



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2022-23
Module Code	5001
Module Title	Understanding Leadership, Management & Organisations (ULMO)
Module Organiser(s)	Jennifer Gosling and Petra Mäkelä
Faculty	N/A (DrPH is a School-wide programme)
FHEQ Level	Level 7
Credit Value	CATS: 30 ECTS: 15
HECoS Code	100088 Leadership 100814 Organisational Development 100815 Institutional management 101277 Work-based learning
Term of Delivery	Term 1
Mode of Delivery	For 2022-23 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).
Mode of Study	Full time or part time. The module is taught on-line. Both full-time and part-time students follow the same schedule.
Language of Study	English
Pre-Requisites	At least one of the following: <ul style="list-style-type: none"> • a Master's degree in a subject appropriate to the course of study to be followed (recommended) • 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
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	20 Numbers are capped at (approximately) 20

Target Audience	The module is designed for students taking the Doctorate in Public Health and is a compulsory module for that programme.	
Module Description	<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 & 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>	
Duration	10 weeks at 2.5 days per week	
Timetabling slot	On-line, with live sessions scheduled on most Thursdays & Fridays.	
Last Revised (e.g. year changes approved)	July 2022	
Programme(s) This module is linked to the following programme(s)	Status	
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
- Organisational behaviour
- Governance
- Professional Development

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	50	16
Directed self-study	80	27
Self-directed learning	90	30
Assessment, review and revision	80	27
Total	300	100

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email.

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive 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 Wednesday, 21st December 2022**

There will be a formative mid-term assignment that is intended to provide a foundation for the summative assessment.

Resit / deferral / new attempt: the next assessment date(s)/deadline(s) will be **1st June 2023**

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Written Essay	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>

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)

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

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

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](#).