



ICM

Leadership

Course Handbook



SETTING GLOBAL STANDARDS

For Business & Management Education

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The Institute of Commercial Management

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1 Introduction

The purpose of this Course Handbook is to provide you with general information about studying with the Institute of Commercial Management (ICM). This Handbook should be read in conjunction with other Guidelines available on the ICM website. The early pages of this Handbook provide general information about ICM and its programmes. Later sections give details about the equivalency of ICM Certificate (NQF* Level 4 qualifications), Diploma (NQF Level 5 qualifications), Advanced Diploma (NQF Level 6 qualifications), Graduate Diploma (NQF Level 6 qualifications) and Post Graduate Diploma Awards (NQF Level 7 qualifications). Please note that not all Levels are available for all programmes. The material in this Handbook is as accurate as possible at the time of production.

*NQF: the UK National Qualifications Framework

2 The Institute of Commercial Management (ICM)

Established in the early 1970s, the Institute of Commercial Management provides academic and vocational qualifications which are well recognised globally.

In its capacity as a course developer and an examining and certifying Board, the Institute offers a wide range of professional and vocational awards in Business, Management and related vocational areas.

ICM programmes are designed to address the personal development and training needs of those wishing to enter the commercial sector and to support the continued development and workplace flexibility of those already in employment.

ICM's global services include the design, development and certification of business education and training programmes for education providers; the development and certification of tailored education and training programmes for the corporate sector, emerging industries and the global workforce and the examination, assessment and certification of students undertaking business, management and related vocational education programmes.

An acknowledged specialist in the design and development of progressive, practical and multi-functional programmes of study, the Institute works with a range of public and private sector clients including universities, business schools, colleges, training providers, International Development Agencies, government agencies and local authorities.

ICM provides examinations in more than 200 subject areas ranging from accounting and finance to tourism and hospitality and from marketing and advertising to project management and examines and certifies candidates to an internationally consistent standard.

3 ICM Articulation Agreements with Universities

The Institute has formal partnership arrangements with universities in the UK and overseas. A full list of progression routes from ICM qualifications into Undergraduate and Post Graduate courses at UK Universities is available from the ICM website.

Established articulation arrangements provide direct access to the second and final years of a wide range of BA/BSc degrees for ICM Diploma qualifications (Level 5 Diploma) and

Advanced Diploma qualifications (Level 6 Diploma). Access to Masters programmes also exist for those with ICM Graduate Diplomas (Level 6) and ICM Post Graduate Diplomas (Level 7). In addition, ICM Certificate (Level 4 Diploma) holders may be eligible for entry to year 1 of appropriate degrees.

Subject to status and grades obtained, students holding ICM Diploma qualifications at levels 4, 5, 6 and 7 are accepted onto Undergraduate and Post Graduate degree programmes offered by institutions in continents across the globe.

Our strategic partners have agreed that students can enter their degree programmes with Advanced Standing, provided they possess the right Grade profile and are able to meet other admissions criteria, such as language competence. The stated grade and points requirements may be subject to local variations.

Entry to the First Year

Application for entry to the first year of a relevant degree programme will be considered for those students who hold a relevant ICM Certificate Level Award.

Entry to the Second Year

Application for entry to the second year of an Honours degree programme will be considered for students who have passed a relevant ICM Diploma (Level 5) programme and have met the following requirements:

- obtained at least 24 Points from 8 subjects leading to the qualification
- obtained at least a Grade C in all subjects in the Diploma

Entry to the Final Year

Students who have passed a relevant ICM Advanced Diploma (Level 6 Diploma) programme will be considered for final year entry if they have achieved the following:

- obtained at least 32 Points from 12 subjects leading to the Advanced Diploma
- obtained at least a Grade C in all subjects in the Advanced Diploma

Entry to the Post Graduate Year

Students who have passed a relevant ICM Graduate Diploma (Level 6 Diploma) programme will be considered for entry to Masters programmes if they have achieved the following:

- obtained at least 12 Points from the final 4 subjects leading to the qualification
- obtained at least a Grade C in all subjects in the Graduate Diploma

Converting ICM subject grades into points

The following rules apply in relation to converting ICM subject grades into points:

- an 'A' grade is awarded 6 points
- a 'B' grade is awarded 4 points
- a 'C' grade is awarded 2 points
- a 'D' grade is awarded 0 point

Progression Routes

Students wishing to progress to degree programmes should review the range of courses available at our partner Universities. Information on appropriate university courses can be obtained from our website.

The Institute's qualifications are also recognised by leading professional examining bodies for either subject exemption or registration purposes. Further details can be obtained from the appropriate examination bodies.

4 Learning, Teaching and Assessment Strategy

Tuition in preparation for the Institute's examinations takes place on a number of levels, including lectures, seminars, class discussion and problem review and analysis.

Formal lectures provide a foundation of information, which students build on through directed learning and self-managed study outside the classroom.

Students are actively encouraged to form study groups to discuss course material, fostering a greater depth of learning experience.

4.1 Assessment

Assessment for the majority of programmes is based on final examinations. The Institute has a traditional approach to assessment. Formative assessment is provided by ICM Teaching Centres as and when appropriate and may include; essays, in-class tests, role play exercises, presentations and projects. However, in terms of gaining a professional qualification, and in order to maintain standards, ICM believes that students should be formally assessed on the body of knowledge covered during the course and be examined as individuals on the required learning outcomes.

4.2 Student Workload

In accordance with nationally accepted codes of practice in the UK, each 20 credit unit represents a total of approximately 200 hours of learning. Typically, each ICM award at undergraduate level comprises four units of 20 credits each. Students must complete four units at each level leading to the awards of Certificate (Level 4 Diploma), Diploma (Level 5 Diploma), Advanced Diploma (Level 6 Diploma) and Graduate Diploma (Level 6 Diploma). Thus, for example, in order to gain an ICM Advanced Diploma, a student must have completed the Certificate, Diploma and Advanced Diploma stages. The Post Graduate Diploma (Level 7 Diploma) consists of 120 credits divided into six units.

The learning hours for each unit are subdivided into appropriate categories of learning opportunities, such as lectures, seminars, preparation time, directed study, time spent on assessment items and exam preparation. At least one quarter of this time is usually devoted to formal contact time.

A further one quarter of this time is related to directed learning. The balance of workload is comprised of individual, self-managed student learning and revision.

Note that for a unit delivered in standard mode, the ICM examinations calendar accommodates a teaching year of approximately 2 x 20 teaching weeks, and four weeks of revision/end of year assessment.

Furthermore, each unit is assigned to a particular 'Level', with each Level corresponding to the group of subjects contained within the programmes leading to the award of a Certificate (Level 4 Diploma), Diploma (Level 5 Diploma), Advanced Diploma (Level 6 Diploma), Graduate Diploma (Level 6 Diploma) or Post Graduate Diploma (Level 7 Diploma).

5 ICM Qualifications and Progression

Understanding your qualification is important and the following guidelines outline how ICM qualifications fit within the UK National Qualifications Framework and support vocational learning.

ICM has benchmarked its qualifications against the UK National Qualifications Framework (NQF). In recognition of the NQF levels and with reference to appropriate National Occupational Standards, the Institute has produced the following level descriptors which should be read in conjunction with the table provided in section 5.6.

5.1 ICM Certificates (equivalent to NQF Level 4 Diplomas)

ICM Certificates are awarded to those who have passed Part 1 (the first four or five subjects, depending on the course) of an ICM Diploma programme. See below for ICM Diploma Entry Requirements. ICM Certificates represent a level of qualification that recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Certificate holders should be able to display competence in the application of knowledge in the performance of a range of work activities, some of which may be routine and predictable with some being complex or non-routine.

Learning at this level involves gaining knowledge and skills appropriate for individuals working semi-independently, or receiving basic supervision and training from others in their field of work.

Students should begin to develop a degree of individual responsibility or autonomy in their study as well as the ability to collaborate with others, for example through participation in work groups or teams.

Successful completion of the ICM Certificate enables entry to the first year of appropriate degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

5.2 ICM Diplomas (equivalent to NQF Level 5 Diplomas)

Entry to an ICM Diploma programme requires completion of secondary education or an equivalent and recognised programme of study.

ICM Diplomas represent a level of qualification which recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Diploma holders should be able to display competence in the application of knowledge in a broad range of varied work activities performed in a wide variety of contexts, most of which are complex and non-routine.

Learning at this level involves obtaining detailed knowledge and skills appropriate for people working independently, or providing basic supervision and training of others in their field of work and people wishing to go to University.

Progression is available from the ICM Diploma to the second year of relevant degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

5.3 ICM Advanced Diplomas (equivalent to NQF Level 6 Diplomas)

Entry to an ICM Advanced Diploma programme requires completion of the ICM Certificate and Diploma in the selected programme. Students holding other relevant and equivalent qualifications which contain ICM Diploma subjects could qualify for entry as well as subject and Level exemptions.

ICM Advanced Diplomas represent a level of qualification which involves specialist learning and detailed analysis of a high level of information, knowledge and skills in a specified area of work or study.

Students undertaking an ICM Advanced Diploma should demonstrate the depth of knowledge and understanding of an area of work or study to enable them to formulate solutions and responses to complex problems and situations.

ICM Advanced Diplomas are appropriate for people working in positions such as Senior Supervisors, Professionals or Managers. These individuals need to demonstrate significant levels of knowledge, a high level of work expertise in job roles and competence in managing and training others. Learning at this level is appropriate for people working in technical and professional jobs, and/or managing and developing others.

The ICM Advanced Diploma is equivalent to NQF Level 6 and in terms of level and credit value these qualifications are comparable to UK Intermediate Higher Education qualifications such as HNDs, Diplomas of Higher Education and Foundation Degrees.

Progression is available from ICM Advanced Diplomas to the final year of relevant degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

5.4 ICM Graduate Diplomas (equivalent to NQF Level 6 Diplomas)

Entry to an ICM Graduate Diploma programme requires prior completion of the ICM Diploma and Advanced Diploma in the selected programme.

Advanced Standing and Exemptions: Students holding relevant degrees and equivalent qualifications which contain ICM Certificate, Diploma and Advanced Diploma subjects could qualify for entry as well as subject and Level exemptions.

Students at this level study highly developed and complex levels of knowledge enabling the development of in-depth and original responses to complicated and unpredictable problems and situations.

Learning at the Graduate Diploma level involves the demonstration of high level specialist professional knowledge appropriate for senior professionals and managers. Indicative competencies involve the application of a range of fundamental principles across a wide and often unpredictable variety of contexts as well as the ability to perform technical or professional work activities in a variety of contexts with a substantial degree of personal responsibility and autonomy.

A qualification at this level is appropriate for people working as knowledge-based professionals or in professional management positions. This qualification is equivalent to a Bachelors degree, and progression is available from the ICM Graduate Diploma to Post Graduate programmes such as Masters degrees.

5.5 ICM Post Graduate Diplomas (equivalent to NQF Level 7 Diplomas)

Entry to an ICM Post Graduate Diploma programme requires completion of an ICM Graduate Diploma, another Level 6 award, or a degree level qualification in an appropriate discipline.

Refer to Section 6 for Advanced Standing arrangements for mature candidates.

Students at this level of study should display a mastery of high level knowledge and skills and have professional and research-based skills.

This qualification is equivalent to two thirds of a Masters degree (MBA or MA) and advanced standing can be given onto a range of Masters degrees. For a complete list of progression routes please refer to the website.

5.6 Relative Positioning of ICM Qualifications

The following table gives an indication of the relative positioning of ICM awards, compared with other types of qualifications and levels. Reference is made to levels in the UK National Qualifications Framework and example qualifications at each level. In addition, the final column in the table (FHEQ) shows the 'equivalent' qualifications commonly being developed and delivered in the University sector. For example, these indicate that the ICM Advanced Diploma equates to an intermediate level award (in terms of credit accumulation this ICM qualification equates to a Higher National Diploma). Furthermore, the ICM Graduate Diploma equates to a Bachelors degree level qualification and the ICM Post Graduate Diploma equates to a Masters degree level qualification.

Relative Positioning of ICM Qualifications

National Qualifications Framework (Levels and example vocational qualifications)	Framework for ICM Levels	Framework for Higher Education Qualification Levels (FHEQ)
Level 7 Professional Diploma in Translation	ICM Post Graduate Diploma (Level 7 Diploma)	M (masters) , Masters degrees, Post Graduate certificates and diplomas
Level 6 Diploma in Management	ICM Graduate Diploma (Level 6 Diploma)	H (honours) Bachelors degrees (BSc/BA)
	ICM Advanced Diploma (Level 6 Diploma)	I (intermediate) Diplomas of higher education, foundation degrees, Higher National Diplomas
Level 5 BTEC Higher National Diploma in 3D Design	ICM Diploma (Level 5 Diploma)	C (certificate) Certificates of higher education
Level 4 Certificate in Early Years Practice	ICM Diploma (Level 5 Diploma)	
Level 3 Certificate in Small Animal Care NVQ in Aeronautical Engineering A levels		
Level 2 Diploma for Beauty Specialists NVQ in Agricultural Crop Production GCSEs Grades A*-C		
Level 1 Certificate in Motor Vehicle Studies NVQ in Bakery GCSEs Grades D-G		
Entry – e.g. Entry Level Certificate in Adult Literacy		

6 Student Registration & Course/Level Entry Requirements

6.1 Student Registration

In order to undertake any ICM examination candidates must be Registered ICM Student Members.

Student Membership can be obtained by completing the appropriate Student Registration Application form and returning the form and the Student Registration Fee to the Institute. Details of Student Registration Fees can be found on the ICM website.

The Student Registration fee is valid for one year and can be renewed annually.

Important Note: All students wishing to register for any ICM Advanced Diploma programme or above, MUST complete and attach an Academic History form to their Student Registration form. Copies of all qualifications and Awards obtained by the student must also accompany the Academic History form.

The Academic History form is used to ensure that students are qualified to commence their studies at the Level they have selected.

6.2 Student Registration Fees

Student Registration fees for standard ICM Awards and programmes are based on the country in which you will undertake your examinations. The current fees levels are as follows:

Group 1: If you are based in Europe, and EU Member State, North America, a Gulf State, India, the Middle East, Australasia, Singapore, South Africa, China, Hong Kong or Malaysia your Registration Fee will be £50.00 Pounds Sterling.

Group 2: If you are based in sub-Saharan Africa, Central or South America, Pakistan, Bangladesh, the Caribbean or North Africa your Registration Fee will be £25.00 Pounds Sterling.

Group 3: A special rate exists for students in countries which have (a) emerged from conflict (b) countries in which the general population is subject to great poverty and (c) countries in which the UN acknowledge that the level of economic activity and national per capita income is unacceptably low.

6.3 Course/Level Entry Requirements

ICM professional programmes are structured in 'Levels'. These Levels are designed to provide a structured and progressive level of knowledge.

All students are required to commence their studies at the Diploma Level of all programmes unless they are able to claim subject-for-subject or Level exemptions.

Subject-for-subject exemptions can be applied for if the student has (a) been examined, in the subject, by another recognised Awarding body and (b) has passed the examination/s set by the alternate body.

The Institute operates an 'Open Entry' policy in respect of most of its Diploma Level vocational programmes, subject to appropriate work experience, but prospective students should note that the following qualifications are recommended for those wishing to undertake ICM Diploma Level programmes:

Entry to an ICM Diploma Level Programme (NQF Level 5)

Entry to an ICM Diploma programme requires completion of secondary education or equivalent. For example:

- One GCE A-level plus three GCSEs (or equivalents) or 5 GCSEs
- A suitable BTEC National Award
- Any qualification equivalent to one or more of the above

The minimum age for registration for the majority of programmes is 18. Applicants over the age of 20 who do not hold one of the recommended entry qualifications may also register for some Diploma Level programmes providing they have been in full-time employment for a minimum of two years and can produce a letter from their employer to confirm this.

Entry to an ICM Advanced Diploma Programme (NQF Level 6)

Entry to an ICM Advanced Diploma programme requires completion of the ICM Diploma Level of the selected programme.

Entry to an ICM Graduate Diploma Programme (NQF Level 6)

Entry to an ICM Graduate Diploma requires completion of the ICM Diploma and Advanced Diploma in the selected programme.

Entry to an ICM Post Graduate Diploma Programme (NQF Level 7)

Registration for an ICM Post Graduate Diploma is accepted from those:

- who have completed an ICM Graduate Diploma
- who hold any Level 6 business or management Award
- holders of business and management degree level qualifications

Mature Candidates. Applications from those over the age of 25 who do not meet the standard Entry Requirements will also be considered providing they:

- Are over the age of 25
- Have been in employment for 5 years – a letter of support is required from the applicant's employer; and
- Hold a management or senior supervisory position

7 Examinations and Results

7.1 Examinations

In order to achieve a consistent global standard the Institute sets all examination papers and all candidate scripts are returned to the Institute for marking.

Invigilation of examinations is undertaken either by external Invigilators who are appointed by the Institute or by the British Council. Examinations are held in March, June, September and December and the Examination Timetable can be found on the ICM website.

Candidates must be registered and paid-up Student Members of the Institute at the time they undertake their examinations. Examination papers are securely distributed to ICM Approved Centres and scripts are assessed and moderated in the UK by ICM Appointed Examiners.

Full details of Examination dates can be found on the ICM website.

7.2 Examination Entry Fees and Forms

Examination Entry fees are shown on the appropriate Examination Entry form for the subject/programme you are undertaking. In general, the standard Examination fee is £26.00 Pounds Sterling per subject. There are however some specialist programmes where a higher subject fee may be payable. If you have any queries relating to fees please contact your Teaching Centre.

In order to undertake any ICM Professional or Single Subject examination you must be a Registered and paid-up ICM Student Member.

To enter for an examination you need to complete the relevant Examination Entry form and submit it to the Institute.

7.3 Examination Timetable

ICM examinations take place four times each year, in March, June, September and December. The Timetable for each year states the Closing Date for receipt of entries for each examination Series. Please visit the website to view the ICM examination timetable.

7.4 Examination grades and re-marking

You can request that your examination script is re-marked if you are unhappy with your result.

The fee for this is £35.00 Pounds Sterling per script. The Institute operates a triple marking and moderation system. In the event that the moderator increases the original marks awarded, the fee for re-marking your script will be refunded to you. Should the Grade awarded remain the same, you will be issued with a full Examiner's Report detailing your examination performance. The Institute retains answer scripts for a maximum period of six months. Examination scripts/answer books are not returned to candidates under any circumstances.

7.5 Examination re-sits

Although ICM Examinations are held every twelve weeks it should be noted that it takes an average of twelve weeks to mark the scripts after each Examination Series.

If you sit, for example, for one or more subjects in March you will not receive your results until June. This means that if you were to fail a subject in March, you would not be able to re-sit the subject in June, as you will have missed the Closing Date for the June Series.

Our advice is that you try to split your subject examinations between two consecutive Examination Series e.g. If your programme has four subjects you could take two subjects in one series and two in another series.

On this basis, were you to fail one subject in March you would be able to re-sit it in September, giving you plenty of time for revision.

7.6 Examination Closing Dates

There is a Closing Date for receipt of Examination Entries and candidates entering for examinations must ensure that their completed Examination Entry forms and fees reach the Institute before the Closing Date for each Examination Series. Examination Timetables indicate the closing date for receipt of entries for each sitting and this information also appears on the ICM website. Entries received after the Closing Date are automatically carried forward to the next Examination Series.

7.7 Examination Results

Results are distributed within twelve weeks from receipt of scripts. Candidates are advised not to telephone the Institute for results as this information is confidential and cannot be disclosed over the telephone.

7.8 Examination Grades

Should you wish to re-sit any examination to improve your previous Grade, please note that the latest Grade you obtain will stand.

7.9 Transcript of Academic Results

You may request a Transcript of your Academic Results, however please note there is a charge of £15.00 Pounds Sterling for each Award transcript requested.

7.10 Replacement Certificates

Replacement certificates are available on payment of a fee of £20.00 Pounds Sterling per certificate. Please include your Student Registration Number together with your current postal address and indicate which certificate is required.

7.11 Deferrals

There is a fee of £15.00 Pounds Sterling per subject should you wish to defer your examinations to another Series for health or for any other reason. If you are unable to undertake your examinations, it is essential you advise ICM before the appropriate examination date, otherwise the full entry fee of £26.00 Pounds Sterling will be applicable. Please note that you may only defer examinations on one occasion. The full entry fee of £26.00 Pounds Sterling per subject will become due if you defer on more than one occasion.

7.12 Subject Exemptions for Professional Programmes

Students holding relevant recognised qualifications from other professional bodies or recognised Higher Education institutions may apply for Subject Exemptions, on a subject-for-subject basis. It may also be possible, subject to qualifications held, to obtain exemption from a Level within a programme. Documentary evidence is required before any decision can be made in connection with the granting of Subject/Level Exemptions. No exemptions are given for case studies or assignments. Internally awarded school certificates and diplomas **are not accepted for exemption purposes.**

7.13 Single Subject Candidates

Registered ICM students who do not want to complete a full ICM programme may study individual subjects. Single Subject candidates receive a Single Subject Diploma on successful completion of the relevant subject examination. Single Subjects qualify, on a subject-for-subject basis, for subject exemptions from ICM professional programmes.

- Note:**
1. Case Studies, Assignments and Projects, including ALL subjects in any Post Graduate programme, do not qualify for Single Subject Awards.
 2. A student who undertakes, on a Single Subject basis, subjects within a Diploma, Advanced Diploma, Graduate Diploma or Post Graduate ICM programme will not be entitled to a professional Award unless they are exempted from or have completed all lower Levels of that Award.
 3. In order to comply with UKBA requirements, overseas students studying in the UK (excluding those from EU countries) are not permitted to undertake Single Subjects and must undertake a professional programme.

8 Subject advice, educational guidance and student support

You are expected to be independent and to take responsibility for your own academic and personal life. However, your study centre should also provide appropriate help and assistance. Your tutors will direct your studies and ensure that you know what work you need to cover in any given unit. Seek advice from academic staff either during or after class or try to see them during their office hours.

8.1 Study Methods

Teaching Centres are provided with a detailed syllabus and reading list for each subject area. Each Unit Syllabus clearly defines the areas that you will be required to cover for each subject and your examination questions will be based on the areas and topics detailed for

each unit. It is important to ensure that you obtain a copy of each unit syllabus from your Teaching Centre. Alternatively, this information can be obtained online at www.icm.education, in the 'Single Subject' section.

Each Unit Syllabus is normally linked to one main textbook and the examiners base their questions on the contents of the nominated core text.

The Unit Syllabuses also give details of 'Alternative Texts' and texts recommended for further reading. It is advised that you should refer to the 'Alternative Texts' in order to develop your skills and broaden your knowledge of the subject area.

8.2 Payment Methods

For our accepted methods of payment, please refer to the ICM website: www.icm.education

8.3 Choosing your course of study

As an ICM Student Member you can work towards obtaining either a recognised Professional qualification or study for one or more of the 200 Single Subject Awards from the list of subjects offered by the Institute. The choice is yours.

8.4 ICM Approved Centres

Tuition leading to the Institute's examinations can only be provided by Institutions which have been granted ICM 'Approved Centre' status. Please note that some ICM Teaching Centres specialise in particular subject areas and not all ICM Centres will necessarily offer tuition for every ICM course programme. Visit the website to find an ICM Approved Centre near you.

9 Textbooks

The recommended textbooks for each subject are shown on each subject syllabus. Examiners base their questions on the contents of the recommended texts and it is therefore important for you to ensure that you have access to the appropriate texts. You can obtain the full list of books available to purchase from ICM and/or place orders by either contacting your Centre or complete the Book Order Form and send it to ICM's Book Sales Manager at: info@icm.education.

10 Students with specific learning difficulties

If you are diagnosed with a specific learning difficulty you may be granted special arrangements for your examination/s. We will require a copy of an Assessment Report issued within the last three years. The amount of additional time and any other arrangements will be determined on the basis of the Report relating to your circumstances. It is possible that you may be granted permission to use a computer or laptop without internet connection in your examinations.

11 Copies of past examination papers and other forms of assessment

The ICM website, www.icm.education, provides a database of recent examination papers, assignments and Case Studies. These can be found in the Student Resources section of the website.

12 Unit Information

Covering all the major business studies areas and topics, the ICM Diploma and Advanced Diploma programmes have, over a fifteen year period, achieved international recognition and are currently undertaken by students in over 40 countries.

In addition to providing a comprehensive knowledge of each of the major business functions, the structure of the course ensures that students have the widest possible range of career, employment and higher education options open to them on successful completion of their studies.

12.1 Programme Objectives

The Leadership programme identifies and provides candidates with a detailed understanding of the key issues and concerns of leadership and leadership studies. It will provide candidates with an opportunity to study and understand key insights on the nature and character of leadership and leadership practices. The programme will draw on historical examples of globally significant leaders to highlight classical and contemporary theories of leadership.

12.2 Recommended Course Duration

To help calculate the duration of the programme, please refer to the section entitled 'Student Work Load' in section 4.2 of this handbook.

It is expected that a student will need at least 18 months to 2 years of full-time study at an ICM Approved Centre to complete the full Advanced Diploma programme.

Examination Grades

Grade A – Distinction	70% and above
Grade B – Credit	60% to 69%
Grade C – Pass	50% to 59%
Grade D – Pass	40% to 49%
Grade F – Fail	39% and under

Certification

On successful completion of the first 5 subjects, students are awarded the ICM Diploma in Leadership. Similarly, on successful completion of all 10 subjects students are awarded the ICM Advanced Diploma in Leadership.

12.3 Continuing Education

The programme will equip candidates with the strategic management skills, understanding and leadership insight to compete globally for the most challenging management roles.

Knowledge gained and skills learned will enhance career potential and directly benefit the organisations that candidates work for now, and in the future.

12.4 Entry Requirements

Students holding relevant recognised qualifications from other institutions or professional examining bodies may apply for exemptions on a subject-for-subject basis.

The Institute operates an 'Open Access' policy in respect of many of its vocational programmes but prospective students should note that the following entrance qualifications are recommended for those wishing to undertake the ICM Diploma programme:

- One GCE A-level plus Three GCSEs (or equivalents) or 5 GCSEs
- A suitable BTEC National Award
- Any qualification equivalent to one or more of the above

The minimum age for registration for this programme is 18.

Applicants over the age of 20 who do not hold one of the recommended entrance qualifications may also register for the programme providing they have been in full-time employment for a minimum of two years.

Advanced Diploma in Leadership

Entry to an ICM Advanced Diploma programme requires completion of the ICM Diploma Level of the selected programme.

The Diploma in Leadership

1. Foundations of Leadership
2. Introduction to Leadership
3. Leadership & Teams
4. Negotiation
5. Organisational Behaviour

The ICM Diploma in Leadership is awarded on completion of all 5 subjects

The Advanced Diploma in Leadership

6. Contemporary Leadership Issues
7. Leadership: Challenges & Practice
8. Leadership Studies
9. Strategic Management
10. The International Business Environment

The ICM Advanced Diploma in Leadership is awarded on completion of all 10 subjects

13.1 Unit Syllabuses

Syllabuses for this programme are contained in the following sections.

13.1.1 Foundations of Leadership Syllabus

Unit Title	Foundations of Leadership
Unit Code	FL-0616
Level	5 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	
Main Aim(s) of the Unit:	
<p>This unit draws on classical philosophy through to modern management writers to address key questions in the development and practice of leadership. Are leaders made or born? Are the characteristics and challenges of leadership the same across time and cultures? Do leaders pull or are they pushed? Are they driven by needs that may be dysfunctional to leadership and do women leaders behave differently from men?</p>	
Main Topics of Study:	
<p>Classical Leadership</p> <ul style="list-style-type: none"> ▶ The republic ▶ The art of war ▶ The prince ▶ The treatise on general sociology <p>Traditional Leadership</p> <ul style="list-style-type: none"> ▶ The nature of leadership ▶ Leadership, membership and organisation ▶ Situational control and a dynamic theory of leadership <p>Modern Leadership</p> <ul style="list-style-type: none"> ▶ A definition and illustration of democratic leadership ▶ Top management styles in Europe ▶ Shatter the glass ceiling ▶ Sexual static <p>Mythical Leadership</p> <ul style="list-style-type: none"> ▶ The gentleman and the hero: Wellington and Napoleon ▶ The leadership mystique ▶ Leadership: an alternating social myth <p>Alternative Leadership</p> <ul style="list-style-type: none"> ▶ Organising, leadership and skilful process ▶ Correspondents' images of Martin Luther King Jr: an interpretive theory of movement leadership ▶ Voicing seduction to silence leadership 	

Learning Outcomes for the Unit:				
At the end of this Unit, students will be able to:				
1.	Understand classical approaches to leadership.			
2.	Understand traditional approaches to leadership.			
3.	Understand modern approaches to leadership.			
The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-3	3	3	2-3	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
3	1-3	3	-	-
Learning and teaching methods/strategies used to enable the achievement of learning outcomes:				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:				Weighting:
Examination: 3 hours duration				100%
Indicative Reading for this Unit:				
Main Text:				
Leadership: Classical, contemporary and critical approaches, K. Grint, Oxford University Press, 1997. ISBN: 0-198781822				
Guideline for Teaching and Learning Time (10 hrs per credit):				
50 hours	Lectures / Seminars / Tutorials / Workshops Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.			
50 hours	Directed learning Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.			
100 hours	Self managed learning Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.			

13.1.2 Introduction to Leadership Syllabus

Unit Title	Introduction to Leadership
Unit Code	IL-0616
Level	5 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	
Main Aim(s) of the Unit:	
This unit provides a detailed insight into the major theories and models of leadership drawing on practical examples of the approaches in action. Case studies are used to illustrate the key theories and approaches outlined.	
Main Topics of Study:	
Leadership Defined and Described	
Trait Approach	
<ul style="list-style-type: none">▶ Description▶ How the trait approach works▶ Application of the approach	
Skills Approach	
<ul style="list-style-type: none">▶ Description▶ How the approach works▶ Strengths and criticisms▶ Application	
Behavioural Approach	
<ul style="list-style-type: none">▶ Description▶ How the approach works▶ Strengths and criticisms▶ Application	
Situational Approach	
<ul style="list-style-type: none">▶ Description▶ How the approach works▶ Strengths and criticisms▶ Application	
Path-Goal Theory	
<ul style="list-style-type: none">▶ Description▶ How the approach works▶ Strengths and criticisms▶ Application	

Leader-Member Exchange Theory

- ▶ Description
- ▶ How the approach works
- ▶ Strengths and criticisms
- ▶ Application

Transformational Leadership

- ▶ Description
- ▶ How the approach works
- ▶ Strengths and criticisms
- ▶ Application

Authentic Leadership

- ▶ Description
- ▶ How the approach works
- ▶ Strengths and criticisms
- ▶ Application

Servant Leadership

- ▶ Description
- ▶ Model of servant leadership
- ▶ How the approach works
- ▶ Strengths and criticisms
- ▶ Application

Adaptive Leadership

- ▶ Description
- ▶ Model of adaptive leadership
- ▶ How the approach works
- ▶ Strengths and criticisms
- ▶ Application

Psychodynamic Approach

- ▶ Description
- ▶ The clinical paradigm
- ▶ History of the psychodynamic approach
- ▶ Key concepts
- ▶ How the approach works
- ▶ Strengths and criticisms
- ▶ Application

Leadership Ethics

- ▶ Description
- ▶ How the approach works

- ▶ Strengths and criticisms
- ▶ Application

Team Leadership

- ▶ Description
- ▶ How the approach works
- ▶ Strengths and criticisms
- ▶ Application

Gender and Leadership

- ▶ Description
- ▶ Gender differences in leadership styles and effectiveness
- ▶ Strengths and criticisms
- ▶ Application

Culture and Leadership

- ▶ Description
- ▶ How the approach works
- ▶ Strengths and criticisms
- ▶ Application

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Understand, define and describe the nature of leadership.
2.	Understand the different approaches to defining leadership.
3.	Understand key theories of leadership.
4.	Understand the key leadership styles.
5.	Understand the ethical basis of leadership.

The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-5	2,4	4-5	4,5	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
4-5	1-5	4-5	-	-

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:		Weighting:
Examination: 3 hours duration		100%
Indicative Reading for this Unit:		
Main Text: Leadership: Theory and Practice, 7th edition, 2015, P.G. Northouse, Thousand Oaks, Sage. ISBN: 978-1506311166		
Guideline for Teaching and Learning Time (10 hrs per credit):		
50 hours	Lectures / Seminars / Tutorials / Workshops Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.	
50 hours	Directed learning Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.	
100 hours	Self managed learning Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.	

13.1.3 Leadership & Teams Syllabus

Unit Title	Leadership & Teams
Unit Code	LT-0616
Level	5 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	
Main Aim(s) of the Unit:	
Leaders need to be skilled in working with and through teams. This unit provides students with an insight into the effective leadership of teams, drawing on key concepts in individual and group behaviour.	
Main Topics of Study:	
Individuals as Leaders	
Who is a Leader?	
<ul style="list-style-type: none">▶ Defining leadership▶ Leadership skills▶ Managerial leadership roles▶ Levels of analysis of leadership theory▶ Leadership theory paradigms	
Leadership Ethics and Traits	
<ul style="list-style-type: none">▶ Personality traits and leadership▶ The big five including traits of effective leaders▶ The personality profile of effective leaders▶ Leadership attitudes▶ Ethical leadership	
Leadership Motivation and Behaviour	
<ul style="list-style-type: none">▶ Leadership behaviour and styles▶ University of Michigan and Ohio State University studies▶ The leadership grid▶ Leadership and major motivation theories▶ Content motivation theories▶ Process motivation theories▶ Reinforcement theories▶ Motivation theories and the motivation process	
Contingent Theories in Leadership	
<ul style="list-style-type: none">▶ Contingency leadership theories and models▶ Contingency leadership theory and model▶ Leadership continuum theory and model	

- ▶ Path-goal leadership theory and model
- ▶ Behavioural and contingency theories together
- ▶ Leadership substitutes theory

Influencing: Politics, Power, Negotiation and Networking

- ▶ Power
- ▶ Organisational politics
- ▶ Networking
- ▶ Negotiation
- ▶ Ethics and influencing

Team Leadership

Coaching, Communication and Conflict Skills

- ▶ Communication
- ▶ Feedback
- ▶ Coaching
- ▶ Managing conflict
- ▶ Collaborating conflict management style models

Followership and Leader-Member Exchange

- ▶ Evolution of dyadic theory
- ▶ Leader-member exchange theory
- ▶ Strengths and limitations of LMX theory
- ▶ Followership
- ▶ Delegation
- ▶ Follower evaluation and feedback

Self-managed Teams and Team Leadership

- ▶ Leadership behaviour and styles
- ▶ The use of teams in an organisation
- ▶ Types of teams
- ▶ Decision-making in teams
- ▶ Leadership skills for effective team meetings
- ▶ Self-managed teams

Leadership in Organisations

Transformational and Charismatic Leadership

- ▶ Charismatic leadership
- ▶ Transformational leadership
- ▶ An integrated perspective
- ▶ Stewardship and servant leadership

Leadership of Ethics, Diversity and Culture

- ▶ Organisational culture

- ▶ Ethics leadership
- ▶ Diversity leadership

Change Management and Strategic Leadership

- ▶ Globalisation and environmental stability
- ▶ Strategic management framework
- ▶ Leading change

The Learning Organisation and Crisis Leadership

- ▶ Crisis leadership
- ▶ The learning organisation and knowledge management

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1. Understand the key influences on leaders as individuals.
2. Understand key concepts in leaders leading teams.
3. Understand the function of behaviour of leaders in organisations.

The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-3	3	2-3	2-3	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
3	1-3	3	-	-

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit: Weighting:

Examination: 3 hours duration 100%

Indicative Reading for this Unit:

Main Text:

Effective Leadership, 5th edition, 2010, C.F. Adhwa & R.N. Lusser, Cengage UK.
ISBN: 978-8131519455

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	<p>Lectures / Seminars / Tutorials / Workshops</p> <p>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.</p>
50 hours	<p>Directed learning</p> <p>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</p>
100 hours	<p>Self managed learning</p> <p>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.</p>

13.1.4 Negotiation Syllabus

Unit Title	Negotiation
Unit Code	N-0616
Level	5 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	
Main Aim(s) of the Unit:	
This unit provides an understanding of negotiating concepts and techniques. It sets out a framework for how negotiators can plan and deliver negotiating strategies in national and international contexts.	
Main Topics of Study:	
The Nature of Negotiation	
<ul style="list-style-type: none">▶ Characteristics of a negotiation situation▶ Interdependence▶ Mutual adjustment▶ Value claiming and value creation▶ Conflict▶ Effective conflict management	
Strategy and Tactics of Distributive Bargaining	
<ul style="list-style-type: none">▶ The distributive bargaining situation▶ Tactical tasks▶ Positions taken during negotiation▶ Closing the deal▶ Hardball tactics	
Strategy and Tactics of Integrative Negotiation	
<ul style="list-style-type: none">▶ An overview of the integrative negotiation process▶ Key steps in the integrative negotiation process▶ Factors that facilitate successful integrative negotiation	
Negotiation: Strategy and Planning	
<ul style="list-style-type: none">▶ Goals▶ Strategy versus tactics▶ The planning process	
Ethics in Negotiation	
<ul style="list-style-type: none">▶ Ethical quandaries▶ The meaning of ethics and their importance in negotiation▶ Why ethical conduct issues arise in negotiations	

- ▶ Deceptive tactics – motives and consequences
- ▶ Dealing with deception

Perception, Cognition and Emotion

- ▶ Perception
- ▶ Framing
- ▶ Cognitive biases in negotiation
- ▶ Managing misperceptions and cognitive biases in negotiation
- ▶ Mood, emotion and negotiation

Communication

- ▶ Communication during negotiation
- ▶ How people communicate in negotiation
- ▶ Improving communication in negotiation
- ▶ Communication and closing negotiation

Finding and Using Negotiation Power

- ▶ The importance of power
- ▶ The definition of power
- ▶ Dealing with others who have more power

Relationships in Negotiation

- ▶ Negotiations in communal sharing relationships
- ▶ Key elements in managing negotiations within relationships

Multiple Parties, Groups and Teams in Negotiations

- ▶ The nature of multiparty negotiations
- ▶ Managing multiparty negotiations

International and Cross-Cultural Negotiations

- ▶ How international negotiations differ
- ▶ Conceptualising culture and negotiation
- ▶ Managerial perspectives
- ▶ Research perspectives
- ▶ Culturally responsive negotiation strategies

Best Practices in Negotiation

- ▶ Approaches and techniques

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Understand the dynamics of negotiations.
2.	Understand the distinguishing features and characteristics of negotiations.
3.	Understand the key strategies in business negotiations.
4.	Understand the key challenges likely to be encountered by international business negotiators.

5.	Understand the application of negotiating strategies in international regions.			
The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-5	3-5	5	5-6	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
3-5	1-5	4-5	-	-
Learning and teaching methods/strategies used to enable the achievement of learning outcomes:				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:				Weighting:
Examination: 3 hours duration				100%
Indicative Reading for this Unit:				
Main Text Essentials of Negotiation, 6th International edition, Roy J. Lewicki, Bruce Barry and David M. Saunders, McGraw-Hill. ISBN: 978-981457724				
Guideline for Teaching and Learning Time (10 hrs per credit):				
50 hours	Lectures / Seminars / Tutorials / Workshops Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.			
50 hours	Directed learning Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.			
100 hours	Self managed learning Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.			

13.1.5 Organisational Behaviour Syllabus

Unit Title	Organisational Behaviour
Unit Code	OB 0816
Level	5 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	
Main Aim(s) of the Unit:	
<p>This unit will contribute towards students' analysis of, and effectiveness within, a range of work organisations. The unit examines approaches to enhancing personal and organisational effectiveness through focusing on the internal nature of organisations, identifying alternative structures and common patterns of behaviour. The involvement of the host organisations in the work of the unit provides an important commercial background to the overall programme, and the extensive research element provides an opportunity for students to develop their research, planning and organisational skills.</p>	
Main Topics of Study:	
<p>The Organisational Context</p> <p>Explaining Organisational Behaviour</p> <ul style="list-style-type: none"> ▶ What is organisational behaviour? ▶ Research and practice ▶ Human resource management <p>Environment</p> <ul style="list-style-type: none"> ▶ Analysing the organisation's environment ▶ Ethical behaviour ▶ Corporate social responsibility <p>Technology</p> <ul style="list-style-type: none"> ▶ The importance of technology ▶ Teleworking ▶ The politics of technology ▶ Socio-technical systems <p>Culture</p> <ul style="list-style-type: none"> ▶ Rise of organisational culture ▶ Aspects of culture ▶ Organisational socialisation ▶ Perspectives on culture ▶ Cultural strength and organisational performance ▶ Types of organisational culture ▶ National cultures <p>Individuals in Organisations</p> <p>Communication</p>	

- ▶ Interpersonal communication
- ▶ Verbal communication
- ▶ Non-verbal communication
- ▶ Cultural differences in communication style
- ▶ Impression management
- ▶ Emotional intelligence
- ▶ Organisational communication

Perception

- ▶ Selectivity and organisation
- ▶ Perceptual sets and perceptual worlds
- ▶ Perceptual sets and assumptions
- ▶ Perceptual errors

Motivation

- ▶ Extreme jobs and boreout
- ▶ Drives, motives and motivations
- ▶ Content theories
- ▶ Process theories
- ▶ Social process of motivating others
- ▶ Empowerment, engagement and high performance

Learning

- ▶ Learning process
- ▶ Behaviourist approach to learning
- ▶ Cognitive approach to learning
- ▶ Behaviour modification versus socialisation
- ▶ Behavioural self-management

Personality

- ▶ Definition
- ▶ Personality types and traits
- ▶ The big 5
- ▶ Stress and its management
- ▶ Development of the self
- ▶ Nomothetic and idiographic
- ▶ Selection methods

Groups and Teams in Organisations

Group Formation

- ▶ Definitions of groups
- ▶ Types of group tasks
- ▶ The Hawthorne Studies
- ▶ Group orientated view of organisations

- ▶ Formal and informal groups
- ▶ Group formation
- ▶ Group development
- ▶ Groups and teams

Group Structure

- ▶ Group structure and process
- ▶ Status structure
- ▶ Power structure
- ▶ Liking structure
- ▶ Role structure
- ▶ Leadership structure
- ▶ Communication structure
- ▶ Virtual teams

Individuals in Groups

- ▶ The individual and the group
- ▶ Group influences on individuals' behaviour
- ▶ Group influences on individuals' performance
- ▶ Group influences on individuals' perceptions
- ▶ Deindividuation
- ▶ Individual influences on group attitudes and behaviours

Teamworking

- ▶ Team work design
- ▶ Types of team
- ▶ Action, advice, production and project teams
- ▶ Ecological framework for analysing work team effectiveness

Organisation Structures

Work Design

- ▶ Scientific management
- ▶ Taylorism
- ▶ Fordism
- ▶ Deskilling

Elements of Structure

- ▶ Organisation structuring
- ▶ Types of job
- ▶ Line, staff and functional relationships
- ▶ Roles in organisations
- ▶ Formalisation
- ▶ Sexuality and the informal organisation
- ▶ Centralisation versus decentralisation

Organisation Design

- ▶ Weber and bureaucracy
- ▶ Fayol and classical management theory
- ▶ Mintzberg's management roles
- ▶ Contingency approach
- ▶ Strategic choice

Organisational Architecture

- ▶ Era of self-contained organisation structures
- ▶ Era of horizontal organisation structures
- ▶ Era of boundaryless organisations
- ▶ Collaboration with suppliers, competitors and third parties

Management Processes

Change

- ▶ Making it happen and making it stick
- ▶ Transformational change
- ▶ Change and the individual
- ▶ Readiness and resistance
- ▶ Participation and dictatorship
- ▶ Organisation and development

Leadership

- ▶ Leadership versus management
- ▶ Trait spotting
- ▶ Style counselling
- ▶ Context fitting
- ▶ New leadership
- ▶ Distributed leadership

Decision-Making

- ▶ Models of decision-making
- ▶ Decision conditions: risk and programmability
- ▶ Individual and group decision-making
- ▶ Problem and group decision-making
- ▶ Organisational decision-making

Managing Conflict

- ▶ Emotional labour
- ▶ Contrasting frames of reference: unitarist, pluralist and interactionist
- ▶ The radical frame of reference
- ▶ Conflict frame of reference
- ▶ Coordination, failure and conflict

Organisational Power and Politics

- ▶ Organisations – rational or political
- ▶ Organisation politics
- ▶ Power in organisations
- ▶ Power and influence
- ▶ Women and organisation politics

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

- | | |
|----|---|
| 1. | Identify mechanisms for the setting of organisational goals and their achievement. |
| 2. | Identify the causal determinants of organisational structures. |
| 3. | Compare and contrast the nature of management in historical and contemporary contexts. |
| 4. | Put current debates about the nature of organisational control in a historical context. |
| 5. | Use a variety of models of organisational effectiveness to suggest changes to an organisation. |
| 6. | Discuss approaches to management power and control within different organisational settings. |
| 7. | Discuss organisational issues related to group dynamics by reflecting on group structures and processes raised in the unit. |

The numbers in the boxes below show which of the above unit learning outcomes are related to particular cognitive and key skills:

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-7	1-7	4	2-7	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	-	6,7	1-7	-

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	Weighting:
Examination: 3 hours duration	100%

Indicative Reading for this Unit:

Main Text

Organizational Behaviour, David Buchanan & Andrzej Huczynski, 9th edition (2016), Pearson.
ISBN: 978-1292092881

Alternative Texts and Further Reading

Management and Organisational Behaviour, Laurie J. Mullins, 8th edition, Prentice Hall.
ISBN: 978-0273708889

Guideline for Teaching and Learning Time (10 hrs per credit):

50 hours	Lectures / Seminars / Tutorials / Workshops Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	Directed learning Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	Self managed learning Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.6 Contemporary Leadership Issues Syllabus

Unit Title	Contemporary Leadership Issues
Unit Code	CLI-0616
Level	6 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	
Main Aim(s) of the Unit:	
<p>This unit provides students and managers with practical strategies for becoming more effective leaders in both organisational settings and in their own lives. Grounded in leadership theory, the course emphasises the 'how-to' components of leadership and focuses on developing the unique strengths of the leader.</p>	
Main Topics of Study:	
<p>Understanding Leadership</p> <ul style="list-style-type: none"> ▶ Leadership explained ▶ Global leadership attributes ▶ Leadership snapshot <p>Recognising Traits</p> <ul style="list-style-type: none"> ▶ Leadership traits explained ▶ Leadership snapshot ▶ Leadership traits in practice <p>Engaging People's Strengths</p> <ul style="list-style-type: none"> ▶ Strengths-based leadership explained ▶ Strengths-based leadership in practice ▶ Leadership snapshot <p>Understanding Philosophy and Styles</p> <ul style="list-style-type: none"> ▶ Leadership theory explained ▶ Leadership styles explained ▶ Leadership snapshot ▶ Leadership styles in practice <p>Attending to Tasks and Relationships</p> <ul style="list-style-type: none"> ▶ Task and relationship styles explained ▶ Leadership snapshot ▶ Task and relationship styles in practice <p>Developing Leadership Styles</p> <ul style="list-style-type: none"> ▶ Administrative skills explained ▶ Interpersonal skills explained ▶ Leadership snapshot 	

- ▶ Conceptual skills explained

Creating a Vision

- ▶ Vision explained
- ▶ Leadership snapshot
- ▶ Vision in practice

Establishing a Constructive Climate

- ▶ Constructive climate explained
- ▶ Climate in practice
- ▶ Leadership snapshot

Listening to Out-Group Members

- ▶ Out-group members explained
- ▶ Out-group members in practice
- ▶ Leadership snapshot

Handling Conflict

- ▶ Conflict explained
- ▶ Leadership snapshot
- ▶ Handling conflict in practice

Addressing Ethics in Leadership

- ▶ Leadership ethics explained
- ▶ Leadership ethics in practice
- ▶ Leadership snapshot

Overcoming Obstacles

- ▶ Obstacles explained
- ▶ Overcoming obstacles in practice
- ▶ Leadership snapshot

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Understand practical strategies for becoming more effective leaders.
2.	Understand leadership skills and preferences of individuals.
3.	Understand how leadership skills can be developed and strengthened.
4.	Understand how to identify and reflect on leadership skills and opportunities.
5.	Understanding the basis of, and resolving conflict in leadership.

The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-5	2-5	3-5	4,5	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
1-5	1-5	3-5	-	-
Learning and teaching methods/strategies used to enable the achievement of learning outcomes:				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:				Weighting:
Examination: 3 hours duration				100%
Indicative Reading for this Unit:				
Main Text:				
Introduction to Leadership: Concepts and Practice, P.G. Northouse, 3rd edition, 2014, Sage. ISBN: 978-1452259666				
Guideline for Teaching and Learning Time (10 hrs per credit):				
50 hours	Lectures / Seminars / Tutorials / Workshops Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.			
50 hours	Directed learning Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.			
100 hours	Self managed learning Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.			

13.1.7 Leadership: Challenges & Practice Syllabus

Unit Title	Leadership: Challenges & Practice			
Unit Code	LCP-0616			
Level	6 Diploma			
Credits	20			
Unit Leader	KE			
Pre-requisites				
Main Aim(s) of the Unit:				
This unit provides students with an insight into the skills of leadership by drawing on, and placing in context, portraits of some of the famous and infamous leaders through history. With scenarios drawn from business, politics, society and the military the course provides a detailed insight into the nature and function of leadership.				
Main Topics of Study:				
The Arts of Leadership				
Parallel Leadership Situations				
<ul style="list-style-type: none"> ▶ Crash landing and take-off: business leadership on Skytrain and Virgin Atlantic ▶ The floating republics: political leadership and the Spithead and Nore mutinies ▶ Nursing the media: leadership in the Crimean and English hospitals ▶ Scarlet and black: military leadership at Isandhlwana and Rorke's Drift 				
Situating Extreme Leaders				
<ul style="list-style-type: none"> ▶ Henry Ford: the blind business visionary ▶ Horatio Nelson: determining the indeterminate military hero ▶ Adolf Hitler: the political emotionasaurus rex ▶ Martin Luther King's dream speech: the rhetoric of social leadership 				
The End of Leadership				
Learning Outcomes for the Unit:				
At the end of this Unit, students will be able to:				
1.	Understand practical examples of leaders in leadership situations.			
2.	Understand the influence and impact of leaders across history.			
3.	Understand the significance of the historical impact of leaders on modern society.			
The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-3	2-3	2-3	2-3	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
3	1-3	3	-	-

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:	
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.	
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	Weighting:
Examination: 3 hours duration	100%
Indicative Reading for this Unit:	
Main Text: The Arts of Leadership, K Grint, Focal Press, Oxford (2005). ISBN: 978-0199244898	
Alternative Text Inspiring Leadership, ICM, Thorogood, London (2002)	
Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	Lectures / Seminars / Tutorials / Workshops Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	Directed learning Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	Self managed learning Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.8 Leadership Studies Syllabus

Unit Title	Leadership Studies
Unit Code	LS-0605
Level	6 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	
Main Aim(s) of the Unit:	
<p>This unit is designed to engage students in essential intellectual questions relating to the study and practice of leadership including what is leadership, what is good leadership, how do people become effective leaders and/or effective followers? How do tools and methods of different academic disciplines provide insights into leadership phenomena? How do factors of race, gender, education, and class relate to leadership? The various components of the unit are intended to challenge students to think critically and imaginatively about the foundations of leadership.</p>	
Main Topics of Study:	
<p>The Nature of Leadership</p> <ul style="list-style-type: none"> ▶ Definitions of leadership ▶ Leadership effectiveness ▶ Major research approaches ▶ Conceptualising leadership ▶ Comparing leadership theories <p>Nature of Managerial Work</p> <ul style="list-style-type: none"> ▶ Activity patterns of managerial work ▶ Content of managerial work ▶ Theory of demands, constraints, choices ▶ Research on situational determinants ▶ The changing nature of managerial work ▶ Managerial discretion ▶ Descriptive research ▶ Application for managers <p>Perspectives on Effective Leadership Behaviour</p> <ul style="list-style-type: none"> ▶ Ohio State leadership studies ▶ Michigan leadership studies ▶ Limitations of survey research ▶ Experiments on task and relations behaviour ▶ Research using critical incidents ▶ High-high leader ▶ Leadership behaviour taxonomies ▶ Specific task behaviours ▶ Specific relations behaviours 	

- ▶ Evaluating the behaviour approach

Participative Leadership, Delegation and Empowerment

- ▶ Nature of participative leadership
- ▶ Consequences of participation
- ▶ Research on effects of participative leadership
- ▶ Normative decision model
- ▶ Guidelines for participative research
- ▶ Delegation
- ▶ Guidelines for delegating
- ▶ Empowerment

Dyadic Role-Making Theories

- ▶ Leader-member exchange theory
- ▶ Leader attributions about subordinates
- ▶ Follower attributions and implicit theories
- ▶ Follower contributions to effective leadership
- ▶ Self-management
- ▶ Integrating leader and follower roles

Power and Influence

- ▶ Conceptions of power and authority
- ▶ Power types and sources
- ▶ Acquiring and losing power
- ▶ Consequences of position and personal power
- ▶ Types of influence behaviour
- ▶ Power and influence behaviour
- ▶ Research on influence tactics

Managerial Traits and Skills

- ▶ Nature of traits and skills
- ▶ Early research on leader traits and skills
- ▶ Major research programmes of research on leader traits
- ▶ Managerial traits and effectiveness
- ▶ Managerial skills and effectiveness
- ▶ Other relevant competencies
- ▶ Situational relevance of skills
- ▶ Evaluation of trait research
- ▶ Application guidelines

Contingency Theories of Effective Leadership

- ▶ LPC contingency model
- ▶ Path-goal theory of leadership
- ▶ Leadership substitutes theory

- ▶ The multiple-linkage model
- ▶ Cognitive resources theory
- ▶ Evaluation of contingency theories
- ▶ Application guidelines

Charismatic and Transformational Leadership

- ▶ Early theories
- ▶ Attribution theory of charismatic leadership
- ▶ Self-concept theory of charismatic leadership
- ▶ Other conceptions of charisma; consequences of charismatic leadership
- ▶ Transformational leadership
- ▶ Research on theories; transformational versus charismatic leadership
- ▶ Evaluation of theories
- ▶ Guidelines for transformational leadership

Leading Change in Organisations

- ▶ Change processes
- ▶ Different types of organisational change
- ▶ Influencing organisational culture
- ▶ Developing a vision
- ▶ Implementing change
- ▶ Increasing innovation and learning

Leadership in Teams and Decision Groups

- ▶ Nature of teams
- ▶ Functional teams
- ▶ Cross-functional teams
- ▶ Self-managed work teams
- ▶ Self-defining teams
- ▶ Virtual teams
- ▶ Procedures for facilitating team learning
- ▶ Guidelines for team building
- ▶ Decision making in groups
- ▶ Leadership functions in meetings
- ▶ Guidelines for leading meetings

Strategic Leadership

- ▶ Constraints on executive discretion
- ▶ Attributions about chief executives
- ▶ Research on effects of leadership succession
- ▶ Evolutionary change and strategic leadership
- ▶ Political power and strategic leadership
- ▶ Executive tenure and strategic leadership

- ▶ Executive teams
- ▶ Competing values in strategic leadership
- ▶ Monitoring the environment
- ▶ Formulating strategy

Developing Leadership Skills

- ▶ Leadership training programmes
- ▶ Designing effective training
- ▶ Techniques for leadership training
- ▶ Learning from experience
- ▶ Developmental activities
- ▶ Self-help activities
- ▶ Facilitating conditions for leadership development
- ▶ Systems perspective on leadership development

Ethical Leadership and Diversity

- ▶ Ethical leadership
- ▶ Gender and leadership
- ▶ Leadership in different cultures
- ▶ Managing diversity

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Demonstrate a broad and sophisticated understanding of leadership theories, definitions, and concepts.
2.	Apply theories, definitions, and concepts to leadership situations in case study work, their own work situations and current events.
3.	Discuss the multidisciplinary approaches to leadership.
4.	Demonstrate critical and analytical thinking skills.

The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1	2-4	2	2-4	0
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	1-4	2	1-4	0

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	Weighting:
Examination: 3 hours duration	100%
Indicative Reading for this Unit:	
<p>Main Text Leadership in Organisations, Gary Yukl, Prentice Hall</p> <p>Supplementary Reading</p> <p><u>Leadership Theories</u> Not Bosses But Leaders, John Adair, Talbot Adair On Becoming a Leader, Warren Bennis, Century The Leadership Factor, J. Kotter, Free Press Leadership, J.M. Burns, Harper & Row Leading Minds, H. Gardner, Harper Collins Leading Change, J. Kotter, Harvard Business School Press Making it Happen: Reflections on Leadership, John Harvey-Jones, Fontana Super leadership, C. Manz & H. Sims, Prentice Hall</p> <p><u>Practical Leadership</u> Developing Leaders, John Adair, Talbot Adair Management Teams, Why They Succeed or Fail, R. Meredith Belbin, Heinemann The Wisdom of Teams, Jon Katzenbach & Douglas Smith, Harvard Business School Understanding Motivation, John Adair, Talbot Adair Games People Play, Eric Berne, Penguin</p> <p><u>Leadership & Change</u> Intelligent Leadership: Creating a Passion for Change, Alan Hooper & J. Potter, Random House The Coming Shape of Organisations, R. Meredith Belbin, Butterworth Heinemann Rethinking Organisation: New Directions in Organisation Theory & Analysis, M. Reed & M. Hughes, Sage Managing Today & Tomorrow, R. Stewart, Macmillan The Future of Leadership, R.P. White, P. Hodgson & C. Crainer, Pitman Beyond Certainty, Charles Handy, Arrow Business Books The Fifth Discipline, P. Senge, Doubleday/Currency Competing for the Future, G. Hamel & C.K. Prahalad, Harvard Business School Press</p> <p>Students are strongly encouraged to read a daily newspaper, in printed form or online, in order to follow stories that provide concrete examples for the study of leadership.</p>	

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	<p>Lectures / Seminars / Tutorials / Workshops</p> <p>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.</p>
50 hours	<p>Directed learning</p> <p>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</p>
100 hours	<p>Self managed learning</p> <p>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.</p>

13.1.9 Strategic Management Syllabus

Unit Title	Strategic Management
Unit Code	SM-0605
Level	6 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	
Main Aim(s) of the Unit:	
This unit aims to develop understanding of the operational and strategic dimensions of organisations and raise awareness of the current discourse in strategic management theory.	
Main Topics of Study:	
<p>Nature of Strategic Management</p> <ul style="list-style-type: none"> ▶ Definitions ▶ Stages of strategic management ▶ Key terms in strategic management ▶ Strategic management model ▶ Benefits of strategic management ▶ Business ethics and strategic management ▶ Business and military strategy <p>Strategies in Action</p> <ul style="list-style-type: none"> ▶ Types of strategies ▶ Integration strategies ▶ Intensive strategies ▶ Diversification strategies ▶ Defensive strategies ▶ Guidelines for pursuing strategies ▶ Mergers and leveraged buyouts ▶ Generic strategies ▶ Strategic management in governmental organisations ▶ Strategic management in small firms <p>Business Mission</p> <ul style="list-style-type: none"> ▶ Importance of a clear mission ▶ Nature of a business mission ▶ Components of a mission statement ▶ Writing and evaluating mission statements <p>External Assessment</p> <ul style="list-style-type: none"> ▶ Nature of an external audit ▶ Economic forces ▶ Social, cultural, demographic and environmental forces 	

- ▶ Political, governmental and legal forces
- ▶ Technological forces
- ▶ Competitive forces
- ▶ Sources of external information
- ▶ Forecasting tools and techniques
- ▶ Competitive analysis
- ▶ Industry analysis

Internal Assessment

- ▶ Nature of an internal audit
- ▶ Relationships among functional areas
- ▶ Management
- ▶ Marketing
- ▶ Finance
- ▶ Productions/operations
- ▶ R&D
- ▶ Computer information systems
- ▶ Internal audit checks
- ▶ Internal factor evaluation matrix

Strategy Analysis and Choice

- ▶ Nature of strategy analysis and choice
- ▶ Long-term objectives
- ▶ Comprehensive strategy formulation framework
- ▶ Input stage
- ▶ Matching stage
- ▶ Decision stage
- ▶ Cultural aspects of strategy choice
- ▶ Politics of strategy choice
- ▶ Role of board of directors

Strategy Implementation, Management Issues

- ▶ Nature of strategy implementation
- ▶ Annual objectives
- ▶ Policies
- ▶ Resource allocation
- ▶ Managing conflict
- ▶ Matching structure with strategy
- ▶ Restructuring and reengineering
- ▶ Linking performance and pay to strategies
- ▶ Managing resistance to change
- ▶ Managing the natural environment
- ▶ Creating a strategy-supportive culture

- ▶ Production/operations concerns when implementing strategies
- ▶ Human resource concerns when implementing strategies

Implementing Strategies, Other Issues

- ▶ Nature of strategy implementation
- ▶ Marketing issues
- ▶ Finance issues
- ▶ R&D issues
- ▶ Computing information systems issues

Strategy Review, Evaluation and Control

- ▶ Nature of strategy evaluation
- ▶ Strategy-evaluation framework
- ▶ Published sources of strategy-evaluation information
- ▶ Characteristics of an effective evaluation system
- ▶ Contingency planning
- ▶ Auditing
- ▶ Using computers to evaluate strategies
- ▶ Guidelines for effective strategic management

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Provide a critical appreciation of the key concepts, models and paradigms that are central to contemporary strategic management theory.
2.	Demonstrate a critical understanding of the complex and dynamic nature of strategic decision making.
3.	Communicate succinctly and clearly in what ways strategic management can influence the allocation of resources, impact on organisational competence and alter an organisation's direction.

The numbers in the boxes below show which of the above unit learning outcomes are related to particular cognitive and key skills:

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-3	3	3	1-3	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	-	3	3	-

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:		Weighting:
Examination: 3 hours duration		100%
Indicative Reading for this Unit:		
Main Text Strategic Management, Fred R. David, 2006, Prentice Hall. ISBN: 978-0131869493		
Alternative Texts and Further Reading Exploring Corporate Strategy, Gerry Johnson & Kevin Scholes, Prentice Hall		
Guideline for Teaching and Learning Time (10 hrs per credit):		
50 hours	Lectures / Seminars / Tutorials / Workshops Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.	
50 hours	Directed learning Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.	
100 hours	Self managed learning Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.	

13.1.10 The International Business Environment Syllabus

Unit Title	The International Business Environment
Unit Code	IBE-0605
Level	6 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	
Main Aim(s) of the Unit:	
<p>This unit seeks to provide an understanding of the complex and dynamic nature of corporate environment in today's globalised economy in which the business and its external environment are not clearly separated.</p> <p>One of the most important functions of management is decision making and in order to perform effectively managers need to be informed.</p> <p>Students must therefore be familiar with, and aware of, all major international political, economic, cultural, religious and financial issues of the day.</p> <p>Political, economic and financial events in one country can create threats, as well as opportunities for other countries and it is essential that managers are able to relate international events, and their consequences, to their own business environments.</p> <p>Students are required to critically analyse current topics concerning important management and policy issues facing business and industry. Critical evaluations of current readings from business literature will be used as assessment items.</p> <p>At each examination series reference will be made to six contemporary issues which have made International news headlines in the four months preceding the examinations. Candidates will be asked to select any three of the issues or topics and comment on them.</p> <p>This is a self-paced, self-study course and motivated self-starters will enjoy this format.</p>	
Main Topics of Study:	
<p>Self study – See above</p> <ul style="list-style-type: none"> ▶ Challenges in business growth and development ▶ Consequences of and approaches to business turnaround ▶ Mergers and acquisitions ▶ Approaches to and consequences of entering and retrenching from markets ▶ National and transnational state and business enterprise relationships ▶ Business conduct and practice from a national and international perspective 	
Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Discuss current issues management and its policy implications.
2.	Understand current issues and trends from a managerial perspective.
3.	Integrate current business scholarly literature in their arguments.
4.	Provide analytical perspectives of current problems and trends.
5.	Demonstrate a proactive rather than reactive approach to management.

The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1,2	3,4	3-5	4,5	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
3,4	1-5	3-5	-	-
Learning and teaching methods/strategies used to enable the achievement of learning outcomes:				
<p>This is a self-paced, self-study course that is suited to motivated self-starters. Learning takes can take place on a number of levels through lectures, class discussion including problem review and analysis however this is not specifically designed for formal lectures.</p> <p>Contemporary readings provide the foundation of information on which the student builds through critical analysis of articles outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.</p>				
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:				Weighting:
Examination: 3 hours duration				100%
Indicative Reading for this Unit:				
Main Text				
The Economist				
Additional Source of Information				
CNN News				
Guideline for Teaching and Learning Time (10 hrs per credit):				
0 hours	Lectures / Seminars / Tutorials / Workshops			
	Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.			
100 hours	Directed learning			
	Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.			
100 hours	Self managed learning			
	Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.			