

**DOCTOR OF BUSINESS LEADERSHIP  
AND**

**MANAGEMENT  
DEGREE**



**SHAPING INDUSTRY ICONS**

# GENERAL PROGRAMME INFORMATION

## 1. PROGRAMME PURPOSE

### Introduction:

The Doctor of Business Leadership and Management Level 10 qualification aims to capacitate students with innovative ways to apply sound principles and practices of leadership and management in commercial, communal and diverse civil society sectors in South Africa. The qualification will empower students to work both as functional and thought leaders in management and leadership research, technology development and technology transfer. The qualification will equip students with knowledge and skills to be appointed in modern commercial units, to become entrepreneurs and leaders who can either start their own businesses or manage and lead already established businesses and organisations across all sectors. The programme articulates horizontally with other leadership and management programmes within the national qualifications system of South Africa as regulated by the South African Qualifications Authority.

This programme is developed to meet the need created by the rapid emergence of the knowledge economy and subsequent changes that precipitated notable dynamics between governments, industry, and universities and influenced the educational needs of managers and management researchers in the second half of the 21<sup>st</sup> century.

The Global Centre for Academic Research DBLM aims to develop graduates with the ability to be experts who are subject-matter champions in leadership and management decisions regarding organizational phenomena to the insight, methods, and rigor of academia through combining strong research intensity and discipline with a focus on compelling problems of business and organisational leadership practice.

The constructs of this learner-centred programme is Values-Driven Leadership that focusses on leaders, consultants and senior business leaders who need preparation for leading organisational that are environmentally, socially and economically relevant while retaining a cutting edge position in the 21<sup>st</sup> Century. The key principle of this Ph.D. is strongly biased towards enhancing foundational competence, applied competence and reflective competence which is a holistic development drive and platform for critical analysis and reasoning. While attempting to demonstrate their account of **Reasoning** and **Critical Thinking**, learners will acquire powerful tools for critical analysis and cogent articulation of their discourse and argumentative positions.

## 2. PROGRAMME STRUCTURE

FACULTY		Management and Economic Science										
DEPARTMENT		Business Leadership and Management										
NOMENCLATURE (HEQSF)		Doctor of Business Leadership and Management										
NQF LEVEL		5	6	7	8	9	10					
							X					
NUMBER OF MINIMUM CREDITS							360					
PROGRAMME COORDINATOR		Prof M.S. Lebese										
CURRICULUM DEVELOPMENT PRACTITIONER		Dr King Costa										
PROGRAMME DETAILS												
TRIMESTERS = 6	TITLE OF ALL MODULES	Learner -Driven Research hours	C O R E	NQF LEVEL	CREDITS	NO. OF CONTACT HOURS	MODE OF DELIVERY	MODULE STATUS:				
								AMMENDED				
								REMOVED	ADDED	MODIFIED	NEW	
RESEARCH COMPONENT												
1	WIR100101 Introduction to Research	360	C	10	40	64	Executive Workshops Moodle interactive VLE Live Webinar Broadcasts Tutor Support				X	
2	WRT100102 Research Theory Development	540	C	10	60	96					X	
3	WRD100103 Research Design Development	320	C	10	35	48					X	
<b>TOTALS</b>		1220			135	208						
COURSEWORK COMPONENT												
TRIMESTER FOUR	WPH100104 Intro to Philosophy	140	C	10	15	16	Executive Workshops Moodle interactive VLE Live Webinar Broadcasts Tutor Support				X	
	WPH100105 Phil. Varied Perspectives	140	C	10	15	16					X	
	WLE100106 Financial Management	140	C	10	15	16					X	
	WLE00107 Leadership & Management Theory	140	C	10	15	16					X	
	<b>TOTALS</b>	560			90	64						
TRIMESTER FIVE	WME100108 Mentoring, Coaching Dynamics	140	C	10	15	16	Executive Workshops Moodle interactive VLE Live Webinar Broadcasts Tutor Support				X	
	WAD100109 Management Information Systems	140	C	10	15	16					X	
	WSM100110 Strategic Marketing	140	C	10	15	16					X	
	WCO 100111 Conflict Management	140	C	10	15	16					X	
	WCU100112 Curriculum Development.	140		10	15	16					X	
	<b>TOTALS</b>	700			90	80						
TRIMESTER SIX	WED100113 Ed. Admin	140	C	10	15	16	Executive Workshops Moodle interactive VLE Live Webinar Broadcasts Tutor Support				X	
	WED100114 Ed. Models	140	C	10	15	16					X	
	WPR100115 Principles of Education	140	C	10	15	16					X	
	<b>THIRD YEAR TOTALS</b>	420			45	48						
	<b>FULL PROGRAMME TOTALS</b>	2900			360	400						

PROGRAMME DETAILS											
TRIMESTERS = 6	TITLE OF ALL MODULES	Learner –Driven Research hours	C O R E	N Q F LEVEL	C R E D I T S	N O . O F C O N T A C T H O U R S	M O D E O F D E L I V E R Y	M O D U L E S T A T U S :			
								A M M E N D E D			N E W
								R E M O V E D	A D D E D	M O D I F I E D	
TOTAL NUMBER OF MODULES								15			

### 3. PROGRAMME EXIT LEVEL OUTCOMES

#### RESEARCH COMPONENT EXIT LEVEL OUTCOMES

INTRODUCTION TO RESEARCH METHODS MODULE	
ELO	DESCRIPTOR
1	Understand research related concepts from the etymological, denotative and contextual viewpoints.
2	To explain the philosophical basis and perspectives born from those research concepts.
3	To justify the fact that research is a language used to investigate issues of concern and generate solutions for the betterment of human life.
4	Expertly research and explain at least ten of the commonly used research concepts and jargon and show how they fit in a research document.
5	To present a ten page document on any content issue of interest and relate it to the concepts and constructs dealt with in ELO 1.

RESEARCH THEORY DEVELOPMENT MODULE	
ELO	DESCRIPTOR
1	To explain why the research protocol is critical in leading to a problem solution.
2	To create a research question from a concept of concern clearly identifying what the learner seriously desires to know.
3	To develop a title from the research question essentially showing the details of the research document.
4	To list the elements of Chapter 1 and justify their presence in that chapter.
5	To define a problem and justify why it is a problem that must merit attention.
6	To explain the basis of the problem the researcher is

RESEARCH DESIGN DEVELOPMENT NODULE	
ELO	DESCRIPTOR
1	Present a completed chapter One with all the needed elements to demonstrate understanding of the process to be followed in completing a research document.
2	Show clearly the basis for the research undertaking.
3	Demonstrate understanding of the relationship of concepts and their proponents and the justification thereof.
4	Show the logical sequence of arguments, using identified gurus as sound backing towards answering the research question.
5	Clearly outline how the identified problem is going to be solved by: <ul style="list-style-type: none"> <li>a) Defining the target population</li> <li>b) Use of the appropriate research design for the extant problem</li> <li>c) Selection/development of a suitable instrument for information gathering</li> </ul>

	<p>d) Demonstrating appropriate ethical approaches that will not compromise getting suitable responses to shed light on the question of investigation</p> <p>e) Identifying a suitable data analysis approach to unveil factual information that could be useful in solving the problem at hand.</p>
6	Use ethical approaches in guaranteeing favourable responses from respondents in data collection and clearly outline how the collected data will be analysed to unveil the facts.
7	Present results graphically in factual summarisation of collected data.
8	Argue logically using information from the whole document to arrive at a reasonable sound conclusion and identifying gaps observed thus enabled to make meaningful recommendations for further research.
9	Defend the Thesis/Dissertation.

## COURSEWORK OUTCOMES

ELO	DESCRIPTOR
1	Demonstrate detailed knowledge in the fields of applied leadership and management. Such knowledge should also include understanding of and an ability to apply the key terms, concepts, facts, principles, rules and theories of the related fields. Graduates should also be able to demonstrate an understanding of different forms of knowledge, schools of thought and forms of explanation within all areas named above and an awareness of knowledge management processes within the domains of leadership and management.
2	Synthesise interdisciplinary knowledge and ethical concepts in order to enable theoretical advancement of global business practices in leading and managing organisations.
3	Apply leadership and management theories and techniques in business and organisational leadership using advanced techniques in communication, coaching and mentoring, collaboration and critical thinking skills.
4	Demonstrate an ability to evaluate, select and apply appropriate methods, procedures or techniques in processes of investigation or application within a defined context in economic and management sciences. Graduates should also be able to demonstrate an ability to identify, analyse and solve problems in unfamiliar contexts within Management and Economic Sciences, gathering evidence and applying solutions based on evidence and procedures appropriate to the field according to international best practice.
5	Demonstrate an ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
6	Demonstrate ethical and professional practice in Management and Economic Sciences based on an awareness of the complexity of ethical dilemmas.
7	Be able to demonstrate his/her ability to comprehensively communicate using appropriate technologies
8	Be able to demonstrate their ability to make decisions and act appropriately in familiar and new contexts in areas of business and organisational leadership and management, working effectively in a team and taking responsibility for their decisions and actions and the decisions and actions of others in well-defined Management and Economical Sciences contexts as well as the use of resources where appropriate.
9	Demonstrate promotion of lifelong learning in identifying learning needs in the Management and Economic Sciences context and providing support to the learning needs of others.
10	Evaluate the efficacy of business principles and systems theories to effect meaningful change compatible with diverse business environments

#### 4. ASSESSMENT STRATEGY FOR THE RESEARCH COMPONENT

##### *INTRODUCTION TO RESEARCH METHODS MODULE*

###### ***Assessment of Outcome 1***

- a. Define at least six research concepts
- b. Demonstrate usage of those concepts in solving research problems
- c. Show how context can help to define a concept without the use of a dictionary
- d. Show the difference between etymology and denotation in concepts definition

###### ***Assessment of Outcome 2***

- e. Show how philosophy relates to any three research concepts you dealt with
- f. Identify philosophical gurus who researched any three of those research concepts and show their theoretical stand
- g. Use the meaning of those terms and concepts to evidence your bias and theoretical stand

###### ***Assessment of Outcome 3***

- h. Show how research terms and concepts could be classed as language. Justify your stand.
- i. Present three images to demonstrate your conceptual grasp of how language paints pictures to enhance understanding

###### ***Assessment of Outcome 4***

- j. Show how many chapters a research document has and what each chapter entails
- k. Use five defined concepts and show how and where you will use them in the research document.

###### ***Assessment of Outcome 5***

- l. Present a TEN page document on any content issue of interest and relate it to the concepts and constructs dealt with in ELO 1.

##### *RESEARCH THEORY DEVELOPMENT*

###### ***Assessment of Outcome 1***

- a. Explain what a research protocol is
- b. Justify the need for a research protocol leading to a problem solution
- c. How is research protocol related to ethical procedures

###### ***Assessment of Outcome 2***

- d. Develop a research question from a research concept and justify the need to research that concept
- e. How many research questions must be answered in a study and why?

- f. What is the role of a question in a research study?

### ***Assessment of Outcome 3***

- a. Show how a title could emerge from a research question
- b. A title is also referred to as a statement. Why so?
- c. Explain the relationship of a title and a delimitation concept

### ***Assessment of Outcome 4***

- g. What is the purpose of chapter One
- h. List the elements or sections of chapter One
- i. Demonstrate their essential role in that chapter

### ***Assessment of Outcome 5***

- j. Define a problem of study
- k. Justify why it is a problem that merits attention
- l. Explain what the problem of research is founded on

## ***RESEARCH DESIGN DEVELOPMENT NODULE***

### ***Assessment Outcome 1***

- a. Present a completed chapter one with all the needed elements to demonstrate understanding of the process to be followed in completing a research document
- b. What background information is called for in the chapter one introduction?
- c. You have presented the concept of delimitation in this chapter. What were you trying to share with the reader?

### ***Assessment Outcome 2***

- d. Clearly show the basis for the research undertaking
- e. A number of authorities are sometimes cited in this chapter. Why is this the case?
- f. Show the relationship of this chapter to chapter three

### ***Assessment Outcome 3***

- g. Demonstrate understanding of the relationship of concepts and their proponents in chapter three
- h. Why spend so much reading what others have written instead of showing your true colours?
- i. How do you relate chapter three to the title of your study?

### ***Assessment Outcome 4***

- j. Show logical sequence of arguments, using identified gurus as sound backing towards answering the research question
- k. Chapter three could be considered a platform for calling witnesses to a court case. What are the issues involved here?
- l. Plagiarism is often a problem in research. How do you avoid it in chapter three?

### **Assessment Outcome 5**

- m. Clearly outline how the identified problem is going to be solved by:
  - i. Defined target population
  - ii. Research design
  - iii. Selected/developed instrument
  - iv. Ethical approaches used
  - v. Identified data analysis approach

### **Assessment Outcome 6**

- n. Apply ethical approaches to guarantee favourable responses from respondents in data collection and clearly outline how the collected data was analysed to unveil the facts
- o. Show why ethics are invoked in research

### **Assessment Outcome 7**

- p. Chapter 5 starts with a profile. Who is profiled and why?
- q. Present results graphically in factual summarisation of collected data. Why do that?

### **Assessment Outcome 8**

- r. Argue logically using information from the whole document to arrive at a reasonable sound conclusion and identify gaps observed and make meaningful recommendations for further research

### **Assessment Outcome 9**

- s. Defend Thesis/Dissertation

Each Learner's work will be rated according to the proficiency rating instrument below.  
Any student rated below 4 will be considered incompetent for this module.

<p style="text-align: center;"><b>Proficiency Level</b></p> <p style="text-align: center;">Level 5 - Expert</p> <p style="text-align: center;">Level 4 - Advanced</p> <p style="text-align: center;">Level 3 - Intermediate</p> <p style="text-align: center;">Level 2 - Basic</p> <p style="text-align: center;">Level 1 – Awareness</p>
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## **5. ASSESSMENT STRATEGY FOR THE COURSEWORK COMPONENT**

### **a. Programme assessment approach (e.g. case-based assessment approach)**

All modules and related intended learning outcomes and relevant assessment criteria are underpinned, informed and constructively aligned with the Exit Level Outcomes (ELO's). The ELO's were designed in articulation with the level descriptors and are as such aligned with the purpose statement of the programme. All teaching and learning (T&L) strategies and experiences are aligned with these outcomes and as such inform the scope and depth of all



related content. Instructional methodologies and related application and assessment tasks are infused by the outcomes and underpin the assessment criteria as well as assessment and reflection practices. The design down principle is consequently applied on all levels in the T&L process, constructing continuous development of constructive alignment, ensuring valid and authentic assessment practices

**b. Theoretical approach to assessment:** Class tests as well as semester tests.

Assignments (self -study). Presentations. Examinations. Group Projects.

**c. Practical approach to assessment:** Practical reports. Written practical tests (continuous and summative). Practical skills tests (continuous and summative).

**d.** Each Learner’s work will be rated according to the proficiency rating instrument below. Any student rated below 4 will be considered incompetent for this module.

<p><b>Proficiency Level</b></p> <p>Level 5 - Expert</p> <p>Level 4 - Advanced</p> <p>Level 3 - Intermediate</p> <p>Level 2 - Basic</p> <p>Level 1 – Awareness</p>
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## 6. LEARNING ACTIVITIES

In the table below, the types of learning activities of the programme design, and number of hours a student is expected to devote to each type is indicated.

Types of learning activities	Hours	% Learning time
<p><b>COMPONENT 1 – GUIDED LEARNING:</b> Direct contact time (Lectures, face to face, limited interaction or technology-assisted, tutorials, syndicate groups).</p>	(Research+ Coursework) = (208 + 400) 608	13 %
<p><b>COMPONENT 2- OWN LEARNING</b> - Independent self-study of standard texts and references and specially prepared materials (study guides, books, journal articles, case studies, multi-media) and module assignments and assessments.</p>	(Research+ Coursework) = (1220 + 2850) 4070	87 %
Assessment (included in sections above)	-	-
<b>Total</b>	<b>3706</b>	<b>100%</b>

## 7. FACULTY MEMBERS

NAME	POST DESIGNATION	HIGHEST QUALIFICATION(S)	TEACHING FIELD	HIGHEST LEVEL OF TEACHING
Prof M.S. Lebese	Professor/HOD	<b>D.Ed.</b> Educational Leadership. Western Michigan University, (WMU) USA.  <b>MA</b> Educational Leadership, Supervision of Instruction. (WMU) USA	Philosophy, Leadership and Management, Strategic Management, Education and Curriculum Development.	Ph.D.
Dr King Costa	Associate Professor / Curriculum Design	<b>Ph.D.</b> (Leadership and Management) (Logos University, USA)  <b>Management Scientist</b> – (South African Institute of Management Scientists -SAIMS)  <b>Associate Member</b> – (Society for Industrial and Organisational Psychology of South Africa - SIOPSA)	Leading and Managing People, Coaching and Mentoring, Strategic Management	Ph.D.

## 8. ENTRY REQUIREMENTS

- Hold a three-year Bachelor's degree with 360 SAQA credits.
- Hold an MBLM from Global Centre for Academic Research or MBA, or equivalent Master's degree from a SAQA-approved tertiary institution. Foreign qualifications will have to be evaluated by SAQA in terms of provisions for such qualifications.
- Have an average pass mark of 65% and above for the Master's degree (transcript to be submitted).
- Must submit a ten to fifteen-page expression of interest essay as indicated in the first module in the research component. The essay will be instrumental in selection of candidates for the programme.
- Submit original certified copies of academic records.
- Submit a Curriculum Vitae.
- Applicants who do not meet requirements will be required to go through Recognition of Prior Learning assessment.

## **9. RECOGNITION OF PRIOR LEARNING**

Since individuals learn and develop not only in the classroom, the organization acknowledges RPL as an integral part of academic and vocational education and training. All learning has value regardless of where it was acquired. The relevant factor is that the organization acknowledges this learning has having relevant value so that the learner does not spend time and money on re-learning. In line with the new education and training initiatives of SAQA, the organization attempts to include RPL as part of its management, administrative and curriculum structures.

The concept of learning is seen as one of added competency and includes practical competence, foundational competence, reflexive competence and applied competence. Recognition of prior learning refers to the process of the verification of skills, knowledge, abilities and attributes obtained through training, education, work and life experiences, i.e., any learning that has occurred in the past. The purpose of RPL is to affirm that learning has taken place through rigorous assessment procedures that are comparable with those applied to the full assessment process.