Module code	MGT7A2	Level	7
Module title	Managing Complexity	Credit value	10
Programme(s) on which the module is taught	MA Leadership and Organisational Change MA Management and Finance MA Management and Marketing MA International Business MA Entrepreneurship	ECTS Credits	5
		Notional learning hours	100

1. Pre-requisite modules

None.

2. Module aims and objectives

Complexity is one of the salient hallmarks of the 21st century for global managers / leaders. The demands of managing in a complex landscape require knowledge and understanding to promote adaptability, learning and creative problem solving, as well as confidence, which enables the distributed intelligence of the organization / community to flourish.

This complexity arises from operating in multiple geographical markets, engaging in multifunctional activities and dealing with heterogeneity in terms of different businesses, countries (cultures, legislations), and tasks. In other words, global managers / leaders function in many different contexts across cultural geographical and socio-political environments. Hence, they should be prepared to think, act and communicate differently based on a given situation, rapidly accommodating global business challenges. Therefore, complexity is determined by the environment in which global managers / leaders and live. Although naturally different, environments that drive complexity share four common conditions: multiplicity, interdependence, ambiguity, and flux.

- **Multiplicity** refers to the variability of competitors, customers, governments, and stakeholders that global leaders have to confront in their work roles.
- **Interdependence** reflects the rapid, worldwide movement and interconnectedness of capital, information, and people.
- **Ambiguity,** the business world today is characterized by too much information with less and less clarity on how to interpret and apply insights.
- **Flux**, a situation in which everything is in constant change.

The ability to understand the four characteristics of complexity: multiplicity, interdependence, ambiguity, and flux, produce a multiplier effect, which reflects the inherent context of global management / leadership.

Coping with the complexity of today's business environment is not about predicting the future or reducing risk. It is about building the capacity for the global managers / leaders, to adapt continuously and learn speedily, in order to maximize opportunities and at times to survive in an intensely connected and complex world.

The module aims:
- to develop students' knowledge with concepts and tools for analysing and making decisions / choices within the complex environments they will inevitably operate in (or living in), whether focusing their professional careers or life in managing complexity of contemporary management challenges
- to allow students to build and develop their own personal perspectives (strengths / beliefs / capabilities) and build up a repertoire of personal knowledge, skills attributes that will allow them to contribute and make a positive difference to their life, and community / organisation.
- to develop students' self-confidence to address the ambiguity of the real world and learn the various process tools to navigate unstructured challenges. They will also acquire the people skills / learn behaviour (self and others) to organize and deploy effective strategies to develop action-oriented solutions.
- to develop the capabilities for the management of resources, understanding of people's behaviours, talent and strengths to optimize performance which could contribute to organizational / life growth and sustainability.

3. Learning outcomes

Knowledge and understanding
Upon successful completion of this module:
A1: The student will demonstrate a systematic understanding and knowledge of management and other relevant business disciplines required to be an effective manager.

Skills
Upon successful completion of this module:
B1 The student will develop critical responses to current / existing business management theoretical discourse, methodologies and practices.
B4: Competency in essential practical skills to autonomously adapt performance and capabilities in multiple contexts.
B5: Demonstrate an understanding of the implementation of typical performance management and evaluation of people processes.
B7: Develop the ability for critical self-evaluation and reflection based on constructive feedback.

4. Indicative content

The learning undertaken would allow students to understand and explore / research some of the complex challenges faced by individuals, groups and organisations. Theory, tools

and methods will be delivered with a high emphasis on experiential learning, thinking about thinking, self-reflection, exploration of learning and discovery and including an understanding and appreciation of people's behaviours, talents and strengths and motivation.

- Complexity science encompasses a wide range of well-established theories regarding the nature of complex systems. Students will be introduced to the basic concepts of complexity theory; the manner in which they challenge traditional frameworks of analysis and decision-making; and their implications for creating sustainable and adaptive solutions within a dynamic global business context.
- Theories tools, psychometric tests/ frameworks, processes and methods will be delivered with a high emphasis on experiential learning. Such exercise will explore business / life challenges as holistic systems of multiple dimensions, drivers, constraints and opportunities from a personal perspective. Making sense of such dynamic environments requires students by definition, to make sense of cross-geographical, organizational, economic and cultural / life boundaries, as well as integrate the unique perspectives of their personal learning and development paths.

An indicative example of contemporary complexity topics may include;

- The complexity of self - Perception, Relationship and Self-Management / Emotional intelligence / personal values / life purpose / decision making
- The complexity of teams
- The complexity of cultures and creative / innovative thinking - Diversity and the multicultural manager / leader; brainstorming; creativity
- The complexity of theories / systems / technology – including Ethics and Social Responsibility of Business
- The complexity of our well-being and mindfulness / mental toughness / mental health

The complexity of communication through our unique perspectives and views - Global communication competence / current affair

5. Learning and teaching methods

The module content is delivered through a range of experimental seminars, interactive experiential workshops, simulation, and guest speakers. The module assessment includes a compulsory intensive experiential team managing complexity simulation challenge session. This intensive simulation session is to develop students' ability to understand and cope with multiplicity, ambiguity, flux and uncertainty of data and situation in the global context, including the challenges of the human process / behaviours. The combination of instruction, class discussion, and practical exercises allows students to better demonstrate their knowledge development, using their new knowledge to define and evaluate a wide range of business challenges, and demonstrate independent initiative in presenting creative / innovative solutions and

suggestive courses for action; all in line with the module's level learning outcomes. This module is student-focused and requires active participation of students. Students are expected to take responsibility for their own work and attendance. Additionally, between class sessions students will be required, on occasions, to prepare and deliver short presentations on managing complexity challenges.

The delivery of the module content will be supported by the use of some of the indicative modes below:
- Thematic workshops / experiential exercises and discussions
- Tutor or student led discussion presentations
- Guest speaker's / lecturers sessions / external facilitators
- Group / individual presentations
- LEGO® SERIOUS PLAY® Methodology *
- Managing Complexity Team based Experiential intensive Simulation Challenge

*The LEGO® SERIOUS PLAY® Method is a communication and problem-solving process in which participants are led through a series of questions, probing deeper and deeper into the subject. Each participant builds his or her own 3D LEGO® model in response to the tutor's questions using specially selected LEGO® elements. These 3D models serve as a basis for group discussion, knowledge sharing, problem solving and decision-making. The LEGO® SERIOUS PLAY® Method is a technique, which improves group / individual problem solving. By utilizing visual, auditory and kinaesthetic skills, the Method requires participants to learn and listen, and it provides all participants with a voice. The Method serves as a shared language regardless of culture or position.

10 credit module – 100 learning hours	
Directed learning	**29 hours**
Lectures	11
Seminars	12
Other – Guest speakers / workshops	6
Collaborative Learning	**4 hours**
Tutorials (1:1 and group)	4
Self-directed learning	**57 hours**
Preparation for class	15
Self-study after class	15
Preparation for assessments	17
Assessment	20
Total	100

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6. Assessment and relative weightings

Indicative assessments:
Assessment strategy is based in the combination of formative and summative assessments. Given the encompassing aims of the module as well as its experiential nature, students will be assessed through multiple methods aimed at considering both their conceptual, thinking and practical advancements.
Assessment Methods
Formative:
Formative assessments activities in sessions.

Summative:
Individual coursework = 100%

7. Mapping of assessment tasks for the module

Assessment tasks	A1	B1	B4	B5	B7
Individual coursework	✓	✓	✓	✓	✓

8. Key reading

Essential Text
No core text, students would be provided with supplementary materials for sessions due to the practical nature of the module. Nevertheless, recommended selection of book list below:
Supplementary readings
- Gallagher, K. (2016) Essential Study and Employment Skills for Business and Management Students (3rd edition), Oxford University Press
- Lencioni, P.M., (2002), The Five Dysfunctions of a Team: A Leadership Fable, John Wiley & Sons UK
- Liraz, M., (2013), How to Improve Your Leadership and Management Skills - Effective Strategies for Business Managers, Liraz Publishing
- Maznevski, M., Steger, U., and Amann, W. (2007), Managing complexity in global organizations. Perspectives for Managers, John Wiley & Sons; USA
- Morieux, Y., and Tollman, P., (2014), Six Simple Rules: How to Manage Complexity without Getting Complicated, Harvard Business Review Press, USA
- Nedopil, C., Steger, U., and Amann, W. (2010), Managing Complexity in Organizations: Text and Cases, Palgrave Macmillan, UK
- Parlett, R.A., (2012), The University of Hard Knocks: The School That Completes Our Education, Ulan Press, USA
- Seik J. (2011), Executive Toughness: The Mental-Training Program to Increase Your Leadership Performance, McGraw-Hill Contemporary, UK
- Johnson, G., Whittington, R., Scholes, K. Angwin, D., and Regner, P. (2017) Exploring Strategy, Text and Cases (11th Edition) Pearson Education
- SNOWDEN, D (2010) The Cynefin Framework. Cognitive Edge Methods. https://www.youtube.com/watch?v=N7oz366X0-8

- SNOWDEN, D and BOONE, M (2007) A Leader's Framework for Decision Making in Harvard Business Review. https://hbr.org/2007/11/a-leaders-framework-for-decision-making
- Stanzma, D., (2014), Management: Manage Teams, Lead Effectively, and Build Trust in the Workplace! (Management, Management & Leadership, Team Management Book 1, Amazon Media EU S.à r.l. vis kindle

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