1. **Title of the module**

BUSN6003 (CB6003) Leadership and Management Development

1. **School or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTs)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

BUSN5011 (CB5011) Human Resource Management

1. **The programmes of study to which the module contributes**

BSc Management and associated programmes

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 review the nature of managerial work from a strategic and operational perspective

8.2 critically analyse the effectiveness of theories relating to leadership in a variety of organisational contexts

8.3 examine the cross-cultural challenges of leadership and management in an international context

8.4 critically review issues relating to managerial career development barriers and enablers

8.5 reflect on personal development in relation to skills required for managerial career success

1. **The intended generic learning outcomes.**

On successfully completing the module students will be able to:

9.1 think critically and analytically

9.2 design and conduct research effectively

9.3. effectively manage their own learning and personal development

9.4 communicate effectively in written, visual and aural modes both in interpersonal and group contexts

9.5 work effectively and sensitively in a multi-cultural work environment

1. **A synopsis of the curriculum**

The module aims to develop critical appreciation of the management activities and leadership skills required in dynamic organisations operating in both national and international contexts. Current theory and research on the role which appropriate leadership behaviours can play in improving managerial and organisational effectiveness is explored. In addition a core feature of the module is student engagement in a range of individual and group development activities and their subsequent self-reflection on their progress and ongoing development needs. In doing so the module aims to develop self-awareness and emotional intelligence in the practice of management, as well as promoting the importance of personal strategies relating to career management, and individual leadership behaviour.

**Indicative areas to be covered may include:**

* Review of Management Activities and Roles: Planning and decision making, organising and resourcing, controlling and accountability including performance management responsibilities.
* Leadership v Management: Consideration of the differences in these roles within organisations.
* Development of Leadership Theories: From transactional to ethical, authentic and transformational leadership approaches and models of 'leaderful' practice.
* Strategic leadership: Business values, organisational culture(s) and business ethics.
* Leadership in Different Cultures: International perspectives on leadership behaviour and effectiveness; communicating across cultures.
* Managing Self: Self-concept; impression management, networking; organisational power and politics; career development strategies.
* Managing & Influencing Others: Emotional intelligence, assertiveness, ethical power and influence strategies, delegation, empowerment and trust.
* Managing & Leading Teams: Creating high performance teams; team roles; stages of group formation/team life cycle; team building.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

* Buelens, M. et al (2011), *Organisational Behaviour*, 4th ed. Maidenhead: McGraw Hill
* Caproni, P.J. (2005), *Management Skills for Everyday Life: The Practical Coach*, Harlow: Pearson/Prentice Hall
* Gray, R (2004), *How People Work. A Field Guide to People and Performance*, Harlow: Pearson/Prentice Hall
* Marchington, M. and Wilkinson, A. (2008) *Human Resource Management at Work: People management and development*, London: CIPD
* Pucik, V., et al., (2008), *People Strategies for Global Firms*, Abingdon: Routledge
* Purcell, J. et al., (2009), *People Management & Performance*, Abingdon: Routledge
* Stone, D. and Stone-Romero, E. (2007), *The Influence of Culture on Human Resource Management Processes and Practices*, Abingdon: Routledge
* Rayner, C & Adam-Smith (2005) *Managing & Leading People*. London: CIPD
* Yukl, G. (2010), *Leadership in Organizations*, Harlow: Pearson

1. **Learning and Teaching methods**

Total contact hours: 21

Private study hours: 129

Total study hours: 150

1. **Assessment methods.**
   1. Main assessment methods

Individual Report (1500 words) (40%)

Individual Extended Essay (3000 words) (60%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| *Independent study* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| *Lectures* | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| *Seminars* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Individual report* |  | **x** | **x** | **x** | **x** |  |  |  | **x** | **x** |
| *Extended essay* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Students will examine the cross-cultural challenges of leadership and management in an international context

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs( Q6&7 cover sheet) |
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