Registry web site:

http://www.st-andrews.ac.uk/pgstudents/.

Students can access their academic record through the following link:

https://portal.st-andrews.ac.uk/personal-student-record/

If you feel that most or all of the work of a module has been adversely affected by personal circumstances during your studies you should contact the Programme Director, Martin Dowling, in the first instance, indicating the circumstances of the difficulty experienced. This may relate to ongoing illness, close family bereavement or other significant personal difficulties.
MODULE CREDIT VALUE, LEVEL AND PROGRAMME AWARD

Module Credit Value
This relates to each module’s “worth”. One credit is equivalent to 10 hours of study associated with the module, thus a 20-credit module means that a minimum of 200 hours of study is regarded as necessary to pass the module. The 200 hours comprises class contact time (i.e. lectures/tutorials), time to undertake the assessments associated with the module and your own private study time. Typically, a 20 credit/200-hour module will comprise between 36 and 48 hours of class contact, 40 hours of assessment time with the remaining hours devoted to private study time. The PgCert in Collaborative Leadership programme comprises three 20 credit modules.

Level
This indicates the educational standard at which the module is taught. Level 5 indicates teaching and learning at a postgraduate level. All three modules that comprise the PgCert in Collaborative Leadership are Level 5 modules.

Programme Award
To be eligible for the award of the PgCert in Collaborative Leadership you must achieve a grade of 7 or higher in each of the three modules that comprise the programme.

ASSESSMENT PROCEDURES

The School is committed to a continuing review of its assessment procedures and is active in evaluating and implementing creative modes of assessment, where appropriate. The general philosophy and practical aspects of assessment for each module will be fully explained by the Programme Director. A central aim of this approach is that, for each module, the mode of assessment should constitute a strong incentive for students to strive for excellence.

It is important that students understand the principles which guide the award of particular grades for assessed work. In particular, it is essential that students understand what is required to achieve the highest grades and that these grades are achievable and available for high quality work.

The School is keenly aware of the importance of establishing the criteria for excellence in an environment where teaching staff, departments and universities are judged increasingly on student performance. There is, therefore, a common interest in developing a system and a culture which provides the incentive to aim for excellence.

The University grading scale and its interpretation give a detailed account of the type of work that will achieve the appropriate grade.

All assessments in the School are subject to a six-stage process.

1. Scripts are marked according to the marking scales.
2. A sample of scripts is second marked by a member of staff in the School with a close knowledge of the subject area to ensure objectivity.
3. The first and second markers meet to discuss their marks.
4. A sample of scripts representing the different grade categories, any failures and any problem scripts (for instance, where the first and second markers cannot agree) is sent to the External Examiner. External Examiners are responsible for “balancing and checking” to ensure consistency. The role of the External Examiner is crucial and is taken very seriously.

5. A final stage follows which involves Examination Board meetings within the School attended by members of staff and the External Examiner for the programme. Every student’s assessment record is scrutinised.

6. The School’s Examinations Officer then submits these final “approved” marks to the University Examinations Officer.

Coursework submission
Assignments should be submitted as follows:

- Word-processed in size 11 or 12 font, 1.5 line spacing, 25mm margins (top, bottom and sides).
- Accompanied by the relevant coursework cover sheet (see Part D of this Handbook for more details).
- Submitted electronically via the Virtual Learning Environment (VLE)/Module Management System (MMS) associated with each module that comprises the programme (see Part D of this Handbook for more details).
- References used in the preparation of assignments should be listed alphabetically at the end of the assignment and should conform to the “Harvard system” of referencing (see Part C of this Handbook for more details).

Requests for Extensions to Coursework Submission Dates
If for valid reasons, such as illness or serious family problems, you wish to request an extension to a coursework submission date you will need to submit formal documentation to support your request. In the first instance, please see the Programme Director.

If work is submitted after the specified deadline, without valid cause (see above) the following penalties will be applied.

- Work shall be penalised by one mark on the 20-point scale for each working day (or part thereof) that it is submitted late.
- Work submitted more than 10 working days late will not be marked and shall receive a grade of zero.

Feedback to Students on Assessed Coursework
Students receive routine feedback on any work that they have submitted. Feedback will give you advice that will indicate the strengths of your work and will also guide you to improving your learning and future performance.
ACADEMIC MISCONDUCT

Academic integrity is fundamental to the values promoted by the University. It is important that all students are judged on their ability, and no student will be allowed to unfairly take an advantage over others, to affect the security and integrity of the assessment process, or to diminish the reliability and quality of a University of St Andrews degree.

Academic misconduct includes the presentation of material as one’s own when it is not one’s own; the presentation of material whose provenance is academically inappropriate; and academically inappropriate behaviour in an examination or class test. Any work that is submitted for feedback and evaluation is liable for consideration under the University’s Academic Misconduct policy irrespective of whether it carries credit towards your degree. All work submitted by students is expected to represent good academic practice.

You should be aware that the University takes academic misconduct offences extremely seriously and any student found guilty of a repeat offence may be expelled from the University either temporarily or on a permanent basis.

The University’s Academic Misconduct policy covers the behaviour of both undergraduate and postgraduate students.

All students are advised to familiarise themselves with the University’s guide to students called “Avoiding Academic Misconduct” and also the full University policy and procedure, both of which may be accessed from http://www.st-andrews.ac.uk/students/rules/academicmisconduct/

Students are also referred to the Students Association’s publication “Don’t Get it Wrong”: http://yourunion.net/files/dont_get_it_wrong.pdf

Students who are unsure about the correct presentation of academic material should approach their tutors, and may also contact June Knowles in SALTIRE for training: jk38@st-andrews.ac.uk

RESPONSIBILITIES: SCHOOL AND STUDENT

In seeking to achieve our objectives, there are levels of input from the School and students which should be regarded as minimum requirements.

School Responsibilities

- To provide clear notification of module objectives and content, teaching methods, assessment and the penalties for non-compliance with attendance or submission requirements.
- To ensure sensitivity in setting coursework submission dates and early notice of such dates.
- To provide a level of library provision which gives you reasonable access to all recommended material, where necessary through the short-loan system.
- To provide high quality provision of study aids (hardcopy information, electronic-based sources, etc).
- To return coursework with appropriate feedback and normally within 3 weeks of submission (please note that all continuous assessment grades
are technically provisional until endorsed at the final Exam Board with the External Examiner) a copy of the Assessed Coursework Feedback Form used by module tutors can be found at Appendix Four. In addition, assessment guidelines can be found at Appendix Three.

- To provide advanced notification of, and explanation for, any changes to teaching times or rooms, communicated by email or by updating relevant web pages.
- To offer a reasonable level of access to staff outside formal class times.
- To provide opportunities for discussion of performance in assessed coursework and examinations; and in relation to your general progress with your studies.

Please note that University policy concerning feedback on examination performance and the return of examination scripts can be found at:

http://foi.st-andrews.ac.uk/PublicationScheme/servlet/core.generator.gblobserv?id=841

**Student Responsibilities**

- To be punctual and have full attendance at lectures and tutorials.
- To check relevant University web pages for timetable changes and for notices.
- To read the references required and consult additional sources such as academic and professional journals.
- To have adequately prepared for, and participate actively in, smaller group classes such as tutorials, seminars etc.
- To organise and schedule work so that submission deadlines are met. Requests for extensions to coursework submission dates must be agreed with the relevant Module Tutor.
- To provide written, and if possible, prior notification of unavoidable inability to attend lectures/tutorials (e.g. on health grounds). In these cases, students should email or write a letter to their Module Tutor with a copy to the Taught Postgraduate Programme Office.
- To follow strict compliance with University regulations relating to academic offences (e.g. plagiarism) and acceptance of the penalties for non-compliance (see the Academic Misconduct section of this handbook).
- To check your University email on a **daily** basis.
- To inform us promptly of any change of address for either your St Andrews or home details. This must be done through the Postgraduate Student Portal: http://portal.st-andrews.ac.uk/postgraduates.shtml.

In meeting these responsibilities we recognise that you will need time, especially in the first semester, to adjust to your own timetable and the facilities that you will need to access in different parts of the University. We also recognise that it would be rare for any student entering postgraduate study not to encounter aspects of life that are difficult or uncertain. Experience suggests that addressing problems early leads to an easier and quicker solution.

**Personal Details**

You are responsible for ensuring that your contact details are kept up to date. You may do this at anytime during the year via your E-vision account which can be accessed from the **Current Students** section of the University home page.
Senate Regulations
You should make yourself aware of the Senate Regulations and the key Codes of Practice and Rules that govern your studies and behaviour in St Andrews.

These are all available on the University web page under the Sections on Academic Matters and Policy & Guidance.

ACADEMIC APPEALS AND COMPLAINTS

The University is committed to ensuring students gain as high a quality student experience as possible while studying at St Andrews. Occasionally things may go wrong and if you are experiencing a difficulty or are dissatisfied with your academic experience, you should raise concerns as soon as possible. This allows effective resolutions to be worked out quickly.

Difficulties or dissatisfaction normally fall into one of three categories:-

1. Appeals against academic judgements - where, for example, the University has made a judgement about your assessed work or academic progression.

2. Complaints - where you are dissatisfied with the provision, whether academic or non-academic, that you have received from any part of the University.

3. Disciplinary cases - where the University has grounds to believe that you have conducted yourself in an unacceptable manner in an academic or non-academic context.

More information on the procedures to follow are outlined in the University’s Code of Practice on Student Appeals, Complaints and Discipline http://www.st-andrews.ac.uk/media/code_of_practice_on_student_appeals_080324.pdf

If there are personal circumstances that may affect your academic performance and subsequently may result in an Academic Appeal, please bring these to the attention of an appropriate member of staff as soon as possible, for example your Academic Adviser or the appropriate Pro Dean.

You can obtain guidance on the procedures relating to any of the sections of the Code from the Students' Association, the Academic Registrar, or Student Support.

Further Guidance and Support
The Students' Association provides independent and confidential help and advice for students who are contemplating a complaint or appeal or are having discipline proceedings taken against them. The Students' Association employs Iain Cupples, the Student Advocate (Education), whose job it is to ensure that you receive help with writing and submitting your complaint/appeal and will even accompany you to any hearing. He should be your first point of contact as soon as you feel you need help. For further information contact Iain Cupples, by phone on (01334) (46)2700, or by email: inc@st-andrews.ac.uk.

In addition, support is available from the appropriate Pro Dean and Student Support who may be contacted by emailing:
STUDENT SUPPORT & GUIDANCE

There are a number of support and guidance facilities available to you during your time as a student with us. These include:

- Staff in The School of Management.
- The University’s Advice and Support Centre (ASC), see page 9.
- The Student Association:  
  [http://www.st-andrews.ac.uk/studentservices/](http://www.st-andrews.ac.uk/studentservices/)

In seeking advice and guidance from colleagues in the University, please be assured that personal matters will be dealt with confidentially and information will only be passed on to other members of staff in accordance with the University Student Confidentiality Policy

[http://www.st-andrews.ac.uk/students/rules/dataprotection/studentconfidentialitycode/](http://www.st-andrews.ac.uk/students/rules/dataprotection/studentconfidentialitycode/)
PART C
EFFECTIVE LEARNING

Notes on Writing Assignments Required for the Programme

The assignments you have to write across all three modules of the programme comprise:

- Essays asking you to apply and critically analyse in relation to your workplace/work experience a limited number of concepts, theories and so on to which you have been introduced during the various Day Schools associated with the modules.

- Reflective essays or learning logs asking you to describe, think and write about the learning you have acquired from a particular episode or experience you have undertaken in your professional life.

- Group assignments on topics you and the colleagues in your group have decided to tackle.

The following notes apply to all the above although some of the content will need to be modified as necessary in relation to work you do for your group assignments.

Also relevant to all forms of academic writing is the advice about referencing conventions that follows these notes.

When approaching the assignments, consider the following:

1. **Examine the task:**
   
   (a) Establish the amount of time needed to complete the essay for the deadline date and work backwards to give an appropriate start date/time. However, you should begin your essay as early as possible to ensure that you can give enough time to the task of essay writing.

   (b) Look for keywords in the question as these will help you to understand what you are being asked to do (see appendix below for some keywords typically used in assignment tasks).

   (c) Decide on the broad framework you will adopt and how you will "limit" the topic you have to write about.

   (d) Make sure that you know how long the assignment has to be.

2. **Collect the material you need:**

   (a) Start early, thinking carefully about the topic and the approach you are going to take to it.

   (b) Use a variety of sources, starting with the ones that have been recommended.
(c) When reading material that you might want to include in your essay, always make sure that you have the assignment title in front of you and a list of questions you want to answer.

(d) Carefully record the sources you use as you must reference them all and you may want to go back to the original material at a later date (see separate handout on how to reference sources you might want to use in your essay).

3. **Plan the outline and write a first draft:**

(a) *Introduction* – this first paragraph is often the most difficult to write, but you can always rewrite it later if necessary. You should introduce the topic, perhaps giving some explanation of what you understand by the title, and establish the main point you are going to develop.

(b) *Development* – develop your ideas or arguments as fully as you can, usually one main point per paragraph. You will need to explain and justify the points that you make, supporting them with evidence such as examples and diagrams. Continually prove your point of view throughout the essay; don’t drift or leave the primary focus of the essay; don’t lapse into summary – that should come in the conclusion.

(c) *Conclusion* – summarise your main points and, if asked, give your view or position; draw more general conclusions if appropriate; refer back to the assignment title and, if it asks a specific question, make sure that you have answered it. Read your first paragraph and the development.

(d) Edit/rewrite the first paragraph if necessary.

(e) *References/Bibliography* – do not plagiarise, you must give references for both direct quotations and paraphrases of others’ ideas. All referenced works must also appear in the bibliography (see separate handout on how to record references in your written work).

4. **Take a day or two off!**

5. **Re-read your essay with a fresh mind and a sharp pencil. You might like to bear the following questions in mind:**

(a) Does your work answer the question?
(b) Is the content accurate and relevant?
(c) Have you covered all the main aspects in sufficient depth?
(d) Is each main point well supported by examples and argument?
(e) Is the material arranged logically?
(f) Is there a clear distinction between your ideas and other people’s ideas?
(g) Have you acknowledged all sources and references?
(h) Is it the right length?
(i) Is it clearly written and well laid out?
(j) Is the grammar, punctuation and spelling correct?

6. **Edit, correct, and re-write as necessary.**
7. **Submit the essay.**

8. **Congratulate yourself on a job well done!**

9. **Some further points:**

   Unless otherwise stated, essays and reports require a full answer in good English. Although not essential for essays, the use of headings and sub-headings is often helpful in structuring an answer, and you should not be afraid to use these where appropriate. Reports, on the other hand, would normally have headings and sub-headings to indicate the structuring and ordering of the contents. In any event, separate paragraphs (with or without a heading/sub-heading) should be employed for the discussion of each new point.

   Assignments are usually set in such a way that they cannot be satisfactorily answered by paraphrasing standard textbooks or papers. Attempts to treat assignments as paraphrasing exercises will attract minimal marks and run the risk of penalties for plagiarism. Assignments invariably require a certain amount of reading, both of recommended references and consideration of lectures and class discussions. While references to the literature are expected, you should develop properly argued answers in your own words rather than present a mere patchwork of other people’s thoughts/interpretations/words. This is the only way to understand a subject fully, and demonstrate to tutors that you have a grasp of the subject.

   All references/sources used in your work must be cited wherever appropriate. Failure to comply with these directions means that you run the risk of penalties for plagiarism.

   **For example:**

   When you consciously refer to, or legitimately borrow an idea from an author’s work, you must always acknowledge this. The most convenient way of doing this is: “Ansoff (1984; p73) suggests that” or “these four components together form the common thread concept of strategy (Ansoff 1984).”

   Direct quotations must be placed in quotation marks followed by a clear indication of the source.

   All references cited should be listed in full in alphabetical order at the end of your work (see below for more information on referencing conventions).

---

**Appendix: Keywords in Assignment Titles**

**Analyse**

Examine the detailed constituents of.

**Compare**

Examine qualities or characteristics to discover resemblances. “Compare” is usually stated as “compare with”; you are to emphasise similarities, although differences may be mentioned.

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1 Modified and adapted from: University of St Thomas’ ISS-Learning Center (http://www.stthomas.edu/academicsupport)
**Contrast** Stress dissimilarities, differences, or unlikeness of things, qualities, events or problems.

**Criticise** Express your judgement of correctness or merit. Discuss the limitations and good points or contributions of the plan or work in question.

**Define** Definitions call for concise, clear, authoritative meanings. Details are not required but limitations of the definition should be briefly cited. You must keep in mind the class to which a thing belongs and whatever differentiates the particular object from all others.

**Describe** In a descriptive answer, you should recount, characterise, sketch or relate in narrative form.

**Discuss** The term discuss, which appears often in essay questions, directs you to examine, analyse carefully, and present considerations pro and con regarding the problems or items involved. This type of question calls for a complete and detailed answer.

**Evaluate** In an evaluation question you are expected to present a careful appraisal of the problem stressing both advantages and limitations. Evaluation implies authoritative and, to a lesser degree, personal appraisal of both contributions and limitations.

**Explain** In explanatory answers it is imperative that you clarify, elucidate, and interpret the material you present. In such an answer it is best to state the ‘how’ or ‘why’, reconcile any differences in opinion or experimental results, and, where possible, state causes. The aim is to make plain the conditions that give rise to whatever you are examining.

**Illustrate** A question that asks you to illustrate usually requires you to explain or clarify your answer to the problem by presenting a figure, picture, diagram, or concrete example.

**Interpret** An interpretation question is similar to one requiring explanation. You are expected to translate, exemplify, solve, or comment upon the subject and usually to give your judgement or reaction to the problem.

**Justify** When you are instructed to justify your answer you must prove or show grounds for decisions. In such an answer, evidence should be presented.

**Outline** An outline answer is organised description. You should give main points and essential supplementary materials, omitting minor details, and present the information in a systematic arrangement or classification.

**Prove** A question that requires proof is one which demands confirmation or verification. In such discussions you should establish something with certainty by evaluating and citing experimental evidence or by logical reasoning.
Relate  In a question that asks you to show the relationship or to relate, your answer should emphasise connections and associations in descriptive form.

Review  A review specifies a critical examination. You should analyse and comment briefly in organised sequence upon the major points of the problem.

State  In questions that direct you to specify, give, state, or present you are called upon to express the high points in brief, clear narrative form. Details and, usually, illustrations or examples, may be omitted.

Summarise  When you are asked to summarise, you should give in condensed form the main points or facts. All details, illustrations and elaboration are to be omitted.

Trace  When a question asks you to trace a course of events, you are to give a description of progress, historical sequence, or development from the point of origin. Such narratives may call for probing or for deduction.

Notes on Referencing Sources used in Assignments

This section sets out the “Harvard system” of referencing to be used in tutor-marked assignments and research reports submitted to the School of Management, University of St Andrews. It is important to reference published material that you wish to use in your written work. While referencing is a standard that is used to avoid plagiarism it also supports a strong scientific method. To build arguments and provide evidence you must reference any published resources you use. The spirit of referencing is embodied in Isaac Newton’s famous 1676 quote, “If I have seen further it is by standing on the shoulders of giants”. It means that Newton’s great discoveries were made by building on the previous work of scientists. This reference guide sets out how to reference other authors’ work properly.

For each type of material you are referencing (e.g. books, journal articles, newspapers, internet sites), this guide presents two parts, and how to write the full reference at the end of your work. The section at the end of the work should be called a reference section and only include those references cited in the assignment. For the purposes of this guide these two sections will be called in-text referencing and the reference list format.

A note on paraphrasing and quoting: quotations are direct transcriptions of text from other sources while paraphrasing uses your own words to express others’ ideas. You should attempt to paraphrase where possible and only use quotations sparingly and strategically. Both paraphrasing and quoting require referencing, and quotations must refer to the page number from which they were taken (see Books section below).

Finally, here, look at the referencing conventions used in academic articles and books you have read in conjunction with your studies.

Generic Format
The Harvard system has a generic format for in-text referencing and the reference list. While this guide provides a range of examples for books, articles,
Internet sources etc, the generic format below should be used where adaptation is necessary.

**In-text**
Author (year) or (Author, year)
e.g. Sillince (1996)
or
(Sillince, 1996)

**In-text (direct quote)**
Author (year: page number) or (Author, year: page number)
e.g. Jones (2011: 49) argues that “... more organisations are becoming aware of the importance of collaborative leadership in the workplace.”
Or
e.g. Many managers would agree with the view that “... more organisations are becoming aware of the importance of collaborative leadership in the workplace” (Jones, 2011:49)

**Reference list**
Books
Author (Year) Title. Place Published: Publisher.

Articles

**Books**
The following exemplifies several in-text references for books with one author, two authors, more than two authors, and authors cited by another author. When citing more than two authors, list all authors’ surnames the first time, then use *et al.* (see example; *et al.* is an abbreviated version of the Latin phrase *et alii*, which means “and others”). Note the different formats for the *in-text* referencing of *paraphrasing* and *quotations* (with page number) and the *complete references* in the reference list.

**In-Text**

**One author**
The development of bureaucratisation in the UK was fundamentally different from that of the US. The Taylorist efficiency movement occurred in the US during an expansionary period while the same movement occurred in the UK during one of the worst ever recessions (Littler, 1982). Littler (1982) concludes that for these reasons the labour movements in the UK are fundamentally different from those in the US. These differences in capitalist development had important consequences, ‘This affected the pattern of resistance, and British capitalism still carries the scars of this historical conjuncture’ (Littler, 1982: 195).

**Two authors**
Managerial skills are a key focus for Whetton & Cameron’s (1991) introductory text.

**Three or more authors**
Smith, Child & Rowlinson’s (1990) case study of Cadbury’s Ltd revealed that the corporate culture’s resistance to change was diminished by the use of new
concepts and symbols. The new vision embodied in the transformation was also facilitated by key change agents located strategically throughout the organisational structure (Smith, et al., 1990).

**Author cited by other author: secondary sources**


**Reference List**

Alphabetically ordered list of references.


**Journal Articles**

In-text referencing of journal articles uses the same format as books (see above). Notice that the reference list includes the name of the journal article and the name of the journal. Be wary of electronic journals or articles retrieved from the Internet, as some formats may not include the original page numbers you might need for direct quotations.

**In-text**

Broadbent, Jacobs, & Laughlin's (1999) comparison of the organisational accountability of UK and New Zealand Schools reveals important distinctions. Broadbent, et al. (1999) discuss how management accounting in UK schools results in an individualistic focus in contrast to the socialising focus of an integrated financial accounting in New Zealand schools. An individualising focus may result in undermining 'the capacity for communal action and alienate the organisational members from the activities that they are required to undertake' (Broadbent, et al., 1999:358).

**Reference list**


**Internet Sites**

The variability of Internet site quality is problematic for referencing in academic essays. However, access to annual company reports, press releases, and daily news services provide ample reasons to utilise the Internet in essays. Journal articles obtained over the Internet should use the standard journal format unless the journal is solely in electronic format.

**In-text**

Wiegran & Koth's (1999) article on successful online commerce focuses on customer loyalty, increasing purchases, and higher margin products. They
propose five website features to achieve successful online commerce; value added information, personalisation, intelligent communication, user generated content, and loyalty incentives (Wiegran & Koth, 1999).

Since 1991, the price of oil has reached its highest in February 2000 and this rise is due to OPEC restrictions on oil production (BBC, 2000).

Reference list

Other formats
Again, use the generic system when you encounter material to be referenced that does not fit clearly into the previous or following examples.

Newspapers

In-text
Use same as Books (i.e. Author, year). If no author is found then use full name and date as follows. The oil crisis has caused parents to ‘consider home education’ (The Times. 9 July 1973: 3).

Reference list

Chapter in edited collection:

In Text
Note that the author’s cited chapter is taken from pages 138 to 157 from Pollert’s Book, Farewell to Flexibility. Smith’s (1991) examination of flexible specialisation focuses on production and consumption.

Reference list

In-text
Flexible work technologies are a key focus for British Telecom. BT has set up a consultancy unit that specialises in employing flexible working practices with respect to technology (British Telecom, 1999).

Reference list

Author with more than one publication in a year:

In-text
Haslam, Williams, & Williams (1990a) is distinguished from Haslam, Williams, & Williams (1990b).
Reference List

Interviews and personal communication
Students are advised not to reference personal communication (e.g. lectures or meetings) unless as part of a submitted field research project with a relevant section on methods. Lecture material should be traced back to original sources.

In-text
One respondent believed that post modern research methods were indicated by the use of computers and quantitative algorithms with traditionally qualitative textual analysis (Innes, 2000).

Reference list
Innes, P. (2000) Interview, no.01, 22 March.

GUIDELINES ON ACADEMIC INTEGRITY
It is critical to the reputation of the School of Management and of the University that everyone associated with the programmes behaves with the highest academic integrity. As the programmes help create individuals who will take up responsible positions in business and government, we have a special responsibility to ensure that our academic standards are beyond reproach.

All programmes encourage students to work together and discuss ideas. This is an integral part of the learning process. However, we should caution you that discussion and collaboration should be clearly separated from the written preparation and submission of individually assessed work.

Please make sure you have read the section on “Academic Misconduct” in Part B of this handbook.

FURTHER HELP WITH STUDY SKILLS AND ASSESSMENTS

CAPOD
CAPOD, the Centre for Academic, Professional and Organisational Development, is the University’s central support unit for learning and teaching. CAPOD provides a range of services for students and for staff to:

- Promote excellence in learning and teaching.
- Explore new approaches to learning and teaching.
- Help monitor and evaluate progress through innovation, review and enhancement.

Courses for students
Small group tutorials and larger group seminars (covering topics such as essay writing, report writing, referencing, presentation skills and exam preparation) are offered to Undergraduate and Postgraduate students throughout the year. Visit our course catalogue for further details:
https://www.st-andrews.ac.uk/students/pdms/
Contact details: CAPOD
University of St Andrews
Hebdomadars Block
St Salvators Quad
75 North Street
St Andrews
Fife
KY16 9AJ
Scotland, United Kingdom

Tel No: (01334) (46)2141
Email: capod@st-andrews.ac.uk

FURTHER INFORMATION
The University is registered under the Data Protection Act and reserves the right to enter personal student data on its computer systems.

Equal Opportunities: The School and University are committed to a comprehensive policy of equal opportunities for students, in which individuals are selected and treated on the basis of their relevant merits and abilities and are given equal opportunities within the University. No student should receive less favourable treatment on any grounds which are not relevant to academic ability and attainment. The University is committed to a programme of action to make the policy fully effective.

Special Consideration: will be given to students who are subject to medical illness or extenuating (social/personal) circumstances which are likely to affect academic performance. Students should submit relevant documents and inform their Programme Co-ordinator of all such circumstances as soon as possible. Please also note the procedures in earlier sections of this document.
PART D

THE POSTGRADUATE CERTIFICATE IN COLLABORATIVE LEADERSHIP

INTRODUCTION
All programmes in the School of Management share a common philosophy in that they aim to provide students with a critical understanding of the nature of strategic business and management activity and the wider contexts within which such activity takes place. This is achieved through the provision of programmes whose content is relevant to the specialist area of study chosen and which:

- Is rooted in sound research into the nature of business and managerial work.
- Offers an integrated theoretical and empirical framework within which to study the subject.
- Provides for a balance in the learning of useful concepts and techniques and the development of analytical, critical, and evaluative skills that are transferable and that will support the student’s needs for lifelong learning.
- Helps to prepare students who can be expected to operate in often diverse cultural settings and within a global business environment.
- Examines the ethical dimensions of business and organisations.
- Gives you the opportunity to work in teams, make presentations and debate and analyse with fellow students and staff contemporary issues in business and management.
- Emphasises the process of learning as well as the content of learning.
- Through the provision of option modules, offers the opportunity for students to tailor their studies to reflect their particular interests.
- Provides a variety of activities (for example, guest lectures and organisation visits) to complement your studies and enable you to develop further your knowledge of, and skills in, the subject of business and management.

The modules offered by the School of Management aim to develop both the knowledge base and the skills of students. In each of these aims, there is an important role for the concept of student-centred learning. In practical terms, this involves a co-operative arrangement between staff and students, with staff responsible for organising and guiding students towards a variety of learning resources and students making the fullest use of these resources on their individual initiative.

It is a strong belief of the staff that, as well as encouraging academic excellence, the School of Management should take a positive role in developing the types of skills which are essential to effective leadership. Such skills include:

- Analysis – learning to use methods of careful and logical reasoning.
- Synthesis – recognising patterns of development in diverse material.
- Oral presentations to small and large audiences of peers.
- The ability to work in groups or teams, with the associated organisational, leadership and delegation skills.
- The capacity for constructive self-evaluation.
• The ability to communicate with representatives of business and to understand and use with confidence the vocabulary and conceptual frameworks employed in business.

• The capacity for research and investigation.

Within the above content, the School regards Collaborative Leadership as a crucial area of current practice because few, if any, organisations can now exist in isolation and most operate in conditions of complexity, cross-boundary working and increasing dynamism. In addition, pressures for high levels of organisational and individual performance in private sector enterprises come from the expectations of the multiple stakeholders with whom they engage. In such circumstances, leadership has taken on a new dynamic with a focus now on increasing engagement with staff which in turn implies a need to see those in formal leadership positions mobilising both theoretical and practical forms of knowledge and contemporary developments in that knowledge base. This part-time programme reviews the key aspects of this knowledge base and itself adopts a collaborative approach to the learning whereby tutors and students engage in theoretically-informed analysis, review and evaluation of examples of practice-led learning from within the student body.

The following sections provide an indication of:

1. The aims of the programme
2. The type of skills that students should be able to demonstrate at the end of the programme
3. The programme structure and delivery
4. Overview of teaching content
5. Student assessment
6. Teaching programme for each of the three modules that comprise the programme
7. Booklist

1. THE AIMS OF THE PROGRAMME

• To introduce students to the nature of collaborative leadership and its practise within complex, dynamic organisations.

• To equip students with a range of analytical, critical, evaluative and communication skills relevant to the leadership and development of people.

• To provide students with an understanding of the skills, concepts and techniques that underpin the successful management of people and processes in order to help achieve efficient and effective organisational performance.

• To introduce students to the distinctive issues and practices of working in partnership and across organisational boundaries in order to promote effective change.

• To encourage students to learn through the active investigation of real-life issues and opportunities, taking action on the issues and then reviewing and refining both understanding and future action.

• To provide students with an opportunity to undertake a series of collaborative projects that investigate significant work-based issues and propose solutions.
2. **SKILLS**

2.1 At the end of the programme students should be able to demonstrate the following *intellectual* skills and attributes:

- Ability to analyse the requirements for effective collaborative leadership.
- Understanding of the key skills and processes of collaborative/partnership working especially in the context of multi-functional teams.
- Ability to exercise analytical and evaluative skills in relation to workplace and wider organisational issues that require action and review.
- Understanding of the main principles underpinning the effective leadership and development of people.
- Ability to identify the likely effectiveness of proposed solutions to managerial and organisational problems and challenges.
- Identification of the implications for all stakeholders of a variety of policy alternatives which are likely to involve ethical, social and environmental issues as well as organisational and managerial concerns.
- Ability to abstract from particular situations and solutions and consider their relevance, development and application as necessary to more general cases.
- Ability to apply a range of theories to inform practice-led initiatives in the workplace.
- Ability to take a critical view of the subject material covered in the programme in order to learn to recognise the limitations of alternative theories and competing approaches to organisational and leadership challenges.

2.2 At the end of the programme students should be able to demonstrate the following *professional/subject-specific/practical* skills:

- The ability to apply critical analytical skills to complex practical problems.
- Collaborative leadership and partnership working skills.
- The ability to apply relevant skills and processes in relation to the leadership and development of people.
- Collaborative project enquiry skills.
- The capacity to evaluate alternative strategies in relation to workplace and organisational problems and challenges.
- Effective team working and collaborative leadership skills in complex, cross-boundary, multi-functional team-based situations.
- Evaluation of the strengths and weaknesses of particular solutions in specific contexts and their generalisability to other situations.

2.3 At the end of the course students should be able to demonstrate the following *transferable* skills:

- Communication skills: oral and written.
- Research skills: the ability to undertake both individual and collaboratively based research and produce research reports.
- Self-management skills: planning, organising, independent and team-based work, initiative, time management, responsibility for personal and career development.
• Professional awareness: assessment of professional issues and the viability and consequences of alternative strategies and solutions to such issues.

3. THE PROGRAMME STRUCTURE AND DELIVERY

The programme comprises three 20-credit modules:

- MN5921: Collaborative Working and Leadership in Complex Organisations
- MN5922: Leadership and Development
- MN5923: Collaborative Enquiry Project

Each module takes place over a number of Day Schools at the University of St Andrews with assessments due to be submitted approximately one month following the end of each module delivery.

Students will be provided with appropriate teaching/learning resources and will have full access to the University Library and associated IT services and access to the relevant sections of the University’s virtual learning environment, Moodle.

Students taking the programme have the same rights and obligations of all students taking programmes at the University.

Teaching and learning methods on the programme will be characterised by collaborative learning as befits the nature and aims of the programme itself. Students will engage with independent and group study in a supportive framework of teaching and learning. The strategy is to use methods that will facilitate learning appropriate to the aims the programme. In each of the three Study Weeks there will be an emphasis on small-group discussions. These will be used to explore with students the nature and applicability of a range of concepts, theories, skills and processes relating to the specific content of each of the three modules that comprise the programme.

Student workload per module:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours/week</th>
<th>Number of Weeks</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class contact hours</td>
<td>5 x 8 hour day schools</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>Preparation of assignments</td>
<td>5</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Private study / reading</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total work load (hours)</strong></td>
<td></td>
<td></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

4. OVERVIEW OF TEACHING CONTENT

4.1 MN5921: Collaborative Working and Leadership in Complex Organisations

This module introduces participants to the skills and processes of collaborative working and leadership and aims to encourage learning through the active investigation of real-life issues and opportunities within complex organisational environments. Based upon an analysis of the various theories of leadership (trait, behavioural, contingency, attribution, charismatic), the skills underpinning effective leadership are considered
including motivation, communication, goal-setting and the concept of “followership” explored. Following the establishment of this “learning platform”, the module goes on to consider partnership working and organisational change and discusses the distinctive issues and practices of working in partnerships and across organisational boundaries.

The Day Schools associated with this module will see the following topics, and practical exercises on them, delivered:

- The managerial and leadership implications of collaborative leadership and partnership working.
- Factors affecting the effectiveness of collaborative leadership and partnership working: motivation; communication; goal setting; empowerment; the work and business environment; team-based management; practically-orientated research skills.
- Critical analysis of theories of leadership relevant to collaborative enquiry and partnership working.
- Critical analysis of models and approaches to organisational change relevant to collaborative leadership and enquiry and partnership working.

4.2 MN5922: Leadership and Development
Building on the content covered in MN5921, this module begins by debating the subject of leadership in the context of modes and dynamics of power and its distribution as it impacts on how people perceive problems and opportunities, impose limits on their thinking and action and seek to influence others. Possibilities and prospects for genuinely alternative ways of leadership and development based upon collaboration and partnership are explored. Issues of trust-building, mentoring, coaching and facilitating as elements of people development are considered and issues such as leading without direct authority, gaining and deserving respect and the developmental potential of team-based working are included as part of the teaching/learning content for the module.

The Day Schools associated with this module will see the following topics, and practical exercises on them, delivered:

- The analysis of factors that underpin the operation of various leadership models with particular emphasis on the in-depth consideration of distributed and collaborative leadership approaches.
- The analysis of factors that underpin a multiple-perspective approach and its application to collaborative leadership and the developmental challenge of team-based working.
- The analysis of factors that support the development of people.
- Critical evaluation their own role as a manager in the leadership and development of people.

4.3 MN5923: Collaborative Enquiry Project
The module situates collaborative leadership and the projects that emerge in its name within the strategy making processes of the organisation. The module reinforces research skills and organisational understanding that have been built-up through the study of earlier modules. Through a live collaborative leadership-focused project, an emphasis is placed on ethical enquiry and the need to generate evidence that will result in behavioural change. This will incorporate skills of interpersonal communication
including listening and dialogue, analysis and a focus on the causes and outcomes of behaviours and practice.

The Day Schools associated with this module will see the following topics delivered via the collaborative project inquiries undertaken:

- The inter-relationship between collaborative enquiry, strategy making and leadership.
- Processes for investigating and reporting on a live collaborative project.
- Critical evaluation of the role of collaborative leadership in the undertaking of the projects.
- Planning for future learning as leaders.

5. STUDENT ASSESSMENT

For modules MN5921 and MN5922 students will undertake two individual assignments (each of approximately 2000 words) and a group assignment (of approximately 4000 words). For module MN5923, students will submit a final group project report (c.10000 words) plus an individual reflective essay (c.2000 words) on their experiences of undertaking the group project. Assignments for each module have to be submitted approximately two months after completion of the last Day School associated with each module.

6. MODULE PROGRAMME

See below.

7. BOOKLIST

Some key texts associated with the programme are as follows:


Other texts and readings will be indicated during the delivery of each module.
8. CONTRIBUTORS TO THE PROGRAMME

Professor Jan Bebbington, Co-Head, School of Management, University of St Andrews.
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Professor Paul Hibbert, Professor of Management, School of Management, University of St Andrews.
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Mr Charles Lovatt, Teaching Fellow, School of Management, University of St Andrews.
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Ms Nicola Harkins, Organisational Development Consultant, NHS Fife.
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Ms Janice Gibson, Workforce Development Manager, Fife Council.
janiece.gibson@fife.gov.uk

Mrs Lorraine Reilly, East of Scotland Research Ethics Service.
lorraine.reilly@nhs.net
MN5921: Collaborative Working
and Leadership in Complex Organisations

Day School One:
Orientation to the Collaborative Leadership Programme

Wednesday 29 August 2012
9.30am – 5.45pm
Boardroom, The Gateway Building

0930 -1000  Arrival: Tea and Coffee

1000 – 1130  Professor Jan Bebbington Ms Tricia Boyle Ms Janice Gibson Mr Martin Dowling
Programme Welcome, Orientation and Overview
Professor Bebbington will welcome participants to the programme and indicate its place within the wider portfolio of the School’s educational provision. Thereafter, Ms Boyle and Ms Gibson will outline the contextual background to the programme and its links to the partnership working and collaborative ethos being promoted across the provision of public services in Fife. Finally, Mr Dowling will outline the key elements of the three modules that comprise the programme, its underlying educational philosophy and methods of assessment across the programme.

1130 – 1145  Break:  Tea and Coffee

1145 – 1315  Ms Hilda McNae, Mr Martin Dowling
Supporting your Studies on the Programme
As befits a programme emphasising the advantages of collaborative working, we are keen to ensure your studies benefit from the variety of support mechanisms available to you in the School and University. In this context, Ms Hilda McNae will provide advice and guidance on the array of information and library services at the university that are available to underpin your studies with us. Continuing this theme, Mr Dowling will outline the facilities in the School of Management that support your work towards the Postgraduate Certificate in Collaborative Leadership.

1315 - 1400  Buffet Lunch

1400 – 1530  Mr Martin Dowling, Ms Tricia Boyle
Collaborative Working: Key Issues
This session will be devoted to an overview of the academic and practical issues raised by the notion of successful collaborative working. Guidance will also be provided on aspects of “Researching the Workplace” as a basis for project your project enquiry.

1530 – 1545  Break:  Tea and Coffee

1545 – 1715  Professor Donald McLean
Participant Perspectives and Participant Evaluation of the Programme.
Ensuring the perspectives, concerns and views of participants on the programme are regularly reviewed is an essential aspect of the collaborative philosophy that underpins the programme. In this session Professor McLean will undertake the first of three discussions which will consider participants’ reactions to the content, learning and practices of the programme.

1715 – 1745  Review/Depart
Day School Two:
Researching Collaborative Leadership and Practice

Thursday 30 August 2012
9.30am – 5.45pm
Boardroom, The Gateway Building

0930 – 1000 Arrival: Tea and Coffee

1000 – 1130 Professor Huw Davies
Methods of Enquiry
In this first session we will examine the nature of enquiry, exploring both formal methods of academic research and the more engaged and situated approaches of action research and action learning. The aim is to open up the enquiry process and, in conjunction with later sessions, to facilitate plans and proposals on the participants’ own topics of enquiry.

1130 - 1145 Break: Tea and Coffee

1145 –1315 Professor Huw Davies
Articulating goals and methods for the workplace-based collaborative enquiries
This second session will see the work groups addressing a number of key questions on their own project proposals: what does the project seek to achieve? What data and other evidence sources might be exploited? How can the enquiry process be made more collaborative? What would an action plan look like?

1315 – 1400 Buffet Lunch

1400 – 1530 Professor Huw Davies
Sharing plans and critical reflection
The final session will explore, through group discussions, the plans and proposals under development. The key goal will be to provide supportive analysis and critical feedback to encourage clear action plans on the collaborative enquiry projects that students have started.

1530 – 1545 Break: Tea and Coffee

1545 – 1715 Dr Philip Roscoe, Mrs Lorraine Reilly
Ethical Approval for Research
This session will consider the requirements and procedures for ethical approval of the collaborative enquiry projects.

1715 – 1745 Review/Depart
University of St Andrews  
SCHOOL OF MANAGEMENT

Fife Partnership Collaborative Leadership Programme  
Module MN5921: Collaborative Working and Leadership in Complex Organisations

Day School Three:  
*Developing Collaborative Enquiry (1)*

Wednesday 19 September 2012  
9.30am – 5.45pm  
Boardroom, The Gateway Building

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<tr>
<td>0930 – 1000</td>
<td>Arrival: Tea &amp; Coffee</td>
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| 1000 – 1130 | Professor Paul Hibbert  
*The Challenge of Collaboration (1)*  
Over day schools 3 and 4, we will explore the nature of collaboration and the ways in which it offers particular challenges to those seeking to lead or work within collaborative approaches. The aim of the first session is to open up the domain of collaboration for more detailed developmental sessions that will underpin positive actions for supporting collaborative working. |
| 1145 – 1145 | Break: Tea and Coffee                       |
| 1145 – 1315 | Professor Paul Hibbert  
*The Challenge of Collaboration (2)*  
The second session will continue to investigate the challenges of collaborative working. |
| 1315 – 1400 | Buffet Lunch                                |
| 1400 – 1530 | Professor Paul Hibbert  
*The Nature of Collaboration (1)*  
The third session will look at common factors that seem to make collaborative working difficult and demanding, some of which are addressed in detail on day 4. In this session we will also begin to explore a reflective approach to grappling with the issues of working in collaboration. |
| 1530 – 1545 | Break: Tea and Coffee                       |
| 1545 – 1715 | Professor Paul Hibbert  
*The Nature of Collaboration (2)*  
The final session of the day will continue to explore themes introduced in the previous session. |
| 1715-1745  | Review/Depart                               |
Fife Partnership Collaborative Leadership Programme  
Module MN5921: Collaborative Working and Leadership in Complex Organisations  

Day School Four:  
*Developing Collaborative Enquiry (2)*  

Thursday 20 September 2012  
9.30am – 5.45pm  
Boardroom, The Gateway Building

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<td>0930 – 1000</td>
<td>Arrival: Tea and Coffee</td>
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| 1000 – 1130 | Professor Paul Hibbert  
|             | **Structures of Collaborative Working (1)**  
|             | The first session will explore two related issues for making a start with collaborative working. That is, the complexity and interconnectedness of collaborative structures and the multiple sets of collaborative, organisational and individual aims that are in play within them. We will consider the ways in which these ideas can be engaged with in a way that reveals the tensions and difficulties that need to be addressed. |
| 1130 - 1145 | Break: Tea and Coffee                                            |
| 1145 – 1315 | Professor Paul Hibbert  
|             | **Structures of Collaborative Working (2)**  
|             | The second session will continue to explore themes raised in the previous session. |
| 1315 –1400 | Buffet Lunch                                                      |
| 1400 – 1530 | Professor Paul Hibbert  
|             | **Evaluating Collaborative Working (1)**  
|             | The third session of the day will explore what success means in collaborative working, and the ways in which different views about success - and the ways in which it is recognised (or not) can have a material effect on the progress of collaborations. |
| 1530 – 1545 | Break: Tea and Coffee                                            |
| 1545 – 1715 | Professor Paul Hibbert  
|             | **Evaluating Collaborative Working (2)**  
|             | This final session of the day will continue to consider issues raised in the previous session. |
| 1715-1745  | Review/Depart                                                      |
Day School Five:  
Collaborative Practice: Lessons from the Study of Leadership, Social Enterprise and the Competing Values Approach  

Tuesday 23 October 2012  
9.30am – 5.45pm  
Parliament Hall, South Street, St Andrews

0930 – 1000  Arrival: Tea and Coffee  

1000 – 1130  Mr Charles Lovatt  
Setting the Scene: Questions of Leadership  
In this session, we will consider a range of different ways of thinking about leadership. Alternative styles of engagement between ‘leaders’ and ‘followers’ will be discussed.

1130 – 1145  Break: Tea and Coffee

1145 – 1315  Mr Charles Lovatt  
Public Sector Leadership in the UK  
Building on the previous session’s content, we will explore the meaning of a multiple-perspective approach to leadership and consider issues such as political leadership, strategic leadership, operational leadership and community leadership. Drivers of academic/conceptual change in our thinking of leadership will be considered and political directions in society explored. Consideration of the policy response in recent years will see this session concluded.

1315 – 1400  Buffet Lunch

1400 – 1530  Mr Charles Lovatt  
Civic Leadership, Social Enterprise and Social Entrepreneurs  
This session will explore a number of case studies in the public and voluntary sectors drawn from across the globe. Issues covered will include: values, vision and mission of various social actors; differences between management and leadership; fit between public service ethos and the mission-driven imperative of social entrepreneurs and the difficulties and challenges at the collaborative interface between the public sector and social enterprise.

1530 – 1545  Break: Tea and Coffee

1545 – 1715  Mr Martin Dowling  
Exploring the Competing Values Framework: Implications for Collaborative Working  
The final session will see us consider the “competing values” approach to leadership and organisation effectiveness (Quinn, et al 2011). The competing values approach helps us to address how organisational imperatives of the need for simultaneously implementing “effective control of resources”, “being competitive and goal orientated”, “creating new solutions” and so on can only be met by considering new ways of working that emphasise collaboration and partnership.

1715 – 1745  Review/Depart
Assignment One: An individual essay of approximately 2000 words

Essay Title: "Application to my own management practice of concepts introduced in MN5921"

Task: Take two or three concepts from MN5921 and explore their relevance and application to your own management practice and within your own organisational context.

Date for submission: By Friday 23 November 2012 for 12 noon, via the MMS system.

Assignment Two: A group report of approximately 4000 words

Group Report Title: "Our Group Project Enquiry Proposal"

Task: Your report needs to outline your chosen project and write this as a "Project Proposal". A suggested outline is indicated on slides 8 and 9 of the "Researching the Workplace" PowerPoint file that is on the Moodle site for MN5921.

Within the c4000 word length the report should also include a short section written by each member of the group (c350 words) that reflects upon the collaborative working that has been undertaken by the group: its positive aspects; areas where it is felt further development is needed if collaborative practice is to be improved; and so on.

Date for submission: By Friday 23 November 2012 for 12 noon, via the MMS system.

Assignment Three: An individual learning log of approximately 2000 words
Title: 

“Learning Log Number One”

Task: 

Students will keep a weekly “diary” of any relevant/significant/meaningful (as defined by the student) workplace events/issues that arise and that allow analysis of the event(s) in terms of at least two perspectives on what happened and why. Students will reflect on their analysis and the learning and implication for their future practise that can be taken from the event(s) in question and their analysis. The learning log to be submitted will draw upon this “diary of events” and choose one such episode for writing-up in more detail. Here, emphasis should be placed on your reflections on the process of the collaborative leadership implications of your analysis, not just the task/issue involved. (Please note that the events you choose to record/write-up do not have to relate specifically to the contents of Mn5921 but they may do so if appropriate.)

Date for submission: 

By Friday 23 November 2012 for 12 noon, via the MMS system.

Each assignment is worth one third of the overall marks for the module.

Queries? Please contact Martin Dowling: mjd11@st-andrews.ac.uk
University of St Andrews
SCHOOL OF MANAGEMENT

Fife Partnership Collaborative Leadership Programme

Module MN5922: Leadership and Development

Day School One:
Researching and Implementing Collaborative Projects:
The Implications for Leadership and Development

Wednesday 5 December 2012
9.30am – 5.45pm
Boardroom, The Gateway Building

0930 – 1000  Arrival: Tea and Coffee

1000 – 1130  Professor Nic Beech
Negotiation and Collaborative Practice and Research
This session will review the requirements for undertaking successful practice and research in the area of collaborative leadership and people development.

1130 – 1145  Break: Tea and Coffee

1145 – 1315  Professor Nic Beech
Managing Tensions in Collaborative Practice and Research
Through a mix of research case studies and discussion, participants will be provided with advice and guidance on how to manage the tensions that arise in undertaking collaborative practice and research. This information will help to support participants’ own collaborative research projects.

1315 – 1400  Buffet Lunch

1400 – 1530  Ms Tricia Boyle, Ms Nicola Harkins, Mr David Collin
Group BPP Findings and Dialogue (1)
In small group discussions we will explore further the findings arising from the BPP survey and discuss their implications for participants’ collaborative practice and leadership. The session will also explore how dialogue is necessary to inform practice and research in the field of collaboration.

1530 – 1545  Break: Tea and Coffee

1545 – 1715  Ms Tricia Boyle, Ms Nicola Harkins, Mr David Collin
Group BPP Findings and Dialogue (2)
This session will continue the discussion of themes arising in the previous session.

1715 - 1745  Review/Depart
University of St Andrews
SCHOOL OF MANAGEMENT

Fife Partnership Collaborative Leadership Programme
Module MN5922: Leadership and Development

Day School Two:
Researching and Implementing Collaborative Projects:
The implications for Organisational Change

Thursday 6 December 2012
9.30am 5.45pm
Boardroom, The Gateway Building

0930 – 1000  Arrival:  Tea and Coffee

1000 - 1130  Professor Robert MacIntosh
Partnership Working and Organisational Change
This session will explore essential principles of change management and
the practical realities that this entails.

1130 – 1145  Break: Tea and Coffee

1145 - 1315  Professor Robert MacIntosh
Prescriptions for Change and their Critique/Development
The session aims to explore prescriptions for change management and
draws on, for example, Kanter, Kotter and Pettigrew to explore different
ways of orienting change activities. These orientations are criticised and
developed using frameworks from Van de Ven and Marshak who draw
attention to the implications of divergent ways of thinking and acting.
Participants are encouraged to develop their own prescriptions for
managing change in a complex and cross-boundary setting.

1315 – 1400  Buffet Lunch

1400 - 1530  Professor Robert MacIntosh
Narratives, Identity and Interaction
The third session of the day focuses on narratives, identity and interaction.
Change relates to who people understand themselves to be, what actions
they regard as legitimate and how they convey these actions to others.
Narrative analysis is used to analyse a case study of change and
participants are facilitated to adapt the technique to their own situation.

1530 – 1545  Break: Tea and Coffee

1545 - 1715  Professor Robert MacIntosh
Adopting a Critical Perspective
The day closes by exploring the potential relevance of a critical perspective
on change prescriptions, narratives, identity and interaction. These aspects
of collaborative approaches and their critical analysis and evaluation are
important elements of the research process and will be considered in depth
in this session.

1715 - 1745  Review/Depart
Fife Partnership Collaborative Leadership Programme

Module MN5922: Leadership and Development

Day School Three

Application of Research Skills Necessary for the Successful Conduct of a Collaborative Project Enquiry

Wednesday 23 January 2013
9.30am – 5.45pm
Boardroom, The Gateway Building

0930 – 1000  Arrival: Tea and Coffee

1000 - 1130  Professor Robert MacIntosh
Research Skills and Structuring Research
This session and the subsequent ones in today's programme aim to reinforce research skills that have been building up during the course to date. An emphasis will be placed on the skills of interpersonal communication including listening and dialogue, analysis and a focus on the causes and outcomes of behaviours and practice. The requirements necessary to generate evidence that will result in behaviour change will provide a focus for the day’s deliberations.

1130 – 1145  Break: Tea and Coffee

1145 - 1315  Professor Robert MacIntosh
Action Research and Scenario Thinking (1)
Collaborative project enquiries are particularly well suited to an "action research" approach where results from a study are used to design improvements to the system or problem under investigation and which in turn are the subject of further study. In a similar way "scenario thinking" encourages the extension of thinking about a problem so as to surface new strategic options. Scenario thinking also helps to manage uncertainty through greater "mental preparedness". This and the following session will explore aspects of these two key features of collaborative enquiry and practice.

1315 – 1400  Buffet Lunch

1400 - 1530  Professor Robert MacIntosh
Action Research and Scenario Thinking (2)
This session will continue with the consideration of themes raised in the previous session.

1530 – 1545  Break: Tea and Coffee

1545 - 1715  Professor Robert MacIntosh
Complexity and Organisational Learning
Collaborative working is often characterised by ambiguity and uncertainty concerning the position, perspectives, agendas and opportunities provided by individuals in the collaborative venture and the organisations they represent. Added to this, many collaborations have very complex structures which may comprise several organisations and their representatives in inter-locking systems. Drawing on complexity theory, this session aims to promote understanding and learning in relation to these characteristics of collaborations.

1715 - 1745  Review/Depart
### Fife Partnership Collaborative Leadership Programme

**Module MN5922: Leadership and Development**

**Day School Four**

*Understanding Key Organisational Characteristics and their Implications for Collaborative Practice and Research*

**Thursday 24 January 2013**

9.30am – 5.45pm

Boardroom, The Gateway Building

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<td>0930 – 1000</td>
<td>Arrival: Tea and Coffee</td>
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| 1000 - 1130   | **Professor Huw Davies**  
**Understanding Organisational Cultures**  
Different organisations can have a very different “feel” and draw on different values, beliefs, expectations and behaviours in their day to day practices. Getting a clearer understanding of cultural underpinnings and divergences, and how they can inform better partnership working, is the aim of this first session. |
| 1130 – 1145   | Break: Tea and Coffee                                                   |
| 1145 - 1315   | **Professor Huw Davies**  
**Understanding Organisational Metaphors**  
Metaphors provide us with tangible ways of seeing various aspects of the world and elements within it. Applied to organisations, metaphors invite us to think of them as, for example, “machines” or “biological organisms”. Such imagery enables us to better understand organisations, their complex characteristics and to identify novel ways to design and manage organisations. |
| 1315 – 1400   | Buffet Lunch                                                           |
| 1400 - 1530   | **Professor Huw Davies**  
**Understanding Trust Based Relationships**  
It is hard to imagine a working life without trust, but to trust everyone on everything seems folly. So how can we understand the importance and dynamics of trust and how can such understanding be used to inform collaborative working? |
| 1530 – 1545   | Break: Tea and Coffee                                                  |
| 1545 - 1715   | **Professor Huw Davies**  
**Understanding Power in Collaborative Relationships**  
This session will build on the previous consideration of trust as power and trust are often seen as the opposite sides of the same coin. Perceptions of power balances by members in collaborative ventures can vitally influence the effectiveness and efficiency of collaborative working. Through a consideration of a number of case studies this session will explore the often complex use and representation of power in collaborative working. |
Fife Partnership Collaborative Leadership Programme

Module MN5922: Leadership and Development

Day School Five:
Project Review and the Role of Dialogue in Organisational Change

Wednesday 20 February 2013
9.30am – 5.45pm
Boardroom, The Gateway Building

0930 – 1000  Arrival: Tea & Coffee

1000 – 1130  Mr Martin Dowling
Review of Progress with Project Enquiries
This session will provide an opportunity for participants to discuss with the Programme Director progress to date with their collaborative project enquiry.

1130 – 1145  Break: Tea and Coffee

1145 – 1315  Ms Tricia Boyle, Ms Nicola Harkins, Mr David Collin
Using Dialogue for Small and Large Scale Change (1)
This and the following session will introduce participants to the use of dialogue as a means of enabling involvement across organisational boundaries and ensuring effective communication. The benefits and techniques of using dialogue to enable both small and large scale change will be considered and various approaches to the concept will be covered.

1315 – 1400  Buffet Lunch

1400 – 1530  Ms Tricia Boyle, Ms Nicola Harkins, Mr David Collin
Using Dialogue for Small and Large Scale Change (2)
This session will continue with the consideration of themes raised in the previous session.

1530 – 1545  Break: Tea and Coffee

1545 – 1715  Professor Donald McLean
Participant perspectives and participant evaluation of the programme
This is the second of the sessions devoted to participants’ views of the programme’s content, learning and practices they have been able to incorporate into their collaborative practice and project enquiry.

1715 - 1745  Review/Depart
Fife Partnership Collaborative Leadership Programme

Module MN5922: Leadership and Development

Module Assessment Requirements

Assignment One: An individual essay of approximately 2000 words

Essay Title: "Application to my own management practice of concepts introduced in MN5922"

Task: Take two or three concepts from MN5922 and explore their relevance and application to your own management practice and within your own organisational context.

Date for submission: By Wednesday 20 March 2013 for 12 noon, via the MMS system.

Assignment Two: A group report of approximately 4000 words

Group Report Title: "Our Group Project Enquiry Proposal: Some Initial Findings"

Task: Your report needs to outline your chosen research methods and provide some initial findings drawn from your project enquiries.

Within the c4000 word length the report should also include a short section written by each member of the group (c350 words) that reflects upon the collaborative working that has been undertaken by the group: its positive aspects; areas where it is felt further development is needed if collaborative practice is to be improved; and so on.

Date for submission: By Wednesday 20 March 2013 for 12 noon, via the MMS system.

Assignment Three: An individual learning log of approximately 2000 words
Title: "Learning Log Number Two"

Task: Students will keep a weekly “diary” of any relevant/significant/meaningful (as defined by the student) workplace events/issues that arose and that allow analysis of the event(s) in terms of at least two perspectives on what happened and why. Students will reflect on their analysis and the learning and implication for their future practise that can be taken from the event(s) in question and their analysis. The learning log to be submitted will draw upon this “diary of events” and choose one such episode for writing-up in more detail. Here, emphasis should be placed on your reflections on the process of the collaborative leadership implications of your analysis, not just the task/issue involved. (Please note that the events you choose to record/write-up do not have to relate specifically to the contents of Module One but they may do so if appropriate.)

Date for submission: By Wednesday 20 March 2013 for 12 noon, via the MMS system.

Each assignment is worth one third of the overall marks for the module.

 Queries? Please contact Martin Dowling: mjd11@st-andrews.ac.uk
Fife Partnership Collaborative Leadership Programme

Module MN5923: Collaborative Project Enquiry

Day School One:

Wednesday 17 April 2013
9.30am – 5.45pm
Boardroom, The Gateway Building

0930 – 1000  Arrival: Tea and Coffee
1000 – 1130  Professor Huw Davies
Conducting Collaborative Research (1)
Drawing on his own extensive research that has utilised a collaborative approach, Professor Davies will share with participants the key skills and requirements that underpin successful collaborative research.

1130 – 1145  Break: Tea and Coffee
1145 – 1315  Professor Huw Davies
Conducting Collaborative Research (2)
The second session will build on the skills and requirements for collaborative research.

1315 – 1400  Buffet Lunch
1400 – 1530  Professor Huw Davies
Case Studies of Collaborative Research (1)
This session will enable participants to hear from a number of researchers who have undertaken projects involving collaborative approaches.

1530 – 1545  Break: Tea and Coffee
1545 – 1715  Professor Huw Davies
Case Studies of Collaborative Research (2)
In this session, participants will continue to hear from researchers regarding collaborative approaches.

1715 – 1745  Review/Depart
Fife Partnership Collaborative Leadership Programme

Module MN5923: Collaborative Project Enquiry

Day School Two:

Thursday 18 April 2013
9.30am – 5.45pm
Boardroom, The Gateway Building

0930 – 1000  Arrival: Tea and Coffee

1000 – 1130  Professor Nic Beech
Conducting Collaborative Research (1)
Drawing on his own extensive research that has utilised a collaborative approach, Professor Davies will share with participants the key skills and requirements that underpin successful collaborative research.

1130 – 1145  Break: Tea and Coffee

1145 – 1315  Professor Nic Beech
Conducting Collaborative Research (2)
The second session will build on the skills and requirements for collaborative research.

1315 – 1400  Buffet Lunch

1400 – 1530  Professor Nic Beech
Case Studies of Collaborative Research (1)
This session will enable participants to hear from a number of researchers who have undertaken projects involving collaborative approaches.

1530 – 1545  Break: Tea and Coffee

1545 – 1715  Professor Nic Beech
Case Studies of Collaborative Research (2)
In this session, participants will continue to hear from researchers regarding collaborative approaches.

1715 – 1745  Review/Depart
University of St Andrews
SCHOOL OF MANAGEMENT

Fife Partnership Collaborative Leadership Programme

Module MN5923: Collaborative Project Enquiry

Day School Three:
Collaborative Project Enquiries: Review and Update

Thursday 23 May 2013
9.30am – 5.45pm
Boardroom, The Gateway Building

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<td>0930 – 1000</td>
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<td>1000 – 1130</td>
<td>Professor Huw Davies and Mr Martin Dowling</td>
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<td>Research Discussions (1)</td>
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<td>An opportunity for participants to review the progress made to date with</td>
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<td>their projects and to plan next steps.</td>
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<td>1130 – 1145</td>
<td>Break: Tea and Coffee</td>
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<td>1145 – 1315</td>
<td>Professor Huw Davies and Mr Martin Dowling</td>
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<tr>
<td></td>
<td>Research Discussions (2)</td>
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<td></td>
<td>An opportunity for participants to review the progress made to date with</td>
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<td>their projects and to plan next steps.</td>
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<tr>
<td>1315 – 1400</td>
<td>Buffet Lunch</td>
</tr>
<tr>
<td>1400 – 1530</td>
<td>Professor Huw Davies and Mr Martin Dowling</td>
</tr>
<tr>
<td></td>
<td>Research Discussions (3)</td>
</tr>
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<td>their projects and to plan next steps.</td>
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<tr>
<td>1530 – 1545</td>
<td>Break: Tea and Coffee</td>
</tr>
<tr>
<td>1545 – 1715</td>
<td>Professor Huw Davies and Mr Martin Dowling</td>
</tr>
<tr>
<td></td>
<td>Research Discussions (4)</td>
</tr>
<tr>
<td></td>
<td>An opportunity for participants to review the progress made to date with</td>
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<tr>
<td></td>
<td>their projects and to plan next steps.</td>
</tr>
<tr>
<td>1715 – 1745</td>
<td>Review/Depart</td>
</tr>
</tbody>
</table>
Fife Partnership Collaborative Leadership Programme

Module MN5923: Collaborative Project Enquiry

Day School Four:
Examples of Collaborative Working

Friday 24 May 2013
9.30am – 5.45pm
Boardroom, The Gateway Building

0930 – 1000    Arrival: Tea and Coffee

1000 – 1130    Mr Martin Dowling
Collaborative Working in Practice (1)
This session will enable participants to hear from a variety of practitioners on the requirements necessary for successful collaborative working.

1130 – 1145    Break: Tea and Coffee

1145 – 1315    Mr Martin Dowling
Collaborative Working in Practice (2)
This second session will build on the requirements necessary for successful collaborative working.

1315 – 1400    Buffet Lunch

1400 – 1530    Mr Martin Dowling
Collaborative Working in Practice (3)
In this third session we will continue to hear from practitioners on the requirements necessary for successful collaborative working.

1530 – 1545    Break: Tea and Coffee

1545 – 1715    Mr Martin Dowling
Collaborative Working in Practice (4)
In this final session, we will review the lessons learnt from the variety of practitioners we have heard from during the course of the day.

1715 – 1745    Review/Depart
University of St Andrews
SCHOOL OF MANAGEMENT

Fife Partnership Collaborative Leadership Programme

Module MN5923: Collaborative Project Enquiry

Day School Five:
Collaborative Project Enquiries: Review and Update

Wednesday 19 June 2013
9.30am – 5.45pm
Boardroom, The Gateway Building

0930 – 1000 Arrival: Tea and Coffee
1000 – 1130 Professor Huw Davies and Mr Martin Dowling
Research Discussions (1)
An opportunity for participants to review the progress made to date with their projects and to plan next steps.
1130 – 1145 Break: Tea and Coffee
1145 – 1315 Professor Huw Davies and Mr Martin Dowling
Research Discussions (2)
An opportunity for participants to review the progress made to date with their projects and to plan next steps.
1315 – 1400 Buffet Lunch
1400 – 1530 Professor Huw Davies and Mr Martin Dowling
Research Discussions (3)
An opportunity for participants to review the progress made to date with their projects and to plan next steps.
1530 – 1545 Break: Tea and Coffee
1545 – 1715 Professor Donald McLean
Participant Perspectives and Participant Evaluation of the Programme
In this, the third and final session with Professor McLean, participants will be encouraged to share their views on the programme as a whole including content, learning and practices.
1715 – 1745 Review/Depart
Fife Partnership Collaborative Leadership Programme

Module MN5923: Collaborative Enquiry Project

Module Assessment Requirements

1. Individual assignment/reflective essay relating to the writer’s views about the nature of the collaborative working undertaken by the group over the project research period. (c.2000 words).

2. Group project report (c. 10000 words).

The individual assignment is work 30% of the overall mark for the module. The group project report is worth 70%.

Submission: Thursday 22 August 2013 for 12 noon, via the MMS system.
# APPENDIX TWO

**Assessment Guidelines/Grading Structure: Essays, Reports and other Qualitative Assessments**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Result</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 6</td>
<td>Fail</td>
<td>Disjointed and with limited evidence of understanding, tending towards an answer that is incoherent, irrelevant or non-existent.</td>
</tr>
<tr>
<td>7 - 11</td>
<td>Pass Grades</td>
<td>While demonstrating understanding of essential aspects, performance is below expected Masters level. Content likely to be partial and not showing evidence of wider reading, evaluation or analysis.</td>
</tr>
<tr>
<td>12 - 13</td>
<td>Pass Grades</td>
<td>Adequate performance. Answer covers all relevant material but descriptive rather than explanatory. Unreflective reproduction of lectures and basic readings. Little analysis. Relatively coherent at top end; less coherent at bottom end.</td>
</tr>
<tr>
<td>14 – 16</td>
<td>Pass Grades</td>
<td>Performance is good to very good. A clear understanding of material. Augments indicative answer. Well structured and coherent argument. References exceed basic readings. Upper end includes critical analysis. Lower end exhibits only minor flaws in structure, or unclear linkage of concepts.</td>
</tr>
<tr>
<td>17 – 20</td>
<td>Pass Grades/ Distinction</td>
<td>Excellent performance. Includes critical analysis of course material, evidence of wide reading, and thorough understanding of subject matter. Cogent, well-written and integrated answer, which illustrates main points with excellent examples. Original insights at the top end.</td>
</tr>
</tbody>
</table>
### APPENDIX THREE

**EXAMPLE**

University of St Andrews

School of Management

**Assessed Coursework Feedback Form**

<table>
<thead>
<tr>
<th>MODULE CODE &amp; TITLE:</th>
<th>MN5921 COLLABORATIVE WORKING AND LEADERSHIP IN COMPLEX ORGANISATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSIGNMENT ONE</td>
<td></td>
</tr>
<tr>
<td>ASSIGNMENT TWO</td>
<td></td>
</tr>
<tr>
<td>ASSIGNMENT THREE</td>
<td></td>
</tr>
</tbody>
</table>

| STUDENT ID: | |

**Overall comments**

**Marking Scale**

The following Grade Scale is adopted in all module assessments and examinations.

17 – 20 = Pass with Distinction, 7 – 16 = Pass, 1 – 6 = Fail
APPENDIX FOUR

STUDENT ID No:  
(If group coursework please list all ID Nos.)

MODULE CODE:

SCHOOL OF MANAGEMENT  
Taught Postgraduate Programmes

MODULE TITLE:

LECTURER:

DEADLINE DATE:

In submitting this assignment I hereby confirm that:

- I have read and understood the University’s policy on plagiarism
- I confirm that this assignment is all my own work
- I confirm that in preparing this piece of work I have not copied any other person’s work, or any other pieces of my own work
- I confirm that this piece of work has not previously been submitted for assessment on another programme
universally acknowledged