

Module Details	
Module Title:	Leadership for Transformational Change (Exec)
Module Code:	HRM7029-B
Academic Year:	2019-20
Credit Rating:	20
School:	School of Management
Subject Area:	Human Resource Management
FHEQ Level:	FHEQ Level 7 (Masters)
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	5
Seminar	40
Tutorials	8
Laboratory	12
Directed Study	135

Availability	
Occurrence	Location / Period
DIA	Dubai Knowledge Village / Semester 3 (June - Oct)
BDA	University of Bradford / Semester 3 (June - Oct)

Module Aims
To develop you as an ethical leader within your organisation, taking into consideration the imperatives of responsible value generation and sustainability. Specific content is structured in three areas associated with the individual, intrapersonal and extrapersonal skills and the organisation.

Outline Syllabus

The relationship between leadership, learning, strategy and transformation change are the over-arching themes of this module. Leadership versus management. Change and leadership, Meliorism, models for change, technology diffusion, exogenous and endogenous change and its implications (e.g. Kubler Ross). Critical review of leadership theory: early trait theories; great man theory; behavioural style theories; situational leadership theories; the micro-skills approach to leadership; transactional, transformational and charismatic leadership. The multiple intelligences of leadership. A new integrative, holistic model of leadership. Are leaders born or made? The nature and effectiveness of leadership development. Leadership issues, challenges and strategies in business, government and politics. Resilience & coaching. Personality; perception; motivation and job satisfaction; groups and team working; management and leadership; the nature and forms of leadership; organisational culture; organisational structures and design; different forms of contemporary design, e.g. holocracy; conflict; power, politics and emotions in the workplace; communication.

The role of learning and development in organizations. The critical role of managerial skills. Learning: Approaches and models. Principles of personal development (including ethical and sustainable approaches). Professional and management development. Career development. Developing self-awareness. Reflective practice. Learning and development. Bias in decision making; intuition (and its flaws). Workplace diversity and inclusion, governance and accountability, Organisational vision and promoting ethical values, agile and collaborative cultures, strategic workforce planning, talent management, learning organisations, workforce design, succession planning; communities of practice, The entrepreneur as a leader, intrapreneurship. Leadership-Followership dyads.

Corporate social responsibility; issues of ethical and sustainable approaches to people management will be addressed within this syllabus. Global responsible leadership, the dark side of leadership (narcissism, Machiavellianism, and psychopathy); impostor syndrome; the leadership cycle.

Learning Outcomes

1	Understand the role of leader(s) within an organisation whilst having a critical appreciation of the shortcomings and pitfalls of leaders and leadership.
2	Understand the importance of learning for development and growth within organisations.
3	Act as a change agent within your organisation with the ability to satisfy different stakeholder groups through ethical decision making.
4	Conduct yourself as a self-reflexive, self-regulated individual with followership and leadership skills, capable of questioning insight and dialogue skills.

Learning, Teaching and Assessment Strategy

Directed study by use of Study Books, pre-recorded lectures, talks and videos. Interaction through on-line discussion board, on-line multiple-choices questions and quizzes. The students also will be directed to further on-line activities and resources from the VLE. On-line interactive tutorials will be provided as a synchronous learning activity with the module leader or tutor. Delivery for the Executive will be using flipped classroom to embed the learning and show its relevance in the workplace.

To gain a firm understanding of the subject area and the key issues (as outlined in the syllabus) students will be required to access and engage with a variety of online resources (selected readings, video and audio resources) a designated set text and a module study book that sets

out guided reading, self-assessment exercises, case studies and links to additional resources. This relates to module learning outcome 1 & 2. In addition students attend a series of tutorial sessions. These sessions allow the students to reflect on their learning further applying key academic and practitioner based models and frameworks thereby gaining a detailed understanding. This relates to module learning outcomes 3 & 4.

Students have the opportunity to complete a series of online MCQ exercises for each module unit studied. (MLOs 1 - 2) After completing the questions students receive instant feedback on their performance. In addition to this there is the option of completing 2 formative tasks. These tasks involve answering a question(s) on a key issue/theory relating to the module. Written feedback is provided by the module tutor. This relates to module learning outcomes: 3, 4 and 3.

The individual assignment is designed to test students' this relates to module learning outcomes 1-4. The assignment allows students to gain an understanding of the subject and explores a number of areas within the module by applying their learning to a real company.

Mode of Assessment				
Type	Method	Description	Length	Weighting
Formative	Examination - MCQ	On-line Assessment	1 hour	%
Summative	Coursework	Asssignment	-4000 words	100%
Formative	Coursework	Optional Essay with feedback	-1000 words	%

Reading List
To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html .

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.