University of St Andrews
SCHOOL OF MANAGEMENT

POSTGRADUATE CERTIFICATE IN COLLABORATIVE LEADERSHIP

Mercedes-Benz UK
2013 - 2014
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*Our front cover shows a night time view of The Gateway Building, home to the School of Management.*
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 Training and Development Centre at Mercedes-Benz UK 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,

Paul Hibbert & Kevin Orr
Head & Deputy Head of School
INTRODUCTION

The School of Management provides for undergraduate, postgraduate and research studies in a wide variety of management subjects. It currently has over 700 students taking its various programmes of study.

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 information published on the School of Management and University of St Andrews websites on a regular basis:

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

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

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

KEY CONTACT POINTS AT THE SCHOOL OF MANAGEMENT

HEAD OF SCHOOL: PROFESSOR PAUL HIBBERT
Email: mgmthos@st-andrews.ac.uk
Tel No: (01334) (46)2201

DEPUTY HEAD OF SCHOOL: PROFESSOR KEVIN ORR
Email: mgmthos@st-andrews.ac.uk
Tel No: (01334) (46)1998

Professors Hibbert and Orr 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

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 and support staff involved with the programme is provided at page 38 while the Study Week teaching schedules (pages 42 to 62) indicate the names of relevant tutors.
Other key roles in the School:

**Director of Teaching:** Martin Dowling  
Tel No: (01334) (46)1970  
Email: mjd11@st-andrews.ac.uk or mgmtdot@st-andrews.ac.uk

**Director of Research:** Professor John Wilson  
Tel No: (01334) (46)2803  
Email: mgmtdor@st-andrews.ac.uk

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

**Disability Co-ordinator:** Barbara Lessels  
Tel No: (01334) (46)2800  
Email: bl2@st-andrews.ac.uk

**Examinations Officer:** Andrew Timming  
Tel No: (01334) (46)2798  
Email: art2@st-andrews.ac.uk

**Academic Misconduct Officer:** Julie Brooks  
Tel No: (01334) (46)1962  
Email: jfb9@st-andrews.ac.uk

**Safety Co-ordinator:** Shona Deigman  
Tel No: (01334) (46)2450  
Email: smh3@st-andrews.ac.uk

**Student Support & Guidance Advice:** Please contact either Martin Dowling or Shona Deigman in the first instance.

**Address for Correspondence:** 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

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.

INFORMATION TECHNOLOGY AND COMPUTER SERVICES

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.

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.

Open Monday to Friday
Term time: 08:45 - 18:00
Vacations: 09:00 - 18:00
(The Helpdesk is closed every Friday between 09:30 and 10:30 for staff training).

How to contact the Helpdesk:

- **email**: please send your queries to helpdesk. If sending from outside St Andrews please remember to add @st-andrews.ac.uk
- **telephone**: (01334) 463333

Within the School of Management, Jennifer Kerr, the School’s IT Officer will be able to help with many of the questions you might have about IT issues, especially in relation to the Virtual Learning Environment, Moodle, that supports the programme. Jennifer can be contacted at jbk@st-andrews.ac.uk. Queries in relation to the Modular Management System (MMS) should be directed in the first instance to the School Administrator, Shona Deigman: smh3@st-andrews.ac.uk.

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**THE UNIVERSITY LIBRARY**

The Main Library is located on North Street. Please bring your student card with you when you visit as access is gained via a swipe card system - no card, no access.

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


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 hmm9@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/

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

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**DISABILITY SUPPORT**

If for disability reasons you require support for example; teaching and exam arrangements, please contact the Disability Team from the link below. As part of its general support for students, the University’s Student Services (http://www.st-andrews.ac.uk/studentservices/) provides help and advice on a wide range of disabilities such as; Learning difficulties, visual and hearing impairments, mobility difficulties, Asperger’s, mental health, long standing medical condition and much more. For specific help please refer to:

www.st-andrews.ac.uk/studenthandbook/diversity/disabilities/

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**THE ADVICE AND SUPPORT CENTRE (ASC)**

In addition to the help provided directly by the School of Management, the University’s ASC is able to provide guidance on a range of matters concerning your studies. The ASC can be contacted on:

**Contact details:**

Student Services  
University of St Andrews  
The ASC (Advice & Support Centre)  
79 North Street  
St Andrews  
Fife  
KY16 9AL

Tel: 01334 462020  
Email: theasc@st-andrews.ac.uk
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 (Reception) on Level 1, where the main public access area is situated, this includes meeting areas and a brasserie where light snacks and refreshments are available. Most teaching for your programme takes place in the Boardroom of the Gateway on Level 3 of the building. Level 2 of The Gateway is where most of the administrative and some of the academic staff of the School are situated.

**IT Facilities at The Gateway:** wireless access (Wi-Fi) 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/network/networkservices/wirelessaccess/

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/help/classrooms/

**Mobile phones:** should only be used in the public areas of The Gateway on Level 1.

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 2 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 exit 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 at the bottom of the path leading to the main entrance. 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.
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.

17 - 20 Pass/Distinction
7 - 16 Pass
1 - 6 Fail

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 Two 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”. All three modules in the PG Cert in Collaborative Leadership are worth 20 credits at postgraduate level (level 5). 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 comprise 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 approximately 40 hours of class contact, 60 hours of assessment time with the remaining hours devoted to private study time.

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 moderating 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 Appendix Four).
- Submitted electronically via Moodle/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 contact Martin Dowling.
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.

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**GOOD ACADEMIC PRACTICE POLICY**

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 award.

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 Good Academic 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 Good Academic Practice 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 who are unsure about the correct presentation of academic material should approach their tutors, and can also contact June Knowles in CAPOD 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 Three. In addition, assessment guidelines can be found at Appendix Two.
- 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.

**Student Responsibilities**

- To be punctual and have full attendance at lectures and tutorials.
- To check relevant University and School web pages 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 Martin Dowling.
- To provide written, and if possible, prior notification of unavoidable inability to attend lectures/tutorials (e.g. on health grounds).
- 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 home address. This must be done through the Postgraduate Student Portal: [https://isaint.st-andrews.ac.uk/uPortal/render.userLayoutRootNode.uP;jsessionid=20FD5A1CDDFC5B323446E1662E9EBBD3](https://isaint.st-andrews.ac.uk/uPortal/render.userLayoutRootNode.uP;jsessionid=20FD5A1CDDFC5B323446E1662E9EBBD3)

In meeting these responsibilities we recognise that you will need time to adjust to your new role as a student with us. 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 so please do not hesitate to contact Martin Dowling as necessary.

**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.

[http://www.st-andrews.ac.uk/students/rules/](http://www.st-andrews.ac.uk/students/rules/)

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**ACADEMIC APPEALS AND COMPLAINTS**

The University is committed to ensuring 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.

Such issues normally fall into one of three categories:

- **An appeal requesting a formal review of an academic decision** - where, for example, the University has made a judgement about your assessed work or progression within a course of study which you have grounds to query (see the relevant Policy on Student Academic Appeals);

- **Complaints** - where you are dissatisfied with the quality or standard of service that you have received from any part of the University, either academic or non-academic (see the University’s Complaints Handling Procedure);
• **Disciplinary cases** - where the University has grounds to believe that you have conducted yourself in an unacceptable manner in either an academic or non-academic context. Academic Misconduct is dealt with under the Good Academic Practice Policy; Non-Academic Misconduct is dealt with under separate procedures.

If there are extenuating personal circumstances that may affect your academic performance or impact on your progression you **must** bring these to the attention of the Programme Director, Martin Dowling as soon as possible and normally prior to completing any assessment.

**Further guidance and support**
The Students' Association provides independent and confidential help and advice for students who are contemplating submitting an academic appeal, complaint 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 a submission. Iain can also accompany you to any hearing. He should be your first point of contact as soon as you feel you need help.

**Contact:**
Iain Cupples
Student Advocate (Education)
**Telephone:** 01334 (46)2700
**Email:** inc@st-andrews.ac.uk

**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.

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).

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KEYWORDS IN ASSIGNMENT TITLES

<table>
<thead>
<tr>
<th>Analyse</th>
<th>Examine the detailed constituents of.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare</td>
<td>Examine qualities or characteristics to discover resemblances. “Compare” is usually stated as “compare with”; you are to emphasise similarities, although differences may be mentioned.</td>
</tr>
<tr>
<td>Contrast</td>
<td>Stress dissimilarities, differences, or unlikeness of things, qualities, events or problems.</td>
</tr>
<tr>
<td>Criticise</td>
<td>Express your judgement of correctness or merit. Discuss the limitations and good points or contributions of the plan or work in question.</td>
</tr>
<tr>
<td>Define</td>
<td>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.</td>
</tr>
<tr>
<td>Describe</td>
<td>In a descriptive answer, you should recount, characterise, sketch or relate in narrative form.</td>
</tr>
<tr>
<td>Discuss</td>
<td>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.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>In an evaluation question you are expected to present a careful appraisal of the problem stressing both advantages and limitations.</td>
</tr>
</tbody>
</table>

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1 Modified and adapted from: University of St Thomas’ ISS-Learning Center (http://www.stthomas.edu/academicsupport)
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

- **Company Publication**
  *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.

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**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 “Good Academic Practice Policy” in Part B of this handbook.

**FURTHER HELP WITH STUDY SKILLS AND ASSESSMENTS**

**CAPOD**, is the University’s Centre for Academic, Professional and Organisational Development. Staff in this unit provide support to students in academic skills and maths-related skills. June Knowles is the Academic Skills Consultant and provides support to Management Students. Her e-mail address is: June.Knowles@st-andrews.ac.uk.

For more information please refer to the following web page:

http://www.st-andrews.ac.uk/capod/students/pgtaught/

You can contact CAPOD by e-mail: learning@st-andrews.ac.uk or phone: 01334 (46)2141.

**LIBRARY:** the University library provides a range of services and resources to assist students with their studies, please see page 8.

**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: KEY ASPECTS OF THE PROGRAMME

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. An overview of teaching content
5. The student assessment requirements for the programme
6. The teaching programme for each of the three modules that comprise the programme
7. Some key texts associated with the programme
8. Contributors to the programme/staff list

### 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:

• MN5931: Managing and Leading Collaboratively in Complex Environments
• MN5924: People, Process and Performance
• MN5932: Participative Leadership and Development

Each module takes place over a five-day (continuous) Study Week period at the University of St Andrews with assessments due to be submitted within three calendar months following the end of each module delivery. The programme takes one calendar year to complete.

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 (VLE), Moodle. During your studies, if you have any queries about the Moodle VLE please contact either Shona Deigman, the School Administrator, or Jennifer Kerr, the School IT Officer (see page 36 for email addresses)
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 MN5931: Managing and Leading Collaboratively in Complex Environments

This module begins with an analysis of various leadership theories (trait, behavioural, contingency, attribution, charismatic) before going on to consider the key aspects of collaborative management and leadership. The latter concepts are then applied to strategic and organisational change and analysis made of the ways in which collaborative and partnership working can help achieve the objectives of the various stakeholders that comprise modern, complex organisations operating in challenging environments. Although adopting a primarily private-sector focus, the module draws upon leadership and management studies of other sectors (e.g. public, not-for-profit). The module thus aims to encourage learning through the active investigation of real-life issues and opportunities within a variety of complex organisational environments 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 MN5924: People, Process and Performance

This module considers the organisational, processual and interpersonal factors that underpin workplace performance. Adopting a multiple-perspective approach the module analyses the various roles that the leader has to adopt and the often conflicting and competing values that need to be addressed as the performance demands of the various organisational stakeholders are addressed via an appropriate performance management system. The strategic and operational choices in relation to organisational performance approaches are considered and their consequences, costs, constraints and outcomes analysed as the underpinnings of process improvement are investigated within the business.

The Study Week will see the following topics, and practical exercises on them, delivered:

• the analysis of factors that underpin the successful management of resources within the organisation;
• the analysis of factors that underpin a multiple-perspective approach to complex organisational problem-solving;
• critical evaluation their own role, that of their team members and of the processes and procedures that support performance management systems.

4.3 MN5932 Participative Leadership and Development.

The module considers the external and internal organisational factors that underpin the successful management of people in dynamic, complex environments. Although adopting a primarily private-sector focus, the module draws upon participative leadership and management studies of other sectors (e.g. public, not-for-profit) and thus aims to encourage learning from different contexts and environments. The key functions of employee resourcing, employee development, employee reward and employee performance are analysed within their strategic context. These functions are then applied in relation to the leadership and organisational learning necessary if successful change and development are to occur in organisations embedded within complex environments. Studies of participative leadership and development initiatives in the public and voluntary sectors as well as the
private sector are considered and appropriate evaluations made. The concept of power and its impact on how people perceive problems and seek to influence others is analysed and evaluated. Alternative ways of leadership and development based upon collaboration and partnership are explored and issues of trust-building, leading without direct authority, gaining and deserving respect and complex problem-solving are also considered in 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.

5. STUDENT ASSESSMENTS AND SUBMISSION ARRANGEMENTS

For each module students will undertake two individual assignments, each of approximately 2000 words, and a group assignment of approximately 3000 words. The word length can be flexed by +/- 10% and your list of references and any appendices do not count towards the word limit. Details of the assignments and submission dates will be found on pages 47, 54 and 61 below. Assignments are submitted electronically via the University’s Modular Management System (MMS). Details of the MMS will be provided at the first meeting of the group, on Monday 8 October 2012. Any queries about MMS can be directed either to Shona Deigman, the School Administrator, or Jennifer Kerr, the School IT Officer (see page 38 for email addresses)

6. TEACHING SCHEDULES FOR THE STUDY WEEKS

See pages 42 to 62 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.*

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**8. CONTRIBUTORS TO THE PROGRAMME/STAFF LIST**

**UNIVERSITY OF ST ANDREWS STAFF**

**BEBBINGTON, PROFESSOR JAN**
Professor of Management, School of Management, University of St Andrews.
Email: kjb10@st-andrews.ac.uk

**BEECH, PROFESSOR NIC**
Professor of Management, School of Management and Vice-Principal (Governance, Policy and Planning), University of St Andrews.
Email: pnhb@st-andrews.ac.uk

**DAVIES, PROFESSOR HUW**
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Email: hd@st-andrews.ac.uk

**DEIGMAN, MRS SHONA**
School Administrator, School of Management, University of St Andrews
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Programme Director, Pg Certificate in Collaborative Leadership, School of Management, University of St Andrews
Email: mjd11@st-andrews.ac.uk
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ATKINSON, MR IAN
Teaching Consultant
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HENDERSON, DR IAIN
Senior Teaching Fellow, Edinburgh Business School, Heriot-Watt University
Email: ish@ebs.hw.ac.uk

JONES, MR DEREK
Teaching Consultant, School of Management, University of St Andrews
Email: derek.jones@virgin.net

MACKAY, PROFESSOR BRAD
Professor in Strategic Management, Business School, University of Edinburgh
Email: brad.mackay@ed.ac.uk

MACINTOSH, PROFESSOR ROBERT
Professor of Strategy (Management), Heriot-Watt University
Email: robert.macintosh@hw.ac.uk
RUSSELL, MS JANE
Lecturer, Business School, University of the West of Scotland
Email: jane.Russell@uws.ac.uk

SKEA, MR RON
Teaching Consultant
Email: ronskea@yahoo.co.uk
STUDY WEEK AGENDAS/MODULE ASSESSMENT REQUIREMENTS

MN5931: pages 42 – 48
MN5924: pages 49 – 55
MN5932: pages 56 – 62
MN5931: MANAGING AND LEADING COLLABORATIVELY IN COMPLEX ENVIRONMENTS

Day School One:
- Orientation to the Programme and Module MN5931
- Studies in Leadership

Monday 7 October 2013: 1245 – 1745
The Boardroom, School of Management, The Gateway Building

Staff:
Professor Paul Hibbert, Co-Head of School
Mrs Shona Deigman, School Administrator
Mr Martin Dowling, Programme Director
Mr Derek Jones, Teaching Consultant

1245 – 1315
Lunch

1315 – 1400
Paul Hibbert:
Welcome to the University and the School of Management

Martin Dowling:
Orientation to the Programme and Module MN5931

Shona Deigman:
Matriculation and other administrative arrangements

1400 – 1530
Derek Jones:
Studies in Leadership: Thinking, Decision Analysis & Influencing

1530 – 1545
Tea

1545 – 1745
Derek Jones:
Studies in Leadership: Thinking, Decision Analysis & Influencing

1745 – 1815
Wine reception/Depart

1930
Welcome Dinner at the Old Course Hotel
University of St Andrews  
SCHOOL OF MANAGEMENT

MN5931: MANAGING AND LEADING COLLABORATIVELY IN COMPLEX ENVIRONMENTS

Day School Two:  
- Studies in Leadership  
- Leadership Theories

Tuesday 8 October 2013: 0830 – 1730  
Parliament Hall, South Street, St Andrews

Staff:  
Mr Derek Jones, Teaching Consultant  
Dr Iain Henderson, Heriot-Watt University

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<td>0830 – 0845</td>
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<td>0845 – 1045</td>
<td>Derek Jones: Studies in Leadership: Thinking, Decision Analysis &amp; Influencing</td>
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<td>1100 – 1300</td>
<td>Derek Jones: Studies in Leadership: Thinking, Decision Analysis &amp; Influencing</td>
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<td>1300 – 1330</td>
<td>Lunch</td>
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<td>1330 – 1500</td>
<td>Iain Henderson: Leadership Theories</td>
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<td>Tea</td>
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<td>1515 – 1700</td>
<td>Iain Henderson: Leadership Theories</td>
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<td>1700 – 1730</td>
<td>Review/Depart</td>
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MN5931: MANAGING AND LEADING COLLABORATIVELY IN COMPLEX ENVIRONMENTS

Day School Three:
- The Nature of Collaborative Leadership
- Social Programme: A Talk on the Scottish Whisky Industry and Traditions

Wednesday 9 October 2013: 0830 – 1730 & 1900 - 2200
The Boardroom, School of Management, The Gateway Building and The Old Course Hotel

Staff:
Professor Paul Hibbert, Professor of Management
Dr David Wishart, Guest Speaker

0830 – 0900 Arrival & Coffee
0900 – 1045 Paul Hibbert:
The nature of collaborative leadership
1045 – 1100 Coffee
1100 – 1245 Paul Hibbert:
The nature of collaborative leadership
1245 – 1315 Lunch
1315 – 1500 Paul Hibbert:
The nature of collaborative leadership
1500 - 1515 Tea
1515 – 1700 Paul Hibbert:
The nature of collaborative leadership
1700 – 1730 Review/Depart
1900 – 2200 Dinner at the Old Course Hotel
After dinner talk: The Scottish Whisky Industry and Traditions (David Wishart)
University of St Andrews
SCHOOL OF MANAGEMENT

MN5931: MANAGING AND LEADING COLLABORATIVELY IN COMPLEX ENVIRONMENTS

Day School Four:
• Strategic and Organisation Change

Thursday 10 October 2013: 0830 – 1730
The Boardroom, School of Management, The Gateway Building

Staff:
Professor Robert MacIntosh, Heriot-Watt University

0830 – 0900  Arrival & Coffee
0900 – 1045  Strategic and Organisational Change: Principles and Cases
1045 – 1100  Coffee
1100 – 1245  Strategic and Organisational Change: Principles and Cases
1245 – 1315  Lunch
1315 – 1500  Strategic and Organisational Change: Principles and Cases
1500 – 1515  Tea
1515 – 1700  Strategic and Organisational Change: Principles and Cases
1700 – 1730  Review/Depart
MN5931: MANAGING AND LEADING COLLABORATIVELY IN COMPLEX ENVIRONMENTS

Day School Five:
- *Researching collaboration and leadership in the workplace*
- *Assignments for the module*
- *Further study for the module*

Friday 11 October 2013: 0830 – 1315
The Boardroom, School of Management, The Gateway Building

**Staff:**
Mr Martin Dowling, Programme Director
Ms Hilda McNae Academic Liaison Librarian (Social Sciences)
Dr Iain Henderson, Heriot-Watt University

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<td>Hilda McNae &amp; Iain Henderson: Researching collaboration and leadership in the workplace</td>
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<td>Coffee</td>
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<td>1100 – 1245</td>
<td>Martin Dowling: Assignments for MN5931 - details and submission date/arrangements Further Study for MN5931</td>
</tr>
<tr>
<td>1245 – 1315</td>
<td>Lunch/Depart</td>
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</table>
MODULE ASSESSMENT REQUIREMENTS

MN5931: Managing and Leading Collaboratively in Complex Environments

Assignment One: An individual essay of approximately 2000 words

Essay Title: “Application to my own management practice of concepts introduced in MN5931”

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: Friday, 17 January 2014 by 12 noon, via MMS.

Assignment Two: A group report of approximately 3000 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 will be provided during the first study week).

Date for submission: Friday, 17 January 2014 by 12 noon, via MMS. Please note that only one student in the group needs to submit the report but please include all student ID numbers on the submission cover sheet.

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 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. (Please note that the events you choose to record/write-up do not have to relate specifically to
the contents of MN5931 but they may do so if appropriate.)

Date for submission: Friday, 17 January 2014 by 12 noon, via MMS.

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

QUERIES? Please contact Martin Dowling: mjd11@st-andrews.ac.uk
MN5924: PEOPLE, PROCESS AND PERFORMANCE

Day School One:
- Welcome Back and Orientation to Module MN5924
- Key Aspects of the People, Process and Performance Relationship

Monday 24 February 2014: 1245 – 1730
The Boardroom, School of Management, The Gateway Building

Staff:
Mrs Shona Deigman, School Administrator
Mr Martin Dowling, Programme Director

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<tr>
<td>1245 – 1315</td>
<td>Lunch</td>
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<td>1315 – 1500</td>
<td>Martin Dowling and Shona Deigman: Welcome back, Overview of the week's content and coverage of essential administrative issues.</td>
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<td>Martin Dowling: Key Aspects of the People, Process and Performance Relationship</td>
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<td>1500 – 1515</td>
<td>Tea</td>
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<td>1515 – 1700</td>
<td>Martin Dowling: Key Aspects of the People, Process and Performance Relationship</td>
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<tr>
<td>1700 – 1730</td>
<td>Review/distribution of case study work for tomorrow</td>
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<td>1730</td>
<td>Wine reception/Depart</td>
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University of St Andrews  
SCHOOL OF MANAGEMENT

**MN5924: PEOPLE, PROCESS AND PERFORMANCE**

**Day School Two:**
- *Process and Performance: Further Developmental Aspects*

**Tuesday 25 February 2014: 0830 – 1730**  
Parliament Hall, South Street, St Andrews

**Staff:**  
Professor Robert MacIntosh, Heriot-Watt University

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<td>Arrival &amp; Coffee</td>
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<td>0900 – 1045</td>
<td>Process and Performance: Process Mapping</td>
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<tr>
<td>1045 – 1100</td>
<td>Coffee</td>
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<tr>
<td>1100 – 1245</td>
<td>Process and Performance: Competitors</td>
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<td>1245 – 1315</td>
<td>Lunch</td>
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<tr>
<td>1315 – 1500</td>
<td>Process and Performance: Stakeholder Mapping</td>
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<td>1500 - 1515</td>
<td>Tea</td>
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<tr>
<td>1515 – 1700</td>
<td>Process and Performance: Revising Processes</td>
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<tr>
<td>1700 – 1730</td>
<td>Review/Depart</td>
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</table>
University of St Andrews
SCHOOL OF MANAGEMENT

MN5924: PEOPLE, PROCESS AND PERFORMANCE

Day School Three:
- Employee Engagement in Dealership Management
- Social Programme: (Details to be Confirmed)

Wednesday 26 February 2014: 0830 – 1730
The Boardroom, School of Management, The Gateway Building

Staff:
Ms Jane Russell: University of the West of Scotland

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<td>0830 – 0900</td>
<td>Arrival &amp; Coffee</td>
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<td>0900 – 1045</td>
<td>Employee Engagement in Dealership Management</td>
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<td>1045 – 1100</td>
<td>Coffee</td>
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<td>1100 – 1245</td>
<td>Employee Engagement in Dealership Management</td>
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<td>1245 – 1315</td>
<td>Lunch</td>
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<td>1315 – 1500</td>
<td>Employee Engagement in Dealership Management</td>
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<td>1515 – 1700</td>
<td>Employee Engagement in Dealership Management</td>
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<td>1700 – 1730</td>
<td>Review depart</td>
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<tr>
<td>1900 – 2200</td>
<td>Dinner at the Old Course Hotel</td>
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<td>After dinner talk: TBC</td>
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University of St Andrews
SCHOOL OF MANAGEMENT

MN5924: PEOPLE, PROCESS AND PERFORMANCE

Day School Four:
- Performance Management and Staff Appraisal
- Leadership and Management: Contemporary Research Findings

Thursday 27 February 2014: 0830 – 1730
The Boardroom, School of Management, The Gateway Building

Staff:
Dr Iain Henderson, Senior Teaching Fellow, Heriot-Watt University
Professor Kevin Orr, Professor of Management

0830 – 0900  Arrival & Coffee
0900 – 1045  Iain Henderson: Performance Management and Staff Appraisal
1045 – 1100  Coffee
1100 – 1245  Iain Henderson: Performance Management and Staff Appraisal
1245 – 1315  Lunch
1315 – 1500  Kevin Orr: Leadership and Management: Contemporary Research Findings
1500 - 1515  Tea
1515 – 1700  Kevin Orr: Leadership and Management: Contemporary Research Findings
1700 – 1730  Review/distribution of case study work for tomorrow/depart
MN5924: PEOPLE, PROCESS AND PERFORMANCE

Day School Five:
- Assignment Feedback Discussions
- Review of Collaborative Project Work
- People, Process and Performance: Concluding Issues

Friday 28 March 2014: 0830 – 1315
The Boardroom, School of Management, The Gateway Building

Staff:
Mr Martin Dowling, Programme Director
Dr Iain Henderson, Heriot-Watt University

0830 – 0900 Arrival & Coffee
0900 – 1045 Martin Dowling:
Individual meetings with students
Iain Henderson: Update on progress with Projects
1045 – 1100 Coffee
1100 – 1245 Martin Dowling and Iain Henderson:
Review of the week’s programme
Further Study for MN5924
Assignments for MN5424: details and submission date/arrangements
1245 – 1315 Lunch/Depart
MODULE ASSESSMENT REQUIREMENTS

MN5924: People, Process and Performance

**Assignment One:** An individual essay of approximately 2000 words

**Essay Title:** “Application to my own management practice of concepts introduced in MN5924”

**Task:** Take two or three concepts from MN5924 and explore their relevance and application to your own management practice and within your own organisational context.

**Date for submission:** Friday, 30 May 2014 by 12 noon, via MMS.

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**Assignment Two:** A group report of approximately 3000 words

**Group Report Title:** “Our Group Project Enquiry: Some Initial Findings”

**Task:** Your report needs to outline your chosen research methods and provide some initial findings drawn from your project enquiries (a suggested outline will be provided during the second study week).

**Date for submission:** Friday, 30 May 2014 by 12 noon, via MMS. *Please note that only one student in the group needs to submit the report but please include all student ID numbers on the submission cover sheet.*

---

**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. *(Please note that the events you choose*
to record/write-up do not have to relate specifically to the contents of MN5924 but they may do so if appropriate.)

Date for submission:  
Friday, 30 May 2014 by 12 noon, via MMS.

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

QUERIES?  Please contact Martin Dowling: mjd11@st-andrews.ac.uk.
**University of St Andrews**

**SCHOOL OF MANAGEMENT**

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**MN5932: PARTICIPATIVE LEadership AND DEVELOPMENT**

**Day School One:**
- Welcome Back and Orientation to Module MN5932

**Monday 9 June 2014: 1245 – 1730**
The Boardroom, School of Management, The Gateway Building

**Staff:**
Mrs Shona Deigman, School Administrator
Mr Martin Dowling, Programme Director
Mr Ian Atkinson, Teaching Consultant

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1245 – 1315  
Lunch

1315 – 1500  
Martin Dowling and Shona Deigman:  
Welcome back, Overview of the week’s content and coverage of essential administrative issues.

Ian Atkinson:  
Key Aspects of Participative Leadership and Development

1500 - 1515  
Tea

1515 – 1700  
Ian Atkinson:  
Key Aspects of Participative Leadership and Development

1700 – 1730  
Review/Depart
### MN5932: PARTICIPATIVE LEADERSHIP AND DEVELOPMENT

**Day School Two:**
- Competencies for Leadership, Management and People Development

**Tuesday 10 June 2014: 0830 – 1730**
Parliament Hall, South Street, St Andrews

**Staff:**
Dr Iain Henderson, Heriot-Watt University

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<td>0830 – 0900</td>
<td>Arrival &amp; Coffee</td>
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<td>0900 – 1045</td>
<td>Managing Human Resources: Employee Resourcing</td>
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<td>1045 – 1100</td>
<td>Coffee</td>
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<td>1100 – 1245</td>
<td>Managing Human Resources: Employee Development</td>
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<td>1315 – 1500</td>
<td>Managing Human Resources: Employee Reward</td>
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<td>1500 - 1515</td>
<td>Tea</td>
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<td>1515 – 1700</td>
<td>Managing Human Resources: Employee Exit</td>
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<td>1700 – 1730</td>
<td>Review/Depart</td>
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University of St Andrews
SCHOOL OF MANAGEMENT

MN5932: PARTICIPATIVE LEADERSHIP AND DEVELOPMENT

Day School Three:
- Leadership, Complexity Thinking and Organisational Learning
- Social Programme: (Details to be Confirmed)

Wednesday 11 June 2014: 0830 – 1730
The Boardroom, School of Management, The Gateway Building

Staff:
Professor Robert MacIntosh, University of Glasgow

0830 – 0900  Arrival & Coffee
0900 – 1045  Leadership, Complexity Thinking and Organisational Learning: capability and competence:
1045 – 1100  Coffee
1100 – 1245  Leadership, Complexity Thinking and Organisational Learning: leadership and strategy
1245 – 1315  Lunch
1315 – 1500  Leadership, Complexity Thinking and Organisational Learning: strategy as simple rules
1500 - 1515  Tea
1515 – 1700  Leadership, Complexity Thinking and Organisational Learning: cases of strategic management and leadership
1700 – 1730  Review/Depart
1900 – 2200  Dinner at the Old Course Hotel
After dinner talk: TBC
MN5932: PARTICIPATIVE LEADERSHIP AND DEVELOPMENT

Day School Four:

- The Strategic Context of Leadership
- Leadership Lessons from Different Sectors

Thursday 12 June 2014: 0830 – 1730
The Boardroom, School of Management, Gateway Building

Staff:
Professor Brad MacKay, University of Edinburgh
Mr Charles Lovatt, Teaching Fellow

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<td>0900 – 1045</td>
<td>Brad MacKay: The Strategic Context of Leadership</td>
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<td>Coffee</td>
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<td>Lunch</td>
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<td>Charles Lovatt: Public Sector Leadership in the UK</td>
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<td>Tea</td>
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<td>1515 – 1700</td>
<td>Charles Lovatt: Civic Leadership and Social Enterprise</td>
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<td>1700 – 1730</td>
<td>Review/Depart</td>
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MN5932: PARTICIPATIVE LEADERSHIP AND DEVELOPMENT

Day School Five:
- Participative Leadership and Development: Concluding Issues
- Programme Review

Friday 13 June 2014: 0830 – 1315
The Boardroom, School of Management, Gateway Building

Staff:
Mr Martin Dowling, Programme Director
Dr Iain Henderson, Heriot-Watt University
Professor Nic Beech, Professor of Management,
School of Management and Vice-Principal (Governance, Policy and Planning),
University of St Andrews.

0830 – 0900 Arrival & Coffee

0900 – 1045
Martin Dowling:
Individual meetings with students
Iain: Update on progress with Projects

1045 – 1100 Coffee

1100 – 1245
Martin Dowling and Iain Henderson:
Assignments for MN5932: details and submission
date/arrangements

Review of the programme to date

Nic Beech:
Review of the programme to date

1245 – 1315 Lunch/Depart
MODULE ASSESSMENT REQUIREMENTS

MN5932: Participative Leadership and Development

Assignment One: An individual essay of approximately 2000 words

Essay Title: “Application to my own management practice of concepts introduced in MN5932”

Task: Take two or three concepts from MN5932 and explore their relevance and application to your own management practice and within your own organisational context.

Date for submission: Friday, 19 September 2014 by 12 noon, via MMS.

Assignment Two: A group report of approximately 3000 words

Group Report Title: “Our Group Project Enquiry: Final Report”

Task: Your report needs to outline your overall findings, conclusions and recommendations (a suggested outline will be provided during the third study week).

Date for submission: Friday, 19 September 2014 by 12 noon, via MMS. Please note that only one student in the group needs to submit the report but please include all student ID numbers on the submission cover sheet.

Assignment Three: An individual learning log of approximately 2000 words

Title: “Learning Log Number Three”

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. (Please note that the events you choose to record/write-up do not have to relate specifically to
the contents of MN5932 but they may do so if appropriate.)

Date for submission: Friday, 19 September 2014 by 12 noon, via MMS.

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

QUERIES? Please contact Martin Dowling: mjd11@st-andrews.ac.uk
APPENDIX ONE

UNIVERSITY MAP

UNIVERSITY SCHOOLS, DEPARTMENTS & BUILDINGS

12 Management .................................. E2
15 Mathematics & Statistics ................. E3
17 Medieval History .......................... J8
28 Modern History .............................. J1
48 Parliament Hall ............................ J3
14 Philosophy ................................ J1
6,16 Physics & Astronomy ................. C4,F3
17 Psychology .................................. J4
38 Russian ...................................... J4
65 St Leonard's Chapel ......................... L3
46 St Mary's College (Twentieth) ....... J94
41 St Salvator's Chapel ........................ J2
28 Scottish History .............................. J1
48 Senate Room ................................. J3
54 Sir Harold Mitchell Building (Biology) J5
38 Social Anthropology .......................... J2
39 Spanish ........................................ J4
69 Sustainable Development ............... J2
64 The Roundel (Divinity) ..................... L3
77 Upper College Hall ......................... J5
57 Younger Hall ................................. K2

ADMINISTRATION & SERVICE UNITS

16 Access Centre ............................... K2
32 Admissions Application Centre (UG & PG) J8
33 Admissions Reception ...................... J8
23 BEISS ........................................... H3
93 Business Improvements .................. J2
55 Butze Photographic Unit .................. K4
24 Careers Advisory Service ............... H8
39 Church Office .............................. J7
25 Chaplaincy Centre .......................... K2
43 College Gate ................................. J2

DEVELOPMENT (INCLUDING)

40 Development (including Alumni Relations) J0
38 Environmental Health & Safety Services K0
66 Estates ........................................ N5
32 Faculty Office ............................... J2
43 Finance ........................................ J2
43 Human Resources ............................ J0
63 International Office ........................ J2
29 Library and Information Services ....... J2
20 Mail Room .................................... J2
29 Manuscripts & Manuscripts .......... J2
57 Music Centre ................................. K2
43 Office of the Principal ...................... J2
19 O.T.C. .......................................... G2
17 Open Association ............................ F3
56 Part-time Degree Office ................. K0
40 Porter's Lodge ............................... J7
44 Print Office ................................. J3
58 Printing Unit ................................. K2
16 Publications Unit ........................... E9
32 Registry ....................................... J9
10 Reprographics Unit .......................... E3
14 Research & Enterprise Services .... E3
32 Residential & Business Services ........ J0
31 S.A.L.F.R.E. ................................. J0
38 Scholae I-VI ................................. J0
5 Sports Centre ................................. D3
7 Sports Pavilion ............................... D5
43 Staff Development .......................... J2
32 Student Accommodation Services .... J2
23 Student Support Services ............... H2
23 Student Union ............................... J2
23 Travel Office ................................. H2

RESIDENCES

68 Albany Park ................................ A8/B6
3 Andrew Melville Hall ....................... G2
26 Angus House ................................. H3
2 David Russell Apartments ............... G6
64 Deans Court ................................ L3
22 Eden Court .................................. H1
1 Effie Park ..................................... A3/A4
63 Garnochy House ........................... K2
21 Hamilton Hall ............................... H1
19 John Burnett Hall ......................... J2
20 Minto Hall ............................... D2/A2
4 New Hall ................................. C3/D3
53 St Regulus Hall ............................. J4/S
52 St Regulus Hall Annex ................... I5
26 Stanley Smith House ...................... H3
59 St Salvator's Hall .......................... K2
8 University Hall .............................. J44/A14

MISCELLANEOUS TOWN BUILDINGS

C British Golf Museum ...................... H1
A Bus Station ................................. C2
J Byre Theatre ................................. K4
L Castle .......................................... L1/2
M Cathedral .................................... L3
E Cinema ....................................... J2
H Crawford Arts Centre ..................... J2
N Hospital ....................................... M8
D Madras College ......................... I4
G Police Station .............................. J2
P Post Office ..................................... J3
B Royal & Ancient Golf Club ........... G1
K St Leonards School ....................... K3/L3/4
I Tourist Information ................. J3

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## APPENDIX TWO

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Result</th>
<th>Criteria</th>
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<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>
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<tr>
<td>7 - 11</td>
<td>Pass Grades</td>
<td>While demonstrating understanding of essential aspects, performance is below expected Postgraduate level. Content likely to be partial and not showing evidence of wider reading, evaluation or analysis.</td>
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<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>
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<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>
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APPENDIX THREE

Assessed Coursework Feedback Form

<table>
<thead>
<tr>
<th>MODULE CODE &amp; TITLE:</th>
<th>ASSIGNMENT ONE</th>
<th>ASSIGNMENT TWO</th>
<th>ASSIGNMENT THREE</th>
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Overall comments

Name of assessor: ___________________________ Date: __________

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