

## Module 3: Leadership and Management Development

<b>Module title:</b>			
Leadership and Management Development			
<b>Module NFQ level</b>	<b>Module number / reference</b>	<b>ECTS Value</b>	<b>Duration</b>
9	MSC-PBM- LMD	5	12 Weeks
<b>Parent programme(s).</b> Principal programme title, and embedded(s) if relevant		<b>Stage of parent programme</b>	<b>Semester No.</b>
Master of Science in Pharmaceutical Business Management		1	1,2
Postgraduate Diploma in Science in Pharmaceutical Business Management		1	1,2
Certificate in Pharmaceutical Business Management		1	1,2
<b>Teaching and Learning modes</b>	<b>Proportion (% of Total Directed Learning)</b>		
Classroom / Face to Face	80%		
Workplace			
Online			
Other (Identify)	Blended: 20%		
<b>Entry requirements (statement of knowledge, skill and competence)</b>			
Learners should normally hold an honours (NFQ Level 8) degree in a cognate or non-cognate discipline or equivalent qualification, from an approved tertiary/or professional institution.			
<b>Maximum number of learners per instance of the module</b>	100		
<b>Average (over the duration of the module) of the contact hours<sup>1</sup> per week</b>	3		
<b>Pre-requisite module title(s) (if any)</b>			
<b>Co-requisite module title(s) (if any)</b>	N/A		
<b>Is this a capstone module? (Yes or No)</b>	No		
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>			
Lecture room with internet access, audio-visual equipment and white board. Moodle Area.			
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.</b>			
<b>Role e.g. Tutor, Mentor etc</b>	<b>Qualifications &amp; experience required:</b>	<b># of Staff with this profile (WTEs)</b>	
Lecturer	Lecturer and other personnel should hold a Masters Level (Level 9) qualification in Business, Engineering, Management or Leadership. Industry experience is beneficial but not a requirement. Ideally, they would also hold a third level teaching qualification (e.g. the Griffith College Certificate in Education, Learning and Development).	0.25	

<b>Analysis of required learning effort</b>		
<b>*Effort while in contact with staff</b>	<b>Minimum ratio teacher / learner</b>	<b>Hours</b>
Classroom and demonstrations	1:100	18
Mentoring and small-group teaching	1:20	18
Other (specify)		
<b>Independent Learning</b>		
Directed e-learning (hours)		-
Independent Learning (hours)		89
Other hours (specify)		-
Work-based learning hours of learning effort		-
<b>Total Effort (hours)</b>		<b>125</b>

<b>Allocation of Marks</b>					
	<b>Continuous Assessment</b>	<b>Supervised Project</b>	<b>Proctored Practical Exam</b>	<b>Proctored Written Exam</b>	<b>Total</b>
<b>Percentage Contribution</b>	100	-	-		<b>100%</b>

### **1.1.1 Module aims and objectives**

This module examines the role played by global leadership and management in organisations (commercial, public and voluntary) and in determining 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 main purpose of the module is to encourage learners to critically examine global leadership and management models with which they are familiar, or of which they have had experience; to gain knowledge and understanding of new international models; to consider how they might modify their own current or future leadership and management behaviours; and to recognise the importance of continuous development in global leadership and management roles. Learners undertaking this module typically come from a wide variety of international backgrounds and the cross-cultural fertilisation that this makes possible is hugely beneficial.

### **1.1.2 Minimum intended module learning outcomes**

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

- MIMLO 3.1 Critically explore and interrogate prominent leadership theories and apply these theories in the course of addressing a variety of organisational issues and problems.
- MIMLO 3.2 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.
- MIMLO 3.3 Reflect purposefully and critically upon their own skills and limitations as leaders and managers, evidenced by their performance in working with groups.
- MIMLO 3.4 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.
- MIMLO 3.5 Formulate strategies within the limits, contradictions and emerging issues related to leadership and management.

### 1.1.3 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, knowledge-based organisations. In this context, this module supports the achievement of the following MIPLOs (per each award):

Programme Title	MIPLOs achieved
MSc in Pharmaceutical Business Management	(i), (ii), (v), (vii), (xi), (xii)
PgDip in Science in Pharmaceutical Business Management	(i), (ii), (iv), (vi), (ix), (x)
Certificate in Pharmaceutical Business Management	(i), (ii), (iv), (v), (viii), (ix)

### 1.1.4 Information provided to learners about the module

This module aims to introduce you to and improve your knowledge and understanding of the general subject of Leadership and Management. We examine concepts and theories about Leadership and Management, consider how they might be applied to real 'life' situations and discuss how these might have relevance to learners in their lives currently and in their future working lives.

The module draws on material from a variety of sources - academic works, case studies, as well as documentaries, TED talks, novels and films - to achieve a multi-layered approach to developing an understanding of Leadership and Management in modern, knowledge-based working environments.

The module is structured to help learners learn more about the topic through blended learning - attending lectures, reading case studies and notes, completing short activities, watching video clips, preparing for assessment through group work in workshops, participating in team working and designing and delivering a presentation.

Throughout, learners will consider different aspects of leadership and management from a personal perspective as well as from that of teams, organisations, communities, societies and globally.

There is a mix of lectures which focus on concepts and theories about leadership and management, about human behaviour and about how organisations function. The theoretical element is complemented by a practically-oriented assignment, a case study, workshops and group activities which are aimed at giving the learner an understanding and appreciation of how leadership occurs in the 'real world'. The assignment will account for 100% of the assessment for the module.

## 1.1.5 Module content, organisation and structure

### Indicative Content

#### **Part A: Personal Leadership Styles and Development**

##### **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 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

### **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.

### **Timetabling, Learner Effort and Credit**

The contact hours, assessment and total learner effort are detailed above, and are reflective of, and appropriate for, the module ECTS.

The lectures in the first week will introduce the module to learners and cover an introduction and overview of the topic and the importance it plays within change in organisations. The lectures and tutorials of the following weeks will then turn to focus on the core content, and preparing for the assignment. The indicative teaching plan is below.

## Teaching plan

<b>Week 1</b>	Management School
<b>Weeks 2 &amp; 3</b>	Environmental School The Learning School Assignment Walkthrough
<b>Weeks 4 &amp; 5</b>	The Intelligence School The Authentic Leadership and Vision School
<b>Weeks 6 &amp; 7</b>	The Power and Politics School Empowerment
<b>Weeks 8 &amp; 9</b>	Decision Making The Creativity School
<b>Week 10</b>	Organisational Creativity
<b>Week 11</b>	Presentation Week
<b>Week 12</b>	Exam Preparation

### 1.1.6 Module teaching and learning (including formative assessment) strategy

The module is structured to help learners learn more about the topic through blended learning, including attending lectures, reading case studies and notes, completing short activities, watching video clips, and assessment activities.

Throughout, learners will consider different aspects of Leadership such as:

- The difference between a leader and a manager
- Qualities associated with good leadership
- The evolution of leadership
- How a good leader needs vision and authenticity and the ability to positively influence
- The role of a leader to empower
- Methods by which a leader can make decisions
- How a leader needs to be creative and empower creativity.

The learners will also consider how these aspects of leadership are applied in real organisations. The module is assessed via continuous assessment (100%). Learners complete two assignments, a leader presentation, 15 slides (90%) and peer evaluation (10%).

### 1.1.7 Work-based learning and practice-placement

There is no work based learning or practical placement in the module, however Learners base their assignment on a case-study company, which allows for a practical application of the theories to organisational environments.

### 1.1.8 E-learning

Griffith College uses Moodle, a virtual learning environment, to support its delivery of e-learning activities in the form of peer-to-peer support based around activities where learners give and receive feedback, forums where learners must contribute, formative quizzes and video links.

### 1.1.9 Module physical resource requirements

There are no special requirements for this module beyond a standard classroom set up.

### 1.1.10 Reading lists and other information resources

#### Primary reading (Core Texts)

Northouse, P.G. (2021) *Leadership: Theory and Practice*. 9<sup>th</sup> Edition. London: SAGE

## Secondary reading and e-Resources

Cyert, R.M. and March, J.G. (2020) *A Behavioral Theory of the Firm*. Mansfield Centre: Martino Fine Books.

Drucker, P.F. (2008) *The Five Most Important Questions You Will Ever Ask About Your Organization*. John Wiley & Sons.

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

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

Hofstede, G, Hofstede, G.J. and Minkov, M. (2010) *Cultures and Organisations: Software of the Mind: Third Edition: Intercultural Cooperation and Its Importance for Survival*. New York: McGraw Hill.

Jung, C.G. (1997) 'Psychological types', in Laszlo, V. D. (ed.) *Basic Writings of Jung*. Louisville: Random House Inc.

Kolb, D.A. (2021) *Experiential Learning: Experience as the Source of Learning and Development*. 2<sup>nd</sup> edition. New Jersey: Pearson Education.

## eResources (This list is updated annually)

<https://www.linkedin.com/learning/>

Learners are also directed to relevant journals, publications, case studies, websites and other sources of information to support learning, including:

- [Academy of Management Journal](#)
- [Academy of Management Review](#)
- [Journal of International Business Studies](#)
- [Journal of Management](#)
- [Management Science](#)
- [Strategic Management Journal](#)

### 1.1.11 Specifications for module staffing requirements

Lecturer and other personnel should hold a Masters Level (Level 9) qualification in Business, Engineering, Management or Leadership and have at least 2 years' relevant experience.

Ideally, they would also hold a third level teaching qualification (e.g. the Griffith College Certificate in Education, Learning and Development).

### 1.1.12 Module summative assessment strategy

The following table indicates the module's learning outcomes' alignment with the assessment used for the module:

No.	Description	MIMLOs	Weighting
1	Leader Presentation	1-5	90%
2	Peer evaluation	1-5	10%

**Reassessment/Repeat assessment strategy:** Griffith College regulations state that learners must pass all component elements of the module to be deemed to have passed the module.

- In the event of a learner failing components of / this module, they will be required to submit a new individual repeat assignment which will be made available on Moodle to learners, and which must be submitted as per faculty instructions.

- In the event of a learner failing the group assessment element of this module, a new individual repeat assignment will be made available on Moodle to learners which must be submitted as per faculty instructions.
- In the event of the learner failing the exam, learners will take the re-sit exam at the next available sitting, details of which will be made available to learners via Moodle.