

## MODULE SPECIFICATION

### KEY FACTS

Module name	Management and Leadership in Healthcare
Module code	HMM022
School	School of Health Sciences
Department or equivalent	Health Services Research and Management Division
UK credits	15
ECTS	7.5
Level	7

### MODULE SUMMARY

#### Module outline and aims:

One of the most important health management skills and competences is leadership. The leadership challenge in health management is exceptional: complex services and products; risk; distinct and challenging professional groups; difficult choices with ethical issues and profound consequences. This module offers key insights to understand leadership roles in the diverse and challenging healthcare contexts globally, and reflecting on the effectiveness of leadership frameworks and models in different situations. The module emphasises a view of leadership practice in context, with leadership being understood and developed not as a function but rather as a complex set of practices within specific organisational and inter-organisational contexts and cultures.

The module aims to enable you to explore current thinking on leadership and management, including the use of practical leadership tools and approaches that can be applied in diverse situations when working with and through others. Leadership is about collaboratively managing the challenges we face in our everyday work within organisations by motivating, engaging, developing, and inspiring people. The module includes a comprehensive introduction to organisations in healthcare, their key elements, structures, processes, cultures and discusses relevant organisational theories.

Leadership is also about finding new and better ways of 'being who we really are' through enriched insight and skill. Therefore, this module will also help you become more aware of your inherent personality traits and dispositions through diagnostic questionnaire assessments; you will be offered greater insight into your strengths and weaknesses as an organisational leader through reflection on your habits, preferred behaviour and style; and you will be guided to build on this knowledge to improve your leadership practice through self-development plans to more effectively tackle future challenges. The module will provide you with an opportunity to better understand your 'unique' leadership style and develop your 'own' leadership capabilities.

#### Content outline

- Introduction to healthcare organisations and their context: key concepts, theories, principles, social structures, processes, behaviours, cultures

- Organisational decision-making theories and application in the healthcare environment
- Leadership and management philosophies to meet user and service expectations.
- Leadership versus management within a dynamic professional environment
- Linking leadership and management practices to structures, cultures and behaviours in the private and public sector healthcare organisations
- A range of theories, models, approaches and styles of leadership within the context of healthcare: Trait Theories, Behavioural style, Contingency, Transactional, Transformational, Situational, Distributed, Servant, and Authentic Leadership.
- Role of leaders and managers in influencing and motivating teams
- Team work improvement e.g. use of Emotional intelligence, Coaching and Mentoring and the use of interpersonal skills at work.
- Leadership as the art of persuasion

### **WHAT WILL I BE EXPECTED TO ACHIEVE?**

**On successful completion of this module, you will be expected to:**

#### Knowledge and understanding:

- Understand and critically reflect on key aspects of healthcare organisations and their decision making processes.
- Discuss and critique current management and leadership theories in the context of complex professionalised healthcare organisations.
- Critically appraise group and organisational decision theory and demonstrate greater insight into making effective decisions in teams.
- Reflect with colleagues on personal leadership style and management philosophy whilst undertaking group activities.
- Demonstrate the principles of effective management and leadership and develop self-awareness and self-insights on own leadership style in group activities.
- Understand how group dynamics can be used by healthcare leaders to facilitate professionals' engagement and improved teamwork.

#### Skills:

- Apply leadership principles and style to effectively manage teams of health

professionals.

- Demonstrate the ability to manage and lead in changing and dynamic contexts where there is a focus on achieving positive end results.
- Demonstrate core leadership competencies: communication, collaboration, critical analysis, cultural competence. .
- Develop and use transferable skills to meet stakeholders' expectations in different contexts.

Values and attitudes:

- Reflect on current practice and enhance your personal effectiveness.
- Show sensitivity by critically analysing / appraising the professional, legal and ethical issues inherent within the leader/manager role.
- Show respect, care and compassion towards your colleagues, team members, service users and their carers.
- Follow good academic practice and maintain academic integrity: correctly reference the work of others and adhere to University regulations regarding plagiarism and academic misconduct.
- Show consideration for and adhere to the rules and regulations of the University.

**How will I Learn?**

This module is delivered through a series of interactive teaching sessions with an emphasis on group activities. Case studies and work examples will be discussed all along the module. Learning will take place via a mix of lectures, group activities and discussions, allowing for both teacher-mediated and peer-led input, encouraging critical thinking and analysis; also developing communication and group-working skills.

Teaching sessions will take place over four days (typically 10am to 5pm), and are supplemented by self-directed study which allows you both to gain a deeper understanding of the subject generally, and to pursue topics which are of particular interest to you in greater detail.

Teaching and learning are facilitated by Moodle, the University's online Virtual Learning Environment.

<b>Teaching component</b>	<b>Teaching type</b>	<b>Contact hours (scheduled)</b>	<b>Self-directed study hours (independent)</b>	<b>Placement hours</b>	<b>Total you learning hours</b>
Lectures, interactive	Lecture, group work	30	120	0	150

group activities, discussions, Moodle	and class discussion, class exercises				
<b>Totals:</b>		30	120		150

## WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

### Assessments

The module is assessed by a written assignment of 4,000 words, which is intended to develop your skills in thinking critically on leadership in the context of healthcare organisations. This will require researching the area in depth using the university electronic resources and other relevant sources to contextualise the leadership contingencies and forming an integrated perspective on the leadership challenge in health management.

Assessment component	Assessment type	Weighting	Minimum qualifying mark	Pass/Fail
A critical evaluation of leadership theories and practice	Individual coursework	100%	50%	N/A

### Assessment Criteria

Assessment Criteria are provided for each module and are descriptions, based on the intended learning outcomes, of the skills, knowledge or attitudes that you need to demonstrate in order to complete an assessment successfully, providing a mechanism by which the quality of an assessment can be measured.

Grade- Related Criteria are also provided for each module and the programme and are descriptions of the level of skills, knowledge or attributes that you need to demonstrate in order to achieve a certain grade or mark in an assessment, providing a mechanism by which the quality of an assessment can be measured and placed within the overall set of marks.

Assessment Criteria and Grade-Related Criteria will be made available to you to support you in completing assessments. These may be provided in programme handbooks, module specifications, on the virtual learning environment or attached to a specific assessment task. Module leaders will inform you at the beginning of each module where these be provided.

### Feedback on assessment

Feedback is usually provided in verbal or written format for each module. All written feedback is posted onto Moodle to enable you to access this easily.

Feedback will be provided in line with current university assessment and feedback

policies. In particular, you will normally be provided feedback within four weeks of the submission deadline or assessment date in line with the university guidelines for end of module examinations or an equivalent significant task. Feedback would normally include a provisional mark that requires ratification at the assessment board by the external examiners. If you have failed a component the assessment board will normally confirm the requirement for resubmission and set a date for this.

### Assessment Regulations

The Pass mark for each module is 50%. This also applies separately to the components of a module each of which is subject to a 50% pass mark.

If you fail an assessment component or a module, you will normally be offered one resit attempt. However, if you did not participate in the first assessment and have no extenuating circumstances, you may not be offered a resit.

If you are successful in the resit, you shall be awarded the credit for that module. The mark used for the purpose of calculation towards your Award shall be calculated from the original marks for the component(s) that you passed at first attempt and the minimum pass mark for the component(s) for which you took a resit.

### **INDICATIVE READING LIST**

- Burns, L., Bradley, E., Weiner, B. (2012) Shortell and Kaluzny's Healthcare Management: Organization Design and Behavior 6th ed. Delmar
- Barr, J. and Dowding, L. (2012) Leadership in Health Care 2<sup>nd</sup> ed. Sage Publications
- Goleman, D. (1998) Working with Emotional Intelligence. Bloomsbury: London
- Hatch, M.J. and Cunliffe, A. (2013), Organization Theory: modern symbolic and postmodern perspectives. Oxford University Press
- Mintzberg, H. (1992) Structure in Fives: designing effective organizations. Prentice Hall
- Morgan, G. (2006). Images of Organization. Sage Publications
- Northouse, P G (2013) Leadership Theory and Practice, 6<sup>th</sup> ed. Sage Publication
- Scott, W.R. 1998, Organizations: rational, natural and open systems 4th ed. Prentice Hall
- Walshe, K. and Smith, J (2011) Health Care Management. Open University Press
- Yukl, G. (2013), Leadership in Organizations 8th Ed. Pearson Education

Leadership articles and publications from the following sources:

- Academy of Management Review

- Harvard Business Review
- Journal of Health Organization and Management
- Journal of Health Services Research & Policy
- Medical Care Research and Review
- The King's Fund
- The Leadership Quarterly

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**Appendix:**

<b>CODES</b>		
<b>HESA Code</b>	<b>Description</b>	<b>Price Group</b>
133	Business and Management studies	D
<b>JACS Code</b>	<b>Description</b>	<b>Percentage (%)</b>
N200	The studies of managing Organisation	100%