

# MH928-20 Introduction to Leadership and Management in Healthcare Contexts

**22/23**

**Department**

Warwick Medical School

**Level**

Taught Postgraduate Level

**Module leader**

Alyson Quinn

**Credit value**

20

**Module duration**

12 weeks

**Assessment**

100% coursework

**Study locations**

Distance or Online Delivery Primary  
University of Warwick main campus, Coventry

---

## Description

### Introductory description

[Module web page](#)

### Module aims

The aim of this module is to enable students to develop a critically evaluative understanding of the key principles of management and leadership in healthcare contexts and be able to apply these in practice.

### Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module addresses the following areas of study.

## An Introduction to Leadership and Management

Students are introduced to the key concepts of leadership and management in healthcare, and healthcare education, contexts and the differences between them. The role of leadership competency frameworks and tools to support professional development is explored and critically appraised

## Leadership and Management within Health Service Contexts: Application

Using the NHS as a case study example, students are introduced to the principles and application of business and financial planning. Students identify and explore the challenges of applying leadership and management skills to everyday operational issues in their own professional contexts, including leading and working with multi-professional teams

## Leading and Managing Change

Students are introduced to key concepts in leading and managing change and consider how these could be applied in their own professional contexts to improve services

## Leadership Styles and Preferences

Students will self-evaluate their roles and skills as leaders and team members, with particular reference to their degree programme, and gain insight into their own emotional intelligence through critical engagement with a range of competency frameworks and tools.

## Learning outcomes

By the end of the module, students should be able to:

- On successful completion of the module, students should be able to identify areas for change and development within a range of professional contexts, including educational contexts, and develop evidence based plans that could be used to address these, demonstrating a theoretical understanding of leadership and management and their ability to apply this in context.
- On successful completion of the module, students should be able to demonstrate critical self-evaluation of their roles and skills as leaders and team members, through detailed understanding of relevant theoretical models and engagement with relevant leadership competency tools and frameworks.
- On successful completion of the module, students should be able to apply leadership and management skills to improve services in their own professional contexts, using effective oral and written communication and leading and working with multi-professional teams.

## Indicative reading list

Buchanan D and Huczynski A (2016). *Organisational Behaviour*. London: Pearson.

Cameron, E. and Green, M. (2015). *Making sense of change management: a complete guide to the models, tools and techniques of organisational change*. 4th edition. Kogan Page.

Kotter J (2012). *Leading change; why transformation efforts fail*. Harvard Business reviews (first published 1996)

Northouse, P.G. (2013) *Leadership: theory and practice*. London: Sage

Pendleton, D. and Furnham, A. (2012) *Leadership: All You Need to Know*, London: Palgrave Macmillan.

Spurgeon, P. and Klaber, R. (2016) *Medical leadership: a practical guide for tutors and trainees*. Oxford: BPP.

Woods, S.A. and West, M.A. (2014) *The Psychology of Work and Organizations*. Andover, UK: Cengage.

#### Journals

Berghout, M.A., Fabbricotti, I.N., Buljac-Samardžić, M., & Hilders, C.G.J.M. (2017) Medical leaders or masters?—A systematic review of medical leadership in hospital settings. *PLoS ONE* 12(9): e0184522. <https://doi.org/10.1371/journal>

Dinh, J. E., Lord, R. G., Gardner, W., Meuser, J. D., Liden, R. C., Hu, J. (2014) Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *The Leadership Quarterly*, 25: 36-62.

Keijser, W., Poorthuis, M., Tweedie, J., & Wilderom, C. (2017) Review of determinants of national medical leadership development. *BMJ Leader* 1:36-43.

Lyuobvnikova, J., West, M.A., Dawson, J & Carter, M (2015) 24-Karat or fool's gold?: Consequences of real team and co-acting group membership in healthcare organizations. *European Journal of Work and Organizational Psychology*, vol 24, no. 6, pp. 929-950.

Steinert, Yvonne; Naismith, Laura; Mann, Karen (2012) Faculty development initiatives designed to promote leadership in medical education. A BEME systematic review: BEME Guide No. 19. *Medical Teacher (MED TEACH)*, Jun2012; 34(6): 483-503. (21p)

West, M & West, T 2015, 'Leadership in healthcare: a review of the evidence' *Health Management*, vol 15, pp. 123-125.

### **Subject specific skills**

Sound understanding of subject  
Critically evaluate  
Reflection

### **Transferable skills**

Numeracy  
Thinking and problem solving  
written communication  
oral communication  
Teamwork  
Organisation & time management  
Use of tools and technology  
Commercial awareness  
Independence and initiative  
Adaptability/Flexibility

---

## **Study**

## Study time

Type	Required
Seminars	21 sessions of 1 hour (10%)
Other activity	5 hours (2%)
Private study	174 hours (87%)
Total	200 hours

## Private study description

Structured online activities via VLE (Moodle) including podcasts and other online resources, discussion forums, self-assessment of leadership style – 74 hours

Self-directed learning – 100 hours in preparation for two summative assessments

## Other activity description

Oral presentations - 5 hours (there will be breakout rooms and facilitators available for larger cohorts).

## Costs

No further costs have been identified for this module.

---

## Assessment

You must pass all assessment components to pass the module.

Students can register for this module without taking any assessment.

## Assessment group A3

	Weighting	Study time
Critical Reflection Written.	60%	1 hour
Individual Oral Presentation 10 minutes and 5 for questions.	40%	1 hour

## Feedback on assessment

Tutor and peer formative feedback on online activities. Standardised criterion-based rubrics will be used for summative assessments and these will be available electronically.

---

# Availability

## Courses

This module is Optional for:

- TMHS-B906 MSc in Diabetes
  - Year 1 of B906 Diabetes
  - Year 1 of B906 Diabetes
- TPCS-B9XD Masters in Medical Education
  - Year 1 of B9XD Medical Education
  - Year 1 of B9XD Medical Education
  - Year 1 of B9XD Medical Education
- Year 1 of TMHS-B90T Postgraduate Taught Diabetes (PGDip)
- Year 1 of TMDS-B9C2 Postgraduate Taught Health Research
- Year 1 of TMHS-B902 Public Health