



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2021-22
<b>Module Code</b>	5001
<b>Module Title</b>	Understanding Leadership, Management & Organisations (ULMO)
<b>Module Organiser(s)</b>	Jennifer Gosling and Petra Mäkelä
<b>Faculty</b>	N/A (DrPH is a School-wide programme)
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 30 <b>ECTS:</b> 15
<b>HECoS Code</b>	100088 Leadership 100814 Organisational Development 100815 Institutional management 101277 Work-based learning
<b>Term of Delivery</b>	Term 1
<b>Mode of Delivery</b>	For 2021-22 this module will be delivered online only.  Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered using an online platform. There will be a combination of live and interactive activities (synchronous learning) as well as pre-recorded or self-directed study (asynchronous learning).
<b>Mode of Study</b>	Full time or part time. The module is taught on-line. Both full-time and part-time students follow the same schedule.
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	At least one of the following: <ul style="list-style-type: none"> <li>• a Master's degree in a subject appropriate to the course of study to be followed (recommended)</li> <li>• evidence of at least two years' appropriate experience in a public health organisation, plus at least two years' appropriate experience in a management and/or leadership role preferably also in a public health setting</li> </ul>
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Module Cap (Indicative number of students)</b>	Numbers are capped at (approximately) 20

<b>Target Audience</b>	The module is designed for students taking the Doctorate in Public Health and is a compulsory module for that programme.
<b>Module Description</b>	<p>The ULMO module has three elements contained within the lectures and practical sessions. The first provides an understanding of management, leadership and organisational theories, which can then be used to inform your own professional practice and enable a greater understanding of the world around you.</p> <p>The second is a more personal element, providing you with space to consider your own role as a manager and leader, how you interact with others and to help you understand why others interact with you in the way they do.</p> <p>The third element is to provide you with a grounding in theories and literature which <i>may</i> inform the research that you undertake as part of your Research Studies I &amp; II.</p> <p>The module takes a critical approach to organisation and management theories and their application, encouraging students to question and be critical in their thinking and analysis of the theories and concepts that they encounter on the module, particularly measuring these against their own experience and perceptions of reality.</p>
<b>Duration</b>	10 weeks at 2.5 days per week
<b>Timetabling slot</b>	On-line, with live sessions scheduled on most Thursdays & Fridays.
<b>Last Revised (e.g. year changes approved)</b>	August 2021

<b>Programme(s)</b>	<b>Status</b>
This module is linked to the following programme(s)	
Doctorate of Public Health (DrPH)	Compulsory



## Module Aim and Intended Learning Outcomes

### Overall aim of the module

The overall module aim is to:

- Explore a broad range of leadership, management and organisation theories to develop an understanding of how organisations work and the role of management, leaders and managers within them.
- Critically consider and assess the application of these theories in public health organisations and your own practice.
- Reflect on and develop a greater understanding of yourself as a manager and leader in public health.
- Gain an understanding of the relevance of context to the leadership and management of organisations.

### Module Intended Learning Outcomes

Upon successful completion of the module a student will be able to:

1. Critically evaluate different theories concerning the way people working in organisations behave as individuals and in groups
2. Cite empirical examples from health sector organisations to support your analyses
3. Describe theoretical explanations of how organisational structures, processes and culture influence professional and managerial behaviour and vice versa
4. Explain the nature of power and politics within and between organisations and how this affects leadership and managerial decision-making
5. Demonstrate insight and enhanced awareness about yourself as a manager and leader through an assessment of your personal management and leadership styles.
6. Assess the role of the external environment in the management of organisations.
7. Apply critical thinking and reasoning to the assessment of organisational behaviour

## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

- Management
- Leadership
- Teamwork
- Public Management
- Organisational Culture



### Session Content

- Organisational behaviour
- Governance
- Collaborating across organisational boundaries
- Professional Development

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	100	33
Directed self-study	70	23
Self-directed learning	80	27
Assessment, review and revision	50	17
<b>Total</b>	<b>300</b>	<b>100</b>

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive (online or on-campus) and self-directed study.

### Teaching and Learning Strategy

Teaching is by a mixture of on-line lectures, case studies, group work and discussion and workshops. The focus of the teaching is on discussion, peer learning and active student involvement.

## Assessment

### Assessment Strategy

Summative assessment will be due **4.00pm on Friday, 17th December 2021**

Resit / deferral / new attempt: the next assessment date(s)/deadline(s) will be **1<sup>st</sup> June 2022**

### Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	5,000 words	100	Primarily: 1 – 4 & 6, 7; secondary: 5



### Resitting assessment

Resits will accord with the LSHTM's [Resits Policy](#)

Students who are required to re-sit will be asked to revise and re-submit the original assignment.

## Resources

### Indicative reading list

Filatotchev I; Wei L.Q; Sarala R.M; Dick, P & Prescott, JE (2020) "Connecting eastern and western perspectives on management: Translation of practices across organizations, institution and geographies" *Journal of Management Studies*, 57(1), pp.1-24

Girei, E (2017) "Decolonising management knowledge: A reflexive journey as practitioner and researcher in Uganda" *Management Learning* Vol 48, No 4, ps 453-470 <https://journals.sagepub.com/doi/pdf/10.1177/1350507617697867>

Minzberg, H (2011) "Managing" London: Financial Times

Lewis, D (2006) "Non-Governmental Organizations, Management & Development" Abingdon: Routledge

Larbi, G (1999) 'The New Public Management Approach and Crisis States' United Nations Research Institute for Social Development Discussion paper No 112  
[http://www.unrisd.org/80256B3C005BCCF9/\(httpAuxPages\)/5F280B19C6125F4380256B6600448FDB/\\$file/dp112.pdf](http://www.unrisd.org/80256B3C005BCCF9/(httpAuxPages)/5F280B19C6125F4380256B6600448FDB/$file/dp112.pdf)

Reicher SD, Haslam SA & Platow MJ (2018) 'Shared social identity in leadership' in Current Opinion in Psychology vol 23, ps 129-133



## Teaching for Disabilities and Learning Differences

The Module Organiser will discuss specific requirements with the student in conjunction with the formal Learning Agreement.

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The module-specific site on Moodle provides students with access to lecture notes and copies of the slides used during the lecture prior to the lecture (in pdf format). All pre-recorded lectures will be made available on Moodle. All materials posted up on Moodle areas have been made accessible where possible.

The LSHTM Moodle has been made accessible to the widest possible audience, using a VLE that allows for up to 300% zoom, permits navigation via keyboard and use of speech recognition software, and that allows listening through a screen reader. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

For students who require learning or assessment adjustments and support this can be arranged through the Student Support Services – details and how to request support can be found on the [LSHTM Disability Support pages](#).