

<b>Title of the Module/Unit</b>	18. Leadership in Organisations
<b>Module/Unit Description</b> In this section kindly provide a brief description of the module	The module explores the role of leadership in leading successful and sustainable contemporary organisations. It presents leadership as a multi-faceted approach that reflects the ambiguous, complex and challenging situations that the organisation, its leaders and employees may face. The student is presented with a range of core organisational theories, models, frameworks, and concepts of leadership, as well as current research findings and a range of techniques, practices and skills that may be used in a professional environment. In particular, the following approaches to Leadership are studied: the trait approach, the skills approach, the situational approach, the contingency approaches (Fiedler's Contingency Model, Hersey-Blanchard situational Leadership Model, the Path-Goal Leadership Theory). Furthermore, students will become conversant with the types of leadership style; specifically Transformational Leadership, Transactional Leadership, Servant Leadership, and Paternalistic Leadership. . Students will develop knowledge through the examination of a series of issues and challenges that are faced by leaders in various organisations.
<b>Learning Outcomes</b>	<b>Competences:</b>
<b>Autonomy and Responsibility:</b> Collaborate, comply, deal with, ensure, be responsible for, carry out tasks, guide, supervise, monitor, authorise, manage, create, produce, represent, advise, negotiate, sell, etc.	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: <ul style="list-style-type: none"> <li>a) Explain strategies and resources for enhancing effective intra- and inter-personal leadership skills.</li> <li>b) Distinguish between transactional and transformational leadership styles and their implication for managers.</li> <li>c) Classify the various structured models of leadership in organisations.</li> <li>d) Establish contextual factors that influence the practice of effective leadership in a particular contexte) Distinguish the ethical, moral, and practical issues in relation to leadership.</li> </ul>
<b>Knowledge and Understanding:</b> count, define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, sequence, tell, write, etc.	<b>Knowledge:</b>
(Example of learning outcome structure: Action Verb + Object + Context <i>Identify basic different range of glassware and state their use.)</i>	At the end of the module/unit the learner will have been exposed to the following: <ul style="list-style-type: none"> <li>a) An understanding of the tools which define contextual influences on effective leadership.</li> </ul>

<p><b>Applying Knowledge and Understanding:</b>  apply, practice, demonstrate, show, plan, design, operate, assemble, use, construct, prepare, create, compose, arrange</p> <p>(Example of learning outcome structure:  Action Verb + Object + Context  <i>Apply principles of good practice to dispense, supply and administer medicinal products and other activities in a pharmacy.)</i></p>	<p>b) A critical understanding of a range of theoretical models and approaches to leadership.</p> <p>c) The recognition of the strengths and limitations of leadership theories and models and how they can be applied to different contexts.</p> <p>d) An awareness and critical understanding of the theories, range of techniques and practices used to employ the contingent nature of leadership.</p>
	<p><b>Skills:</b></p>
	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>a) Critically evaluate the relevance of leadership theory and its application to practice in a variety of different contexts.</p> <p>b) Apply the key leadership and change resources required to take an organisation forward.</p> <p>c) An ability to gather and interpret data with the aim of comparing, and contrasting theoretical work in leadership and apply this to different contexts.</p> <p>d) Critically applies various leadership approaches to support the creation of an inclusive, high performance work culture.</p>
	<p><b>Module-Specific Learner Skills</b>  <i>(Over and above those mentioned in Section B)</i></p> <p>At the end of the module/unit the learner will be able to</p> <p>a) Apply communication skills with the aim of managing difference and conflict.</p> <p>b) Understand and apply the principles of teamwork and teambuilding.</p> <p>c) Demonstrate an ability to follow a line of questioning , in order to gather and interpret data. .</p> <p><b>Module-Specific Digital Skills and Competences</b>  <i>(Over and above those mentioned in Section B)</i></p> <p>At the end of the module/unit, the learner will be able to</p> <p>a) Apply Digital skills to prepare and deliver presentations.</p> <p>b) Exercise effective team working skills through digital technology.</p>

	<ul style="list-style-type: none"><li>c) Search the research literature and documents through digital databases.</li><li>d) Show a high level of competence in using online learning tools and resources.</li></ul>
--	---