Leadership and Management: Theory and Practice

Section A: Headline Information	
Module title	Management and Leadership: Theory and Practice
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Dr. John McHugh
Parent programme(s) the plural arises if there are embedded programmes to be validated.	B.A. (Honours) in Social, Political and Community Studies
Stage of parent programme	Stage 3
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials, seminars.
Entry requirements (statement of knowledge, skill and competence)	For entry onto Stage 4, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
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)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area.
Maximum number of learners per module	25
Duration of the module	1 Semester: 12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	2 hours lecture per week = 24 hour total
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Small Group work Room
Analysis of required learning effort	
Effort while in contact with staff	

Classroom and demon-strations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					

24	1:5					101			125 hours

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100%				**100%**

Section B: Module Descriptor

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module develops knowledge of theory, practice and principles for effective organisational management and leadership. For new graduates, entering the professional workplace can be demanding at both a practice and organisational level. This module offers learners the opportunity to develop an understanding of how organisations work and how management and leadership impacts on the workplace.
Module Aims and Objectives	1. To promote learners' understanding of key theoretical perspectives and conceptual frameworks of management and leadership. 2. To equip learners with the ability to understand and critique the organisational context. 3. To develop learners capacity to critically reflect on management and leadership tasks and styles in professional contexts.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Explain and critically analyse the theories and concepts of leadership and management and their application in in human service organisations. (MIPLO 5, 6, 7) 2. Recognise and relate the complementary nature of management and leadership roles and functions in professional settings through a heightened understanding of organisational culture and behaviour. (MIPLO 4, 5, 6) 3. Critically assess their own management and leadership capacity. (MIPLO 5) 4. Develop their analytical skills by linking theoretical perspectives on leadership to contemporary social care or community work organisational situations. (MIPLO 1, 5, 8) 5. Develop their analytical skills by linking theoretical perspectives on leadership to contemporary social care or community work organisational situations.
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. The aim of this module is to promote the learner's understanding of key theoretical perspectives and conceptual frameworks of management and leadership. Diploma Supplement contains module name, code, stage and ECTS

Module Content, Organisation and Structure	Considering theoretical perspectives on Management and Leadership in relation to contemporary organisations: • Management Theories: • Classical Perspectives on management (Taylor, Weber, Fayol) • Human Relations approach: (Hawethorne Experiment, Elton Mayo) • Neo-human relations (McGregor, MCI, Maslow, Argris, Schein, Porter) • Strategic Planning, (developing a strategic plan) • Systems Approach: (Inputs/Outputs; Closed/Open Systems / Strategic Planning, developing a strategic plan) • Modern Theories: Contingency, (Mintzberg, Schraumer) 2. Leadership Theories: • Defining Leadership: Trait Theories, Styles, Situational Leadership, Michigan/Ohio Studies, Blake Mouton Model, Adair's "Action Centered Leadership" Model. • Transformational Leadership • Transactional Approaches. • Power and Authority • Leadership as an organisational quality. • Innovative approaches to Management and Leadership in Social Care *HR in the social care organisation* • The Origins and History of HRM • Recruitment • Purpose, Objectives of Performance Appraisal, its key role in staff retention •
Module Teaching and Learning Strategy	Lectures, Tutorials, discussion forums, Case studies, Group exercises,
Work-Based Learning and Practice-Placement	N/A
E-Learning	N/A
Specifications for Module Staffing Requirements	One lecturer.
Module Summative and Formative Assessment Strategy	Formative and summative assessment mix and development of reflexivity. Learners will be provided with opportunities to discuss and consider the theories presented in the context of their work experience. Group exercises are included to facilitate exploration of leadership styles.

Sample Assessment Materials	**Supporting Management and Leadership in Social care - Annotated Bibliography: (Part A) Management and Leadership in Theory**
	Prepare an annotated bibliography based on a critical review of relevant published literature around one topic of your choice from the list below. Identify 10 key texts/citations that you find particularly useful in exploring your topic. Apply the CRAAP Test (CSU, 2004).
	
	   ➢ **Currency**: the timeliness of the information
	   ➢ **Relevance**: the importance of the information for your needs
	   ➢ **Authority**: the source of the information
	   ➢ **Accuracy**: the reliability, truthfulness, and correctness of the content
	   ➢ **Purpose**: the reason the information exists
	
	Assignment focus chose one
	Topic 1- At the end of the day, management in professional organisations focuses on efficiency.
	Topic 2 - We need a truly human management in professional organisations, one that makes room for our bodies and spirits alongside our intellect and skills.
	
	(Part B) Management and Leadership in Practice
	Take 5 of the sources above and use them to frame a reflection of your own experience of management and leadership in a social care. Key elements of this reflective assignment are:
	   • Context, setting and role – you may or may not have been in the management/leadership role, (please state if you were the one leading or being led)
	   • Identify links between the source used and your experience. Use quotes from the sources; use examples from practice.
	   • Identify three key issues being faced by the organisation, and present a response to one of these.
	   • Identify key learning points from your reflection on practice. What lessons do you take forward to future experience, in terms of knowledge, skills and behaviours?
	
	1. Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated

Reading Lists and Other Information Resources	**Essential Reading:** Avolio, B., Walumbwa, F., and Weber, T. (2009). Leadership: Current theories, research, and future directions. *Annual Review of Psychology,* 60, 421-449. Haslam et al., (2010). *The New Psychology of Leadership*. Hove: Psychology Press. Marquis and Huston (2012). *Leadership and Management Tools. A Case Study Approach*. California: Lippincott Williams and Wilkins. Mullins, L. (2010). *Management and Organisational Behaviour*, (9th edition). London; Pearson.

	Northhouse, PG (2013). *Leadership: Theory and Practice* (6th edition). Thousand Oaks, CA: Sage. Tiernan, S., Morley, M. and Foley, E. (2006). *Modern Management, Theory and Practice for Irish Students,* (3rd edition). Dublin: Gill and Macmillan. **Other Reading:** Brady, A.M. (2010). *Leadership and Management in the Irish Health Service*. Dublin: Gill and Macmillan. Cole G.A. (2003). *Management Theory and Practice*, (6th edition), Cengage Learning. Daft, R. (1998). *Theory and Design of Organisations*. New York: West Publishing. Van, Z. Z. (2010). *Leadership in Social Care*. London: Jessica Kingsley. Yukl G (2006) *Leadership in Organisations,* (6th edition). New Jersey: Prentice Hall.
Module Physical Resource Requirements	Lecture hall equipped with Internet, Projector, Speakers