

Leadership and Management: Theory and Practice

Section A: Headline Information	
Module title	Leadership and Management: 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 demonstrations		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				30%			70%	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	<ol style="list-style-type: none"> 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	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Explain and critically analyse the theories and concepts of leadership and management and their application in 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 organisational situations throughout the course of the module. (MIPLO 1, 5, 8)

Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>The aim of this module is to promote the learner's understanding of key theoretical perspectives and conceptual frameworks of management and leadership.</p> <p>Diploma Supplement contains module name, code, stage and ECTS</p>
Module Content, Organisation and Structure	<p>Considering theoretical perspectives on Management and Leadership in relation to contemporary organisations:</p> <ol style="list-style-type: none"> 1. Management Theories: <ul style="list-style-type: none"> • Classical Perspectives on management (Taylor, Weber, Fayol) • Human Relations approach: (Hawethorne Experiment, Elton Mayo) • Neo-human relations (McGregor, MCI, Maslow, Argris, Schein, Porter) • Systems Approach: (Inputs/Outputs; Closed/Open Systems / Strategic Planning, developing a strategic plan) • Modern Theories: Contingency, (Mintzberg, Schraumer) 2. Leadership Theories: <ul style="list-style-type: none"> • 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.
Module Teaching and Learning Strategy	<p>Lectures, Tutorials, discussion forums, Case studies, Group exercises,</p>
Work-Based Learning and Practice-Placement	<p>N/A</p>
E-Learning	<p>N/A</p>
Specifications for Module Staffing Requirements	<p>One lecturer.</p>
Module Summative and Formative Assessment Strategy	<p>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.</p>
Sample Assessment Materials	<p>Annotated Bibliography (evaluative) 30% Formative.</p> <p>Exam 2 hour x 2 questions, 70% Summative.</p> <ol style="list-style-type: none"> 1. E.G: Critically evaluate the approach to management taken by Taylor in <i>The Principles of Scientific Management</i> (1911). 2. "An organisation has a mission when its culture fits with its strategy". (Campbell and Yeung, 1990.). Outline the place of the mission statement in an organisation's strategic planning.

	<p>3. Herzberg's and McGregor's neo-human relations theories both focus on motivation and leadership. Discuss their different contributions to our understanding of the role of managers.</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: Avolio, B., Walumbwa, F., and Weber, T. (2009). Leadership: Current theories, research, and future directions. <i>Annual Review of Psychology</i>, 60, 421-449.</p> <p>Haslam et al., (2010). <i>The New Psychology of Leadership</i>. Hove: Psychology Press.</p> <p>Marquis and Huston (2012). <i>Leadership and Management Tools. A Case Study Approach</i>. California: Lippincott Williams and Wilkins.</p> <p>Mullins, L. (2010). <i>Management and Organisational Behaviour</i>, (9th edition). London; Pearson.</p> <p>Northouse, PG (2013). <i>Leadership: Theory and Practice</i> (6th edition). Thousand Oaks, CA: Sage.</p> <p>Tiernan, S., Morley, M. and Foley, E. (2006). <i>Modern Management, Theory and Practice for Irish Students</i>, (3rd edition). Dublin: Gill and Macmillan.</p> <p>Other Reading: Brady, A.M. (2010). <i>Leadership and Management in the Irish Health Service</i>. Dublin: Gill and Macmillan.</p> <p>Cole G.A. (2003). <i>Management Theory and Practice</i>, (6th edition), Cengage Learning.</p> <p>Daft, R. (1998). <i>Theory and Design of Organisations</i>. New York: West Publishing.</p> <p>Van, Z. Z. (2010). <i>Leadership in Social Care</i>. London: Jessica Kingsley.</p> <p>Yukl G (2006) <i>Leadership in Organisations</i>, (6th edition). New Jersey: Prentice Hall.</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall equipped with Internet, Projector, Speakers</p>