# Module Specification

## Module Summary Information

| 1 | Module Title | Understanding and Managing Behaviours of Self, Teams and Organisations |
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| 2 | Module Credits | 20 |
| 3 | Module Level | 7 |
| 4 | Module Code | LBR7566 |

| 5 | Module Overview |
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This module is aimed predominantly at graduate professionals including, health and social care practitioners who wish to benefit from exploring how interpersonal and behavioural skills influence and affect their working life and practice. This module incorporates elements from the Intelligent Behaviour Analytics™ programme https://www.intelligentbehaviouranalytics.com/ and is a unique offering to BCU students within this module.  Under the guidance of the module facilitators, you will be able to direct your learning across a range of topics including managing self, relationships with others as well as working in teams and organisations. '

Understanding behaviour and effectively reading the behaviour of other people is not a hit and miss process but a skill which can be learned and then applied into every aspect of work and life. It is a core skill that will influence your professional working life. It contributes to win/win situations, and provides the skills to deal with conflicts before disruptive behaviour is escalated.

The way in which people work with one another, manage their own behaviour and work more effectively with others is central to how organisations function; and is an essential area in which health and social care professionals need to develop expertise.  This module both augments and underpins the entire range of interpersonal and behavioural skills and applies them to leadership, team working and performance management, negotiation, implementing change or service improvement as well as to day-to-day routines. It is an overlooked but integral part of effective management. People are at the core of almost every business. Understanding personal behaviour and the behaviour of others is therefore essential.

The core of effectiveness is a combination of knowledge, skills, attitude and behaviour. Management training and education tends to focus on knowledge and skills. Attitude is assumed, and the study of how to understand, manage and work with different behaviour patterns is largely ignored. The process does not deal in absolutes, but in probabilities based on the evidence available.

Throughout this module, you will be encouraged to undertake student led activities and independent study with guidance and facilitation from designated academic support.  During the module, you will identify an area, or topic of study that is of interest to you and which you would like to critically review and evaluate, applying and reflecting this to your practice and/or your professional development.

 The aims of the module is to:
* Enable you to apply a series of interpersonal and behavioural skills within your work place;

- Develop interpersonal skills and behavioural competence for self-management, team working and to enable improvements in the way you practice and deliver services.

This module aligns with the Professional Practice programme philosophy and is designed to be flexible and practice-led. You will have the opportunity to develop skills of enquiry, reflection and problem solving. A blended learning approach is taken (incorporating both lectures, tutorial and online activities via Moodle) in line with the University's learning and teaching strategy. You will be encouraged to think critically as well as engaging in both directed and self-directed learning activities. You will be an active partner in your own learning and development and in return you will receive regular feedback and feed-forward aimed at developing your academic and clinical skills, and have the opportunity to discuss your progress with the module team.

| 6 | Indicative Content |
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**Session Topic/s**
**(incl. delivery style and indicative formative learning activities)**

**Session 1: Self-understanding.**

- Knowing your core beliefs, your strengths, your limitations, your leadership, communication skills and work styles, and how these affect your behaviours. How you learn? Personal resilience.

For students to share their views of a current theory of leadership:  most theory and practice of leadership ignores the crucial foundation of behaviour analysis.

- Self-management. Using your knowledge of self to direct your own activities toward achieving goals and creating win/win situations. Support mechanisms.
- Being comfortable in complexity. Understanding complexity in work environments, being open to change, and maintaining mental and intellectual flexibility, tolerance, constructive challenge and managing conflict.
- Maintaining multiple, simultaneous roles. Having the ability to work effectively with those in other roles, and to be credible to others who work in other areas of the organisation.
- Understanding what we cannot influence and developing strategies for this (using different models).
- Critically (academically) appraising leadership approaches, looking for evidence base and generalisability.

Using group work and case studies/simulation scenarios to explore approaches and skills

**Session 2: Understanding others**

- Knowledge of others. Recognising the behaviour of others, their values and belief and how your behaviours and beliefs affect those around you.
- Developing a culture and providing Mentoring Coaching Peer learning and knowledge sharing.
- Leading at the microsystem level by:
- Building team and peer beliefs around quality, safety, effectiveness, and dignity, and shared knowledge of behaviour.
- Understanding the KSAB (Knowledge Skills Attitude and Behaviours) model.
- Building a culture of shared decision making.
- Understanding the client needs.
- Supporting individual responsibility and accountability.
Applying research, theory, and fundamental principles to your practice.

**Session 3: Leading and managing teams**
- Communicating and persuading. Having the ability to communicate a compelling vision that is meaningful to others.
- Coaching and mentoring (continued). Being able to offer advice and guidance to others, and to model behaviour for others.
- Creativity. Seeing possibilities and new alternatives and new perspectives.
- Managing the interfaces: other teams/senior management/client needs.

**Session 4: Organisational culture and climate**

- Explore the theories of organisational culture.
- How an organisational culture can affect the motivation of individuals and teams.
- Critique and analyse the elements of a good/poor organisational culture and apply this to your work setting.
- Understanding the local organisation, culture, performance, staff engagement, enablers and constraints.
- Assessing organisational readiness and choosing appropriate leadership strategies.
-Learning from errors (self or others)

**Session 5: Complex situations: case studies**

- Experiential learning: For students to experience case studies and roles where behaviours of individuals and teams affects the decisions made and outcomes for patients.

Oral Examination.

| 7 | Module Learning Outcomes |
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| | **On successful completion of the module, students will be able to:** |
| 1 | Critically appraise individual self-management skills, including an understanding of self that is focused on professional values, character, integrity, and creativity in a work based situation. |
| 2 | Appraise and evaluate interpersonal skills and behavioural competencies (own and others) to work with, manage and lead teams, understanding the behaviours of groups and group dynamics and use this to influence and improve practice and service delivery. |
| 3 | To evaluate, explore and apply behavioural approaches with managerial skills and organisational know-how to inform tactics, strategy and establish effective relationships. |

| 8 | Module Assessment | | |
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| **Learning Outcome** | | | |
| | **Coursework** | **Exam** | **In-Person** |
| **1-3** | | **X** | |

| 9 | Breakdown Learning and Teaching Activities | |
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| **Learning Activities** | **Hours** | |
| **Scheduled Learning (SL)** includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable | 36 | |
| **Directed Learning (DL)** includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE | 89 | |
| **Private Study (PS)** includes preparation for exams | 75 | |
| **Total Study Hours:** | 200 | |