1. **Title of the module**

DICE8890 (DI889) Leadership Skills for Conservation Managers

1. **School or partner institution which will be responsible for management of the module**

School of Anthropology and Conservation

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

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

Compulsory Autumn term modules

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

MSc Conservation Biology

MSc Conservation and Tourism

MSc Conservation and International Wildlife Trade

MSc Conservation and Rural Development

MSc Conservation and Biodiversity Law

MSc Conservation Project Management

MSc Conservation and Primate Behaviour

MSc Conservation and Plant Science

MSc Conservation and Business

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

8.1 understand the function of a manager and leader within conservation programmes and the personal attributes required for the role;

8.2 understand the theory and practice of team development and managing individual expectations through time;

8.3 understand how to manage performance within people and organisations working to achieve conservation outcomes;

8.4 understand how to apply models to organisational effectiveness.

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

9.1 demonstrate critical thinking and assigning priorities for action

9.2 demonstrate integration of theoretical models and practical data

9.3 demonstrate presentation skills and writing reports

9.4 assess and appraise case studies

1. **A synopsis of the curriculum**

The success of conservation projects at the species or ecosystem level is determined by the ability of those in charge to manage the teams and the individuals involved in delivering outputs. The failure of conservation projects worldwide to deliver pre-determined successes is in part due to the absence of sufficient people with these skill sets. We need to match the desire for scientific understanding about biodiversity with an appreciation of the social skills required to manage and lead conservation programmes if we are to make more efficient and effective use of the limited resources at our disposal. In this module students will begin by reflecting on the qualities required within a leader and how a leader’s management style can impact on others within an organisation. Students will consider the extent to which we can apply management theory to the practice of endangered species and habitat recovery and the people involved in making it happen. They will go on to consider different approaches to managing conflict within teams and balancing organisational and individual expectations and motivations. By drawing on examples from both the business world and conservation community students will consider different models for developing and managing teams and consider how to optimise performance within an organisation.

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

Clark, T.W., Reading, R.P., Clarke, A.L. (1994) Endangered Species Recovery Finding the Lessons, Improving the Process. Island Press, USA.

Deitz J.M., R. Aviram, S. Bickford et al. (2004) Defining leadership in conservation, Conservation Biology, 18(1), 274-278

Holling C.S. and G.K. Meffe (1996), Command and Control and the Pathology of Natural Resource Management, Conservation Biology, vol 10, 2: p328-337

1. **Learning and teaching methods**

*Total contact hours: 30*

*Private study hours: 120*

*Total study hours: 150*

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

*In-Course Test (20%)*

*Essay (2000 words) (80%).*

13.2 Reassessment methods

Like for Like.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| *Lectures* | **X** | **X** | **X** | **X** |  |  |  |  |
| *Seminars* | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| *Practicals* | **X** | **X** |  |  |  | **X** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| *Test* | **X** | **X** | **X** | **X** |  |  |  |  |
| *Essay* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Please highlight aspects of this module where internationalisation is actively incorporated or intended. Refer to any relevant internationally-focused learning outcomes and, where possible, identify internationalisation in any of the following: subject content, assessment tasks, teaching methods/activities and support activity.

*Support and explanation will be provided via a separate curriculum internationalisation toolkit, available from the Dean for Internationalisation. For further guidance see* [*https://www.kent.ac.uk/global/curriculum.html*](https://www.kent.ac.uk/global/curriculum.html)*.*

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018