

## Liverpool John Moores University

Title: LEADERSHIP AND SELF EMPOWERMENT  
Status: Definitive  
Code: **7507CG** (103510)  
Version Start Date: 01-08-2011

Owning School/Faculty: Arts, Professional and Social Studies  
Teaching School/Faculty: Dublin Business School

Team	Leader
Nick Hawkins	Y

**Academic Level:** FHEQ7  
**Credit Value:** 20.00  
**Total Delivered Hours:** 25.00  
**Total Learning Hours:** 200  
**Private Study:** 175

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Workshop	25.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	AS1	A group presentation of a report to the tutor and fellow participants critically reviewing the stakeholder within a set case study.	25.0	
Report	AS2	Produce an individual report critically analysing and synthesising stakeholder issues in an organisation of their choice (3500 words).	65.0	
Report	AS3	An individual reflection of the students learning experience set in context to the modules (1,000 words).	10.0	

### Aims

1. *To provide students theoretical models and insight in to the importance of leadership, motivation and innovation and the need to create the conditions for a high performance environment.*
2. *To provide students with the conceptual understanding, practical skills and space to reflect on their own leadership capabilities and development needs in context to change and organisational needs.*
3. *Enable students to organise and plan professional development needs and identify key issues relating to their personal context and organisational context. Including the preparation of an action plan and timetable for further self-development activities.*
4. *Critically reflect, synthesise and evaluate reflective practice theory and its practice, expressing personal views and perspectives.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Review and critically discuss importance of leadership, motivation and innovation and the need to create the conditions for a high performance environment.
- 2 Formulate and critically evaluate their leadership capabilities in context to changing organisational needs and present conclusions and recommendations as to the most practical and appropriate methods that could be employed to develop their capabilities.
- 3 Produce a report critically analysing their current and future learning and development needs with supporting self development action plan and timetable for further self-development activities.
- 4 Critically reflect on the aspects of their learning and development, the process and outcomes.

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

CW	1	2	3
CW	1	2	3
CW	1	4	

## **Outline Syllabus**

1. *Contemporary issues and theories in leadership, motivation & self development.*
2. *Critical review and evaluation of leadership models in a contemporary context.*
3. *Employment and critical consideration of a range of psychometric tools and techniques.*
4. *Analysis and Reflection.*
5. *Culture and management styles.*
6. *Negotiation skills.*

7. *Stress Management.*
8. *Mentoring and coaching.*
9. *Application and Reflexivity.*
10. *Independent and autonomous Learning.*
11. *Presentation and Research Skills.*

## Learning Activities

Lectures, group work, case studies, self-completion exercises and questionnaires, role playing exercises, problem solving exercises and group presentations coupled with action learning sets.

## References

<b>Course Material</b>	Book
<b>Author</b>	Wright, P
<b>Publishing Year</b>	1996
<b>Title</b>	Managerial Leadership
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Routledge: London
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Megginson, D and Whitaker, V
<b>Publishing Year</b>	1996
<b>Title</b>	Cultivating Self Development
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	IPD London
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Quinn et al
<b>Publishing Year</b>	2002
<b>Title</b>	Becoming a Master Manager
<b>Subtitle</b>	A Competency Framework
<b>Edition</b>	
<b>Publisher</b>	John Wiley & Sons Inc.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Glesne,C
<b>Publishing Year</b>	1999
<b>Title</b>	Becoming qualitative researchers

<b>Subtitle</b>	an introduction
<b>Edition</b>	2nd
<b>Publisher</b>	New York: Longman
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Marsick and Volpe,M
<b>Publishing Year</b>	1999
<b>Title</b>	Informal Learning on the Job
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Advances in Developing Human Resources, No.3
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Barbour,R and Kitzinger, J
<b>Publishing Year</b>	1999
<b>Title</b>	Developing focus group research
<b>Subtitle</b>	politics, theory and practice
<b>Edition</b>	
<b>Publisher</b>	London, Sage
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Brown,A and Dowling,P
<b>Publishing Year</b>	1998
<b>Title</b>	Doing research/reading research mode of interrogation for education
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London, Falmer
<b>ISBN</b>	

## Notes

The module has been designed to provide each participant with an holistic and objective view of their leadership capabilities.

Also known as the Managerial Grid, or Leadership Grid, it was developed in the early 1960s by management theorists Robert Blake and Jane Mouton. It plots a manager's or leader's degree of task-centeredness versus her person-centeredness, and identifies five different combinations of the two and the leadership styles they produce. Understanding the Model. The Blake Mouton Managerial Grid is based on two behavioral dimensions Yukl's focus was on managerial leadership, or leadership in the workplace. He settled on the following definition for managerial leadership: We use the terms leader, manager, boss, and supervisor for people we normally associate with expectations to perform the leadership role, and we use the terms subordinate, direct report, staff, and follower to denote the folks we assume are the target of the leadership process. Let me ask you two questions about the process of managerial leadership Meaning of Managerial Leadership: Effective managing requires leadership. It is seldom possible to segregate the behavioural functions of managership and leadership. Managerial leadership combines the skills of a manager and the qualities of a leader. The concept of managerial leadership is important because the term itself suggests the necessity of bringing together the managerial and leadership roles for the more effective task performance, organizational effectiveness and human satisfactions. Managerial leadership is that part of a manager's activities by which he influences the behavior of his subordinates towards a desired objectives or results. Leadership is followership. A good leader leads but does not push. Effective leadership can guide a group towards certain ideals without exerting much force. Managers who possess the quality of guiding and directing the subordinates under inspired impulses can be called business leaders.