MASTER OF BUSINESS LEADERSHIP AND

MANAGEMENT DEGREE

SHAPING   INDUSTRY   ICONS

GENERAL PROGRAMME INFORMATION

1.   PROGRAMME PURPOSE

Introduction:

The Master of Business Leadership and Management (MBLM) degree is the flagship of the Graduate of Business Leadership, with a special focus on developing managers and leaders in diverse organisational backgrounds. The programme is offered at NQF Level 9 and runs over 4 semesters spread over 24 months.

This degree proposes a major shift from normal MBA programmes paradigm in that instead of equipping graduates with training to run business for business sake, it seeks to provide education that ignites change, inspires greatness and engages in a higher purpose beyond the impossible phenomena. It stretches learners in a meta-cognitive approach that underpins three philosophical agendas of Aristotle as follows:

1	- *Logos* (intellectual agenda): fosters transfer of skills and knowledge through clear understanding of application of basic linguistic concepts.

2	- *Ethos* (Behavioural agenda): the programme recognises that human beings are likely prone to <u>act</u> their way into a new way of thinking than <u>think</u> their way into a new way of acting. This programme will engage participants to learn leadership practical experiences that are fully enriched by diverse and multiple behavioural reviews and feedback. Ethics will be core foundation of the programme transforming leaders to be generators of a new breed of global business pioneers and change agents.

3	- *Pathos* (Emotional agenda): The programme produces 21st Century leaders who are emotionally intelligent who understands that followers prefer leaders who emotionally engages than those who are intellectually compelling alone. These leaders will through this programme understand that leadership is about creating work-environments that encourages conditions for others to do and be their best.

The new Postgraduate School is well positioned both as a "skill transfer" institution but mainly as a "school for life". It integrates the notions of logos alongside those of ethos and pathos for the MBLM learner.

Its unique structure incorporates Virtual Learning Environment through the use of mix-media applications through digital technology with facilitator, lecturer, contact, group and individual work, which all provides a compelling and invigorating learning experience second to none.
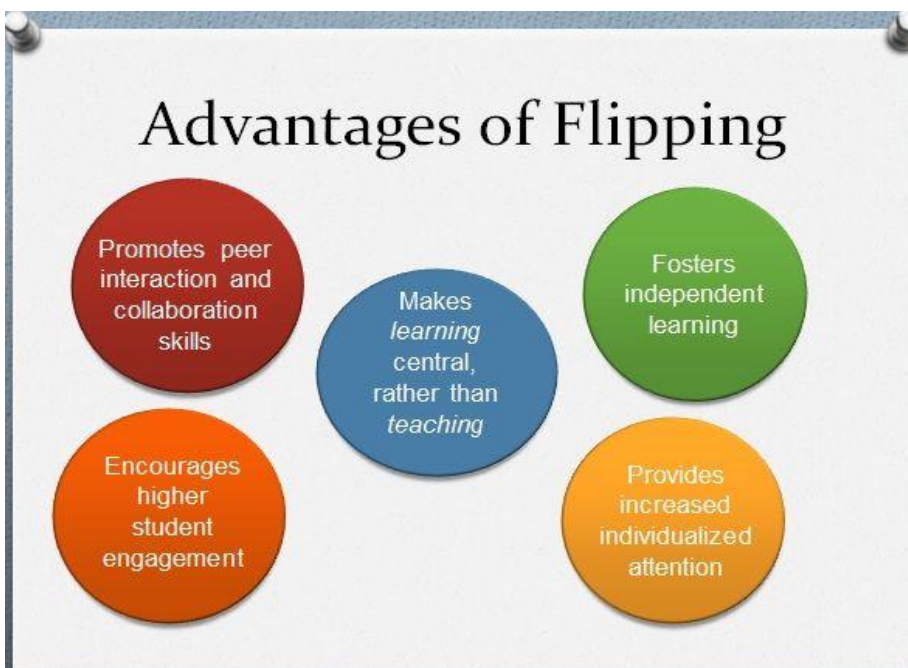
The key focus of learning is Business Leadership and Management with a number of modules as reflected in section two below. Each learning programme/module is preceded by a project that compels the learner to drive their own understanding of concepts and theories and integrate these with practical demonstrations that will be presented during contact sessions either as own work or group projects.

Learner driven philosophy uses the concept of **"flip classes"** where the learner receives programme guide from the lecturer/facilitator and researches these concepts before the module is delivered by the facilitator.

The role of the facilitator is therefore purely assisting the learner through robust and cogent discussions during executive/contact sessions.

On completion of the programme the successful

Advantages of Flipping

- Promotes peer interaction and collaboration skills
- Encourages higher student engagement
- Makes *learning* central, rather than *teaching*
- Fosters independent learning
- Provides increased individualized attention

participant will have developed strong leadership skills through the combination of theory and practice. During the programme the participants will have had the opportunity to apply learning experiences both personally and within their work environment. The resulting Master's degree equips the participant for a meaningful top management role in business, public and private sectors and other organisations.

2. PROGRAMME STRUCTURE

FACULTY	Management and Economic Science
DEPARTMENT	Business Leadership and Management
NOMENCLATURE (HEQSF)	Master of Business Leadership and Management

NQF LEVEL	5	6	7	8	9	10
					X	

NUMBER OF MINIMUM CREDITS						195

PROGRAMME COORDINATOR	Prof M.S. Lebese
CURRICULUM DEVELOPMENT PRACTITIONER	Dr King Costa

PROGRAMME DETAILS

TRIMESTER	TITLE OF ALL MODULES	Learner –Driven Research hours	C OR E	NQF LEVEL	CREDITS	NO. OF CONTACT HOURS	MODE OF DELIVERY	REMOVED	ADDED	MODIFIED	NEW
									AMMENDED		
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
		1220			135	208					
4 & 5	WOR090101 Org. & Service Admin	90	C	9	10	16	Executive Workshops Moodle interactive VLE Live Webinar Broadcasts Tutor Support				X
	WPR090102 Princ. Of Entrepreneurial Leadership	90	C	9	10	16					X
	WPR090103 Org. Princ. Dev.	90	C	9	10	16					x
	TOTALS	270			30	48					
	SEMESTER FIVE										
	WSU090104 Superv & Perf. Improvement	90	C	9	10	16	Executive Workshops Moodle interactive VLE Live Webinar Broadcasts Tutor Support				X
	WMA090105 Mark. Design Plan & Strategy	90	C	9	10	16					X
	WLE090106 Leadership Principles	90	C	9	10	16					X
		270			30	48					
	FULL PROGRAMME TOTALS	1760			195	304					
	TOTAL NUMBER OF MODULES										9

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: a) Defining the target population b) Use of the appropriate research design for the extant problem c) Selection/development of a suitable instrument for information gathering d) Demonstrating appropriate ethical approaches that will not compromise getting suitable responses to shed light on the question of investigation e) Identifying a suitable data analysis approach to unveil factual information that could be useful in solving the problem at hand.
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 COMPONENT EXIT LEVEL OUTCOMES

ELO	DESCRIPTOR
1	Demonstrate understanding of investigative research in the fields of applied leadership and management. This should enable learners to clearly explain and further apply concepts, facts, principles, rules and theories of the related fields.
2	Demonstrate and articulate knowledge of different schools of thought in relation to ethnics, principles and standards that meet international best practice in moral intelligence, leadership and management. Theoretical concepts of ethics and moral leadership will be explored, explained and discussed in view of dictates of business leadership in the 21st century.
3	Lead a business or organisational strategy with understanding and application of leadership and management theories using advanced learned techniques in linguistics and problem-solving 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	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.

4. ASSESSMENT STRATEGY

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 J
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.

Proficiency Level
Level 5 - Expert
Level 4 - Advanced
Level 3 - Intermediate
Level 2 - Basic
Level 1 – Awareness

COURSEWORK COMPONENT

m. 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

n. Theoretical approach to assessment: Class tests as well as semester tests. Assignments (self -study). Presentations. Examinations. Group Projects.

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

p. Each Learner's work will be rated according to the proficiency rating instrument below. Any student rated below 3 will be considered incompetent for this module.

Proficiency Level
Level 5 - Expert
Level 4 - Advanced
Level 3 - Intermediate
Level 2 - Basic
Level 1 – Awareness

5. 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
COMPONENT 1 - Direct contact time (Lectures, face to face, limited interaction or technology-assisted, tutorials, syndicate groups).	(Research+ Coursework) = (208 + 96) 304	14.73 %
COMPONENT 2 - 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.	(Research+ Coursework) = (1220 + 540) 1760	85.27%
Assessment (included in sections above)	-	-
Total	**2064**	**100%**

6. FACULTY MEMBERS

NAME	POST DESIGNATION	HIGHEST QUALIFICATION(S)	Teaching field	Highest level of teaching
Prof M.S. Lebese	Professor/HOD	**D.Ed.** Educational Leadership. Western Michigan University, (WMU) USA. **MA** Educational Leadership, Supervision of Instruction. (WMU) USA	Philosophy, Leadership and Management, Strategic Management, Education and Curriculum Development.	Ph.D.
Dr King Costa	Associate Professor	**Ph.D**.(Leadership and Management) (Logos University, USA) **Management Scientist** – (South African Institute of Management Scientists -SAIMS) **Associate Member** – (SIOPSA)	Leading and Managing People, Coaching and Mentoring, Strategic Management	Ph.D.

7. **ENTRY REQUIREMENTS**

- Hold a recognised three-year Bachelor's degree with 360 SAQA credits.
- Hold a recognised postgraduate certificate.
- Have more than 5 years' experience in organisational leadership and management
- Must submit a ten to fifteen-page expression of interest essay. 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.

8. **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.

Master of Business Leadership and Management