

## MODULE SPECIFICATION

### KEY FACTS

Module name	Professional Leadership
Module code	APM032
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:

The delivery of successful health and social care services relies on effective leadership. This module takes a perspective that leadership is to be found in the many rather than the few. We are all leaders. Therefore the aim of the module is to help you recognise and develop your inherent leadership qualities, and have regard for the leadership qualities of others, whether these are peers and working colleagues, or those in formal positions of leadership responsibility. Rather than emphasise leadership generally, looking at histories and typologies of leadership theory, the approach is practical and straightforward. Looking at leadership in health and social care from this perspective will make you more effective in your role, and more prepared for future leadership responsibilities.

Health and social care is a dynamic and complex environment. This requires adaptive and motivational teamwork. Yet, some teams work better than others. Is this because of the team members, or leadership, or both? Insights into team behaviour, how roles emerge, how relationships develop, the role of formal leadership, when and how leadership emerges and transfers between team members explains why a collection of successful individuals does not always make a high performing team, and how you can be a better leader and team member.

Positive and collaborative working relationships among medical practitioners, administrators, social workers, and the multitude of professionals working across services are essential for team success. This adds a further edge to adaptive and motivational teamwork. Often, however, relationships among the professional groups and between services are not so positive. Understanding professional identity and professional logics, developing shared objectives, excellent communication skills and avoiding assumptions helps ensure professionals respect each other and share leadership to accomplish joint goals.

Being empowered and empowering others to step up and lead is the ultimate challenge for us all as leaders. Empowering leadership begins with our understanding of ourselves and others and what motivates people. Is there such a thing as natural aptitude, how do we recognise our aptitudes or those of others, then empower ourselves and support, coach, influence and empower others, including service users, to find purpose and become their own leaders?

## Content outline

- Introduction to health and social care organisations and their context: key concepts, theories, principles, social structures, processes, behaviours, cultures.
- Leadership versus management within a dynamic professional environment, leadership as the art of persuasion.
- Team dynamics explores the formation, evolving structure, thinking and behaviour of service teams, how leadership influence arises and is transferred within teams.
- Team work improvement selectively addresses theories, models, approaches and styles of leadership within the context of health and social care service teams, and the role of leaders and managers in influencing and motivating teams.
- Professional identities and logics explores the development of professional identity, the logics and cultures of different professions and organisations.
- Working together across professions and services selectively addressing theories, models, approaches and styles of leadership within the context of inter-professional and inter-organisational working in health and social care teams.
- Understanding people exploring your own affinities, motivations and preferred styles and developing insight into others in order to empower yourself and others.
- Empowering and working through others selectively addressing theories, models, approaches and styles of leadership associated with empowerment e.g. use of emotional intelligence, interpersonal skills, coaching and mentoring.

## **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 health and social care organisations and their processes, behaviours, cultures.
- Discuss and critique current management and leadership theories in the context of complex professionalised health and social care organisations.
- Critically appraise group formation, structure and behaviours and how group dynamics can be used by healthcare leaders to facilitate professionals' engagement and improved teamwork.

- Reflect with colleagues on your personal leadership style and management philosophy and the leadership styles of others whilst undertaking group activities.
- Demonstrate the principles of effective communication and develop awareness and insights on the communication styles of others in group activities.
- Understand how empowering leadership, coaching and mentoring can be used to empower ourselves, fellow professionals and service users.

#### Skills:

- Apply leadership principles and style to effectively manage teams of health and social care professionals.
- Demonstrate the ability to manage and lead in changing and dynamic contexts across professions and organisations where there is a focus on achieving positive end results.
- Demonstrate core leadership competencies: communication, collaboration, critical analysis, cultural competence, empowerment.
- Develop and use transferable skills to meet service users and 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 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.

Teaching component	Teaching type	Contact hours (scheduled)	Self-directed study hours (independent)	Placement hours	Total you learning hours
Lectures, interactive group activities, discussions, Moodle	Lecture, group work and class discussion, class exercises	30	120	0	150
<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 3,000 words, which is intended to develop your skills in thinking critically on professional leadership in health and social care. This will require researching the area in depth using the university electronic resources and other relevant sources, forming an integrated perspective on the leadership challenge.

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 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 where these are 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**

- Adair, J.E. (2009) How to grow leaders: the seven key principles of effective leadership. India: Replica Press Pvt Ltd
- Barr, J. and Dowding, L. (2012) Leadership in Health Care 2<sup>nd</sup> ed. Sage Publications
- Ghaye, T. and Lillyman, S. (2011) Empowerment Through Reflection. Quay Books
- Goleman, D. (1998) Working with Emotional Intelligence. Bloomsbury: London
- Gopee, N. and Galloway, J (2013) Leadership and Management in Healthcare. Sage Publications.

- Hartley, J. (2010) Leadership for Health care. Chicago: University of Chicago Press
- Marquis, B.L. & Huston, C.J. ( 2015) Leadership Roles and Management functions in Nursing. Philadelphia : Wolters Kluwer
- Northouse, P.G. (2016) Leadership Theory and Practice: West Michigan University: Sage
- Thomas, J. and Pollard, K. and Sellman, D. (2014) Interprofessional Working in Health and Social Care. Palgrave Macmillan
- 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 these 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 Leadership Quarterly

Version: 2.0

Version date: September 2017

For use from: 2017-18

**Appendix:**

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