Module 2:   Leadership and Management Development

Stage	1
Semester	2
Module Title	Leadership and Management Development
Module Number/Reference	MSC-IPM-LMD
Module Status (Mandatory/Elective)	Mandatory
Module ECTS credit	5
Module NFQ level (only if applicable)	9
Pre-requisite Module Titles	N/A
Co-requisite Module Titles	N/A
Is this a capstone module? (Yes or No)	No
List of Module Teaching Personnel	Denis Wolinski

Contact Hours				Non-contact Hours			Total Effort (Hours)
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent work	
30		6		14		75	125

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage contribution	60%			40%	**100%**

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Distinguish between leadership and management.

2. Evaluate different approaches to leadership and management and adapt them to suit different situations.

3. Analyse the differences between intelligence and emotional intelligence.

4. Critique authentic leadership and the role of vision in leadership.

5. Complete a work-based learning assignment based on a case study of an international organisation.

6. Evaluate power, politics and empowerment and their roles in leadership.

7. Appraise decision making from a leadership perspective.

8. Assess creativity and the importance of creative climate and culture.

Module Objectives

This module aims to introduce learners to the general subject of leadership and management development. There are contested and competing views (both in practice and in theory) about both management and leadership; about what they are; and about how leadership affects management. The main purpose of the module is to identify those aspects of management which are partially covered in other modules of this course and review them from a leadership and management development perspective. This module explores both the management and leadership aspects of business; and suggests ways in which learners can develop as a leader.

Module Aims

This module aims:

- To demonstrate the role which management development and leadership play in an international organization and in virtual businesses.

- To enable learners to review their current management and leadership styles; identify ways to improve their leadership skills and effectiveness; and create or contribute to an environment that empowers others and encourages creative thought.

- To investigate how managers and leaders can review their decision making; consider how to effectively create and communicate a vision; and build and improve teams both inside their organizations and across boundaries.

Module Curriculum

Section 1: Personal Leadership Styles and Development:

- **The Management School**
  - Personal views on management and leadership.
  - What is management?
  - What is a manager?
  - What is leadership?

- o What is a leader?
- o Qualities and characteristics associated with leadership.
- o The importance of management and leadership development.
- o Knowledge, skills and abilities needed by managers and those additionally required by leaders.

- **The Environmental School**
  - o Theories of the origins of leadership.
  - o The environmental approach to understanding leadership.
  - o Innate and infant leadership qualities.
  - o Physical traits of leaders.
  - o Mental traits of leaders.
  - o Personality types and their effect on leadership.
  - o Behavioural styles and the need for a situational and contingent approach to management by leaders.
  - o How gender, charisma, status and other factors affect leadership.
  - o Global leadership – universal and culturally specific aspects of leadership and management.

- **The Learning School**
  - o Leadership and management development in a case study organisation.
  - o The importance and role of work based activity in development.
  - o Work based learning and experiential learning.
  - o Models of management and leadership learning.
  - o How individuals, and particularly international business managers, can learn to become leaders in practice.

- **The Intelligence School**
  - o The role intelligence plays in management development and leadership.
  - o Cognitive intelligence and the emergence of IQ and other tests to measure general intelligence in the 20th century.
  - o Alternative theories of intelligence including multiple intelligence and emotional intelligence.
  - o Development of intelligence and emotional management in a case study organisation.

- **The Authentic Leadership and Vision School**
  - o The role of vision, goals, and objective setting in leadership.
  - o The concept of authentic leadership and emerging models of development.
  - o Vision, mission and goals and their importance for leadership.

- **Assignment Workshop**
  - o Review activities introduced in topics 1 – 5.
  - o Relate theoretical concepts to practice.
  - o Assess the case study organisation from leadership knowledge, skills and abilities perspectives.

- Apply the Katz skills and Kolb reflective learning models.

Section 2: Leadership Processes.

- **The Power and Politics School**
  - The role of power in management and leadership.
  - Influence as a key ability of leaders.
  - Motivational aspects of leadership.
  - Exploring group leadership and the importance to teams and team building.

- **Empowerment**
  - How leaders empower others.
  - How teams out-perform other groups.
  - Leading and empowering teams.

- **Decision Making**
  - Alternative approaches to decision making.
  - Rational decision-making as a management skill.
  - Psychological and heuristic decision-making as alternative abilities.
  - Sociological decision-making and its relevance to leadership.
  - Decision making techniques and processes.

- **The Creativity School**
  - Individual creativity skills in management and leadership.
  - Biological basis of creativity.
  - Psychological basis of creativity.
  - Biopsychosocial approach to creativity.
  - Creativity as a learned behaviour of leaders.
  - Creativity as a form of intelligence.
  - Creativity processes and techniques.

- **Organisational Creativity**
  - Team creativity.
  - Organisation and industry creativity.
  - Creativity as a social process.

- **Revision**
  - Revision of key concepts from Sections 1 and 2.
  - Exam preparation techniques.
  - Exam sitting techniques.

Teaching Plan

Week 1	The Management School
Week 2	The Environmental School
Week 3	The Learning School
Week 4	The Intelligence School
Week 5	The Authentic Leadership and Vision School
Week 6	Workshop 1: Assignment Workshop
Week 7	The Power and Politics School
Week 8	Empowerment
Week 9	Decision Making
Week 10	The Creativity School
Week 11	Organisational Creativity
Week 12	Workshop 2: Revision

Reading lists and other learning materials

Recommended Reading

Northouse, P.G. (2010), Leadership Theory and Practice, Fifth Edition, Sage Publications Inc.

Secondary Reading

Allen, T.J. and Cohen, W.M. (1969), *Information flow in research and development laboratories,* Administrative Science Quarterly, pp. 12-19 14(1), and Allen, T,J. (1977), *Managing the flow of technology,* Cambridge, MA, MIT Press.

Bennis, W.G. and Nanus, B, (1985), *Leaders: The strategies for taking charge,* New York, Harper & Row*.*

Clegg, S. (1990) Modern Organisations, London, Sage.

Covey, S.R. (1990), *Principle centred leadership,* New York: Fireside.

Fromm, E. (1947), *Man for himself,* New York: Holt, Rinehart and Winston.

Garavan, T., Hogan, C and Cahir-O'Donnell, A. (2009), *Developing Managers and Leaders, Perspectives, Practices and Debates in Ireland*, Dublin: Gill and MacMillan.

Goleman, D. (2000) 'Leadership that gets results', *Harvard Business Review,* Mar-Apr, pp 78-90.

Hall, E.T. (1976), *Beyond Culture,* New York: Double Day.

Handy, C. (1999), *Understanding Organisations* (Fourth Edition), London: Penguin Books.
Hofstede, G. (1980), *Culture's consequences: International differences in work-related values*, Thousand Oaks, California: Sage.

Hofstede, G (1991), *Cultures and Organisations: Software of the Mind,* London: McGraw Hill*.*

House, R.J. (1971), 'A path-goal theory of leadership effectiveness', *Administrative Science Quarterly,* 16, pp 321-328.

House, R.J. (1976), 'A 1976 theory of charismatic leadership' in J.G. Hunt and L.L.

Judge, T.A., Bono, J.E., Ilies, R. and Gerhardt, M.W. (2002), 'Personality and leadership: A qualitative and quantitative review, *Journal of Leadership and Organizational Studies,* 12, pp 12-27.

Katz, R.L. (1955), *Skills of an Effective Administrator,* Harvard Business Review, *33(1), pp. 33-42.*

Kanter, R.M. (1983), *The Change Masters.* New York: Simon and Schuster.

Kolb, D.A. (1984), *Experiential Learning: Experience as a source of learning and development. New Jersey: Prentice Hall.*

Zaccaro, S.J. (2007), *Trait-based perspectives on leadership,* American Psychologist, 62, pp. 6-16.

Module Learning Environment

A classroom setting is used for the delivery of the module through a series of 10 lectures and 2 assessment-based workshops. Supports for learners include a set of printed notes incorporating syllabus, lecture notes, activities, short self-administered

questionnaires, a case study, and related assessment tasks. These are supplemented with a module set book and online reading materials, PowerPoint presentations, and other activities using Moodle, the College's Virtual Learning Environment (VLE) provide additional support materials to help with self-study.

Module Teaching and Learning Strategy

Section 1 (Lectures 1 – 5 and Workshop 1) deals with key concepts of individual leadership and work based learning. These lectures provide information and background that help learners to make sense of the main topic – leadership and management development - and introduce the module case study while exploring individual aspects of leadership development centring on traits, intelligence and learning. Workshop 1 helps learners to complete the continuous assessment element of the module. This assessment is worth 60% of the overall mark.

Section 2 (Lectures 6 – 10 and Workshop 2) examines three leadership processes - power and politics, decision making and creativity and strategy. There are many more than three aspects of leadership that could be explored, but these lectures focus on just three key processes as the intention is to equip learners with research skills and critical thinking skills that will enable them to carry out independent research and develop these and other areas of leadership (e.g. networking, coaching, etc.) as part of their personal leadership development later in their careers. Workshop 2 is a revision and exam preparation workshop which takes place towards the end of the module.

Module Assessment Strategy

Element Number	Weighting	Type	Description
1	60%	Written report	Case study based assessment
2	40%	Examination	End of semester examination

Learners are required to work on a 60% weighted assignment. This is a Work Based Activity (WBA) which requires learners to identify areas of change and develop a written plan to advance their personal leadership in a case study organisation, their own workplace, or a context in which they play to work in the future.

Learners sit an end of semester examination which contributes 40% towards their final mark for this module. The exam paper has three sections focusing on personal leadership, leadership in the case study organisation, and leadership processes.

Constructive Alignment of Assessment

Module Learning Outcomes	Assessment Strategy	
	Element 1	Element 2
1. MLO 1	Yes	Yes
2. MLO 2	Yes	Yes
3. MLO 3	Yes	Yes
4. MLO 4	Yes	Yes
5. MLO 5	Yes	
6. MLO 6		Yes
7. MLO 7	Yes	
8. MLO 8		Yes