

## 6.4 Module 4: Leadership and Management Development

### 6.4.1 Headline information about the module

<b>Module title</b>	Leadership and Management Development
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	9
<b>Module number/reference</b>	MPSCM_LMD
<b>Parent programme(s) the plural arises if there are embedded programmes to be validated.</b>	MSc in International Business Management
<b>Stage of parent programme</b>	1
<b>Semester (semester1/semester2 if applicable)</b>	1
<b>Module credit units (FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5
<b>List the teaching and learning modes</b>	Lectures, tutorials
<b>Entry requirements (statement of knowledge, skill and competence)</b>	Learners should normally hold an approved honours degree in a business related discipline or equivalent qualification from an approved tertiary/or professional institution
<b>Pre-requisite module titles</b>	None
<b>Co-requisite module titles</b>	None
<b>Is this a capstone module? (Yes or No)</b>	No
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b>	Lecturer(s) should be qualified to at least masters level in strategy or business equivalent preferably with a third level teaching qualification (e.g. Certificate in Training and Education).
<b>Maximum number of learners per centre (or instance of the module)</b>	60
<b>Duration of the module</b>	12 weeks
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	3
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Normal lecture room with internet access and good-quality audio-visual equipment.

Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1:60	36
Monitoring and small-group teaching		
Other		
Independent Learning		
Directed e-learning (hours)		
Independent Learning (hours)		44
Other hours (group project)		45
Work-based learning hours of learning effort		
<b>Total Effort (hours)</b>		<b>125</b>

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100				100%

#### 6.4.2 Module aims and objectives

The module examines the role played by global leadership and management in organisations (commercial, public and voluntary) and organisational culture. There are contested and competing views (both in theory and in practice) about both management and leadership: about what they are; and about how leadership affects management. The module encourages learners to critically examine global leadership and management models with which they are familiar, or of which they have had experience. In doing so, learners gain knowledge and understanding of new international models and consider how they might modify their own current or future leadership and management behaviours; and recognise the importance of continuous development in global leadership and management roles.

#### 6.4.3 Minimum intended module learning outcomes

On successful completion of this module, learners are able to:

- (i) critically explore and interrogate prominent leadership theories and apply these theories in the course of addressing a variety of organisational issues and problems
- (ii) critically evaluate the significance of the role played by organisational culture and recognise the wide range of leadership and management models and behaviour in place globally
- (iii) reflect purposefully and critically upon their own skills and limitations as leaders and managers, evidenced by their performance in working with groups
- (iv) analyse the power of politics, authority and empowerment play in organisations; how leaders and managers employ these concepts in practice; and how learners can employ them in their current and future roles
- (v) formulate strategies within the limits, contradictions and emerging issues related to leadership and management.

#### **6.4.4 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs**

Success in this dynamic global environment requires an enlightened cadre of leaders and managers, who have depth in their specific disciplines, as well as a keen understanding of how their work meets the needs of society, business, industry and government.

Nurturing tomorrow's leaders and managers requires an enriched college environment attained by bridging the culture of academe with the culture of the marketplace while building on the strengths of both. The development of the global and digital economies has led to a rapid integration of markets and indeed of consumer behaviour.

Leadership and management behaviours however, have not always kept pace; they vary from the very traditional and autocratic – which remain the norm in many cultures and societies, and are still common in manufacturing industry worldwide, to inclusive, empowering and gender-neutral forms of management behaviour, which are characteristic of modern, innovative and knowledge-based organisations.

#### **6.4.5 Information provided to learners about the module**

The Programme Handbook contains the module descriptor and assessment details. Extensive use of the VLE, Moodle, provides detailed notes and additional resources. In class, learners are provided with a PowerPoint pack and extensive reading list, incorporating professional and academic sources.

#### **6.4.6 Module content, organisation and structure**

##### **The Management School**

- Personal views on management and leadership
- What is management?
- What is a manager?
- What is leadership?
- What is a leader?
- Qualities and characteristics associated with leadership
- The importance of management and leadership development
- Knowledge, skills and abilities needed by managers and those additionally required by leader

##### **The Environmental School**

- Theories about the origins of leadership
- Are leadership qualities innate – nature v nurture?
- Physical traits of leaders
- Mental traits of leaders
- Personality types and their effect on leadership
- Behavioural styles and the need for a situational and contingent approach to management by leaders
- How gender, charisma, status and other factors affect leadership
- Distributed leadership
- Global leadership – universal and culturally specific aspects of leadership and management

### **The Learning School**

- Women and leadership, distributed leadership, 'getting to Denmark'
- Learning Theories, Styles – Katz, Mumford, Kolb, Honey and Mumford
- Leadership and management development in a case study organisation
- The importance and role of work-based activity in development
- Work based learning and experiential learning
- The Learning Organisation

### **The Intelligence School**

- The role intelligence plays in management development and leadership
- Cognitive intelligence and the emergence of IQ and other tests to measure general intelligence in the 20th century
- Alternative theories of intelligence including multiple intelligence and emotional intelligence
- Development of intelligence and emotional management in a case study organisation
- Group Activity – preliminary discussion on the case study in small groups

### **Authentic Leadership and Vision**

- The role of vision, goals and objective setting in leadership
- The concept of authentic leadership and emerging models of development
- Resilience in leadership – Shackleton, Mandela, Jade Hameister, Sam Berns
- Vision, mission, values and goals and their importance for leadership

### **Workshop: Assignment Preparation Workshop**

- Review activities introduced in Lectures 1 – 5
- Relate theoretical concepts to practice
- Apply the Katz skills and Kolb reflective learning models
- Group activity – assess the case study organisation from leadership knowledge, skills and abilities perspectives and report back

### **Power and Politics in Organisations**

- The role of politics, power and authority in organisations
- Organisational behaviour
- How leaders and managers use and misuse power
- Influence as a key ability of leaders
- Negotiating skills – managing 'up' and 'down', 'win-win', buying and selling
- The Cultural Web

### **Decision-Making in Organisations**

- Approaches to decision making
- Rational economic decision-making as a management skill
- Psychological and heuristic decision-making as alternative abilities
- Sociological decision-making and its relevance to leadership
- Bounded rationality, the 'cognitive miser'
- Bias and risk in decision making
- Group Activity – employing negotiating skills
- Presentations – learners deliver their presentations in their groups and be peer assessed.

### **Motivation and Teamwork and the role of leadership**

- Theories of motivation
- Functional leadership
- McClelland's TAT and 'Need to Achieve' Theory
- Process theories
- LMX theory
- Coaching mentoring
- Group activity – analyse team roles played by group members

### **Networking and Creativity for Leaders and Managers**

- Approaches to networking
- Stakeholder management
- Theoretical bases of creativity
- Creativity skills in management and leadership
- Creativity and organisational change

#### **6.4.7 Module teaching and learning strategy**

A range of delivery methods are adopted including lectures, tutorials, case studies and in-class exercises using a range of professional and academic sources. These are designed to engage learners in the module content, and associated competencies that the programme team wishes learners to develop over the course of the module. Learner-guided independent reading and research is supported by the use of Moodle to help prepare learners for their classes in addition to developing autonomous self-directed learners.

#### **6.4.8 Work-based learning and practice-placement**

There is no work based or practice-placement element within this module.

#### **6.4.9 E-learning**

Resources such as newspaper articles, blog posts and videos are made available to learners online for them to review as well as online resources available through the college library.

#### **6.4.10 Module physical resource requirements**

Normal lecture room with internet access and good-quality audio-visual equipment. All learners have access to an extensive range of "actual" and "remote access" library resources. The library monitors and updates its resources on an ongoing basis, in line with the college's Library Acquisition Policy.

#### **6.4.11 Reading lists and other Information resources**

##### **Primary Reading**

*Northouse, P. G. (2018) Leadership: Theory and Practice. SAGE Publications: London*

##### **Secondary Reading**

*Cyert, R. M. and March, J. G. (2013) A Behavioral Theory of the Firm. Martino Fine Books: Mansfield Centre*

*Drucker, P. F. et.al. (2015) The Five Most Important Questions You Will Ever Ask About Your Organization. Wiley: Jossey-Bass*

*Eagly, A. H. and Carli, L. L. (2007) Through the Labyrinth: The Truth About How Women Become Leaders. Harvard Business Review Press: Boston*

*Gardner, H. E. (2006) Multiple Intelligences: New Horizons in Theory and Practice. Basic Books: New York*

Hofstede, G. (2010) *Cultures And Organisations: Software of the Mind*. McGraw-Hill Education 3<sup>rd</sup> ed  
 Jung, C. G. (1997) 'Psychological types', in Laszlo, V. D. (ed.) *Basic Writings of Jung*. Random House Inc.: Louisville  
 Kolb, D. A. (2014) *Experiential Learning: Experience as the Source of Learning and Development*. New Jersey: Pearson Education Inc.

#### 6.4.12 Specifications for module staffing requirements

Lecturers should be qualified to at least masters level, preferably with a third level teaching qualification (e.g. Certificate in Training and Education).

#### 6.4.13 Module summative assessment strategy

Leadership and Management is characterised by high level communication skills and an ability to engage with others at all levels in organisations. Learners are given an overview of candidates selected for promotion. They are required to suggest a personal and leadership development plan using course concepts and practical knowledge and ideas alongside evidence of reflective thinking in relation to learning and development for each candidate. On submission, learners are asked to present their report.

The assessed work breakdown is presented in the table below:

No	Description	MIMLOs	Weighting
1	Personal and leadership development plan	(i), (ii), (v)	80%
2	Reflective Log/Self-Evaluation	(iii), (iv)	10%
3	Presentation (board room style)	(i)	10%

#### 6.4.14 Sample assessments

Please see Sample Assessment Handbook.