1. **Title of the module**

BUSN9062 (CB9062) Leadership and Change

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 7

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)**

Autumn

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

None

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

Masters of Business Administration

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

8.1 Critically evaluate existing leadership and change theories and their links to the broader issues of innovation, creation and growth of new ventures and sustainable organisational performance.

8.2 Undertake advanced communication and negotiation skills that are essential to leading people and organisations, appreciating thereby their global and complex dimensions

8.3 Comprehensively understand and apply the drivers of individual behaviour and performance for creating a motivated and productive workforce.

8.4 Develop and apply leadership skills to manage change in an effective, ethical and responsible way.

8.5 Construct, manage, and evaluate a personal development plan through skills development to achieve and support their career and strategic leadership ambitions.

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

9.1 Critically analyse and solve problems systematically and creatively

9.2 Self-manage work in a complex and interdisciplinary context

9.3 Develop the ability to learn through reflection on practice and experience

9.4 Be self-aware, identify areas for self-improvement and generate solutions

9.5 Communicate effectively

1. **A synopsis of the curriculum**

The objective of this module is for participants to understand the nature of effective leadership in the context of a complex and dynamic organisational environment. Participants will acquire the practical, communication and negotiation skills that they need to become effective leaders. They will engage in several negotiation exercises, which will serve as common touchstones toward understanding the negotiation process. Effective leadership is also about understanding what motivates and inspires people to perform at their best. Thus, participants will critically evaluate alternative HRM approaches to unleashing the productive potential of employees for superior organisational performance and to managing organisational change effectively.

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

Bryman, A., Collinson, D., Grint, K., and Jackson, B. (2011) *The SAGE Handbook of Leadership*, London: SAGE.

Nikolopoulos, A. (2011)*. Negotiating Strategically: One versus All. Palgrave MacMillan.*

Holbeche, L. (2006*). Understanding Change: Theory, Implementation and Success.* Oxford: Butterworth-Heinemann*.*

Northouse, P. (2015) *Leadership: Theory and Practice* (7th Edition), London: SAGE.

1. **Learning and Teaching methods**

Contact hours: 36

Private study hours: 114

Total hours: 150

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

Individual Assignment, 3,000 words (80%)

Group presentation, 20 minutes (20%)

* 1. Re-assessment methods

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** |  |  |  |  |  |  |  |  |  |  |
| *Lectures and seminars* | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** |
| *Independent Study* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Individual assignment**(3,000 words)* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Group presentation* | **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**

The module will draw on international evidence and case studies. Participants and teaching staff have substantial international experience in business and/or academia.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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) |
| 03/04/2018 |  | September 2018 | 8, 9, 10, 11, 12, 13, 17  |  |
| 09/01/2019 | Minor | September 2019 | 13, 14 |  |