

# LEARNING RESOURCES AND GUIDELINES

(Extract from the Programme Handbook)

## Academic protocols

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- Papers should be typed and double-spaced
- Students should ensure that papers are the correct length ( $\pm 10\%$ ). A word count outside this range will affect the grade for that paper
  - word-count should be appended to all written work
- The paper should start with an introduction, a statement on how the student intends to cover the material. This gives a brief summation of the thesis the paper is exploring. The paper ends with a conclusion showing how the intention was fulfilled
- References given in the text should be in the author (date) convention: Jones (1975)
- Direct quotations should have a page number: Jones (1975, p. 8)
  - if quotes are short, they should be enclosed in single quotation marks
  - if quotes are longer than about thirty words, they should be without quotation marks separated by an indented margin
  - quotations in one text referring to another should refer to the original quotation
- References including those quoted, should be listed alphabetically by author in a bibliography at the end of the paper:
  - From a book: Author, *Book Title*, Publisher, Year
  - From a journal: Author, 'Article Title', *Journal Title*, Publisher, Year
- Models and diagrams from the training should refer to the seminar concerned

## Guidelines for papers

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Term papers should follow Academic Protocols with a word-count of 2,500 or 5,000 (+/- 10%) and should be submitted by/on the due date. Titles are set in advance so that students may prepare for the term papers as an on-going project while participating in seminars and dialogue groups. If a pass grade is not achieved, papers may be rewritten and resubmitted for marking with the following programme intake's papers.

In their research and preparation for these papers, students should pay particular attention to the topics of study and taught abstractions in the thematic seminars. Reference should be made to the reading list and in particular to essential reading. Students should also research the classic and current literature and make references to it in their papers. At the same time, students should refer to their clients' process or their own, by including client work vignettes so that the theory is backed up by experience.

### Marking of papers

Markers will not be looking for 'right answers', but for the student's capacity to integrate personal experience with psychosynthesis theory as well as theories in comparative fields. Markers will also look for the capacity to support a central thesis and come to some conclusion in relation to theory and they will also see how this is being expressed in the student's experience.

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## The term papers

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### Journal reflection

*With reference to your reflective journal, describe your experience of self-exploration and developing self-awareness so far during this course. How is your ability as a coach improving and how does your learning about yourself inform your understanding of others?*

2,500 Words

### Written paper

*How does psychosynthesis coaching address the emerging challenges of leadership within today's organisations? In what ways do psycho-spiritual, developmental and systemic perspectives enhance the leadership coach's ability to support the development of leaders?*

5,000 Words

### Assessment guidelines for an academic essay

#### Answering the question

- has the question and all its parts been addressed?
- has a rationale been given for any (re)interpretation of the question?
- has appropriate guidance been given to the reader?

#### Content

- is the content of sufficient depth and breadth?
- is there sufficient reference to relevant theories and ideas, etc., with evidence of reading?
- is there appropriate reference to the practitioners own experience?

#### Analysis

- is there a distinction between description, reflection and interpretation?
- is there evidence of understanding of theories and models?
- is there any research into or critique of practice? (e.g. vignettes, case stories, etc.)

#### Synthesis

- is there development of a logical argument with reference to literature?
- does the writer move between the specific and the general?
- is there a drawing together of the strands of the argument and the points made?

#### Critical reflection

- is there questioning and examination of underlying assumptions, e.g. of theories or models?
- is there identification of the writer's own underlying bias and assumptions?
- is the writer's learning from the course identified?

#### Originality

- is there insight or creative thought which adds to answering the question?
- does the writer strive for their own perspective, experimenting with ideas and developing a unique vision that extends or transcends the existing literature?

#### Style and presentation

- is it readable; e.g. is there clarity of structure and expression, is the spelling and grammar acceptable?
- is referencing complete and accurate?
- is the word length observed?

### References format example

From a book: Author; *Book Title*, Publisher, Year, e.g.

Bushe, Gervase; *Clear Leadership*, Davies-Black, (2010)

References given in text: Bushe (2010) or direct quotes: Bushe (2010, p 24)

From a journal or a chapter of a book: Author, 'Article Title', *Journal Title*, Publisher, Year, e.g.

Starkey, Ken and Hall, Carol; 'The Spirit of Leadership', *New Directions in Leadership Education*, HBR Press, (2012)