Module code	PSY713	Level	7
Module title	Leadership, Engagement and Motivation	Credit value	20
Programme(s) on which the module is taught	MSc Marketing Psychology	ECTS Credits	10
		Notional learning hours	200

1. Pre-requisite modules

None.

2. Module aims and objectives

Who you are as a person—your personality and character, your values and beliefs, and other individual factors—may play a significant role in driving leadership performance. It is however, only half of the equation. According to Adair (2011), *the most important word in the leader's vocabulary is "we" and the least important word is "I".*

In this module we will therefore also look closely at what happens in the interactions between leaders and followers, we will examine group dynamics and come to understand the way in which assigned and emergent leaders influence followers in various contexts. To gain a better understanding of this complex interplay, we will examine a range of central theoretical and practical issues, including the nature of group identity, the basis of authority and legitimacy, the dynamics of justice and fairness, the determinants of followership and charisma, and the practice and politics of leaders.

Furthermore, employee engagement has been gaining popularity and is increasingly being seen as key to an organisation's success. In this module we will explore the crucial role of the leader in creating and maintaining organisations where employees will want to contribute.

Finally, the relatively newer area of positive psychology will be considered, as we explore how areas of positive psychology such as strengths, flow, and psychological capital can be applied to the everyday challenges of leading a dynamic and adaptive work force. Providing an integrated view that embraces both theory and practice, at the end of the module students will understand how to measure and evaluate levels of engagement and motivation, appreciate the conceptual differences between different models of leadership and power, and understand how issues relating to these topics affect the successful operation of organisations.

3. Learning outcomes

A) Knowledge and understanding
Upon successful completion of this module, you will be able to demonstrate knowledge and understanding of:

A1: A systematic understanding of knowledge and a critical awareness of issues in the marketing and psychology disciplines.

A2: Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry from marketing and psychology are used to create and interpret knowledge.

B) Skills
Upon successful completion of this module, you will be able to:

B1: Analyse complex marketing and psychological issues systematically and creatively and communicate their conclusions clearly to specialist and non-specialist audiences.

B6: Demonstrate an awareness and understanding of ethical issues in marketing and psychology; show awareness of corporate social responsibility and sustainability issues; and apply ethical and organisational values to situations and choices.

4. Indicative content

- Motivation: theories and applications, empowerment
- Leadership: theories, style, influence and measurement
- Positive responses to work: Engagement, commitment, values and organisational citizenship
- Negative responses to work: derailment and other counter-productive behaviours
- Conflict management and Mediation
- Performance management and reward strategies
- Appraising performance and potential; multi-source feedback and its effects
- Psychological contract and perceptions of justice
- Employment relations
- Individual Differences, such as Gender and Culture

5. Learning and teaching methods

The teaching and learning strategy for this module has been designed to ensure that the programme level learning outcomes outlined above have been acquired. The teaching and learning strategy will comprise a series of interactive lectures and group work which will contain student lead debates and discussions. Students will be encouraged to learn from each other, through presentations and the sharing of any professional workplace experience.

This is an example of the notional learning hours for this module:

20 credit module – 200 learning hours	
Directed learning	**40 hours**
Lectures	20
Seminars	20
Self-directed learning	**160 hours**
Preparation for class	20
Self-study after class (including journal assignments)	40
Preparation for assessments	40
Assessment	60
Total	**200 hours**

6. Assessment and relative weightings

Assessment 1:

Type of Assessment: Personal Leadership Insights and Development Presentation and Report
Length: 3000 words
Weighting: 50%

For the first assignment students are asked to present their Personal Leadership Insights and development plan using a 'Pecha Kucha' style presentation.   This format encourages students to build a strong narrative around who they are as a leader.   The students will draw their materials from the weekly journal entries to present how they understand themselves as leaders and how they can develop this potential further.   Aspects that may be covered include: Personal Mission/vision/values/strengths/personality/emotional intelligence/style/power etc.

In addition, students will be asked to submit a 1500-word essay to clearly demonstrate how these important concepts link to the leadership literature.

CW1 Formative
Each week the students will complete the journal assignment/entry for which they will receive feedback. These entries form the basis of the first summative assignment

Assessment 2:
Type of Assessment: Essay
Length: 2500 words
Weighting: 50%

Students will be asked to choose from one or more preset leadership challenges essay questions. Students are asked to produce a 2500-word essay that responds to a particular leadership/organizational challenge. Students will be assessed on their ability to respond to complex issues of leadership, by demonstrating how they would apply various theoretical

concepts and frameworks. It is expected that students will draw on a range of topics that have been covered over the duration of the module.

7. Mapping of assessment tasks for the module

Assessment tasks	Learning outcomes			
	A1	A2	B1	B6
Assessment 1: Personal Leadership Insights and Development Presentation and Report	✓	✓	✓	✓
Assessment 2: Essay		✓	✓	✓

8. Key reading

Essential Text

Cutler, A. (2014), *Leadership Psychology; How the best leaders inspire their people*, Kogan Page: London, UK

Haslam, A.S, Reicher, S.D and Platow, M.J (2011), *The New Psychology of Leadership; Identity, Influence and Power*, Psychology Press: Suffolk, UK

Latham, G.P. (2011). *Work motivation: History, theory, research and practice*. Thousand Oaks, CA: Sage.

Yukl, G. (2010). *Leadership in organisations*. Upper Saddle River, NJ: Pearson.

Supplementary readings

Bolden, R. et al., (2011), *Exploring Leadership: Individual, Organisational and Societal Perspectives* Oxford University Press Oxford, UK

Boyatzis, R., McKee, A. and Johnston, F. (2008) *Becoming a Resonant Leader*, Harvard Business Press: Boston, Massachusetts, USA.

Clawson, J. G. (2012), (5th Edition) *Level Three Leadership – Getting below the surface*, Pearson Prentice Hall: London, UK.

Daft, R.L. (2015), *Leadership* (6th edition, International Edition), South-Western, Cengage Learning, USA.

DuBrin, A. J. (2013), (7th International Edition) *Principles of Leadership*, South-Western Cengage Learning. USA.

Kouzes, J.M & Posner, B. Z (2012), (5th Edition) *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*, Wiley & Sons: London, UK.

Lencioni, P., (2012), *Why Organizational Health Trumps Everything Else in Business*, Wiley: London, UK.

Nahavandi, A., (2012), *The Art and Science of Leadership* (6th Edition), Pearson: New Jersey, USA.

Northouse, P.G. (2013) *Leadership: Theory and Practice* (6th Edition), Sage Publications, USA

Yukl, G. (2013), *Leadership in Organizations* (8th Edition), Pearsons Education Limited: Harlow, UK.

Recommended Texts

Albrecht, S.L. (Ed.) (2012). *Handbook of employee engagement.* Cheltenham, UK: Edward Elgar.

Armstrong, M. (2009). *Armstrong's handbook of performance management: An evidence-based guide to delivering high performance.* London: Kogan Page.

Collins, S. (2009). *Managing conflict and workplace relationships.* Mason, OH: South-Western Cengage Learning.

Hoffman, B. J., Woehr, D. J., Maldagen - Youngjohn, R. & Lyons, B. D. (2011). Great man or great myth? A quantitative review of the relationship between individual differences and leader effectiveness, *Journal of Occupational and Organizational Psychology*, 84 (2), 347-381.

Judge, T., Heller, D. & Mount, M. (2002). Five-Factor model of personality and job satisfaction: A meta-analysis, *Journal of Applied Psychology*, 87 (3), 530-541.

Ng, T. W. H. & Feldman, D. C. (2010). The relationship of age with job attitudes: A meta-analysis, *Personnel Psychology*, 63 (3), 677-718.

Northouse, P. G. (2010). *Leadership: Theory and practice.* London: Sage.

Wiersma, U. J. (1992). The effects of extrinsic rewards in intrinsic motivation: A meta-analysis, *Journal of Occupational and Organizational Psychology,* 65 (2), 101-114.

Electronic Resources

Tools for resolving disputes (www.acas.org.uk)

Journals

Academy of Management Journal
Academy of Management Review
Administrative Science Quarterly
Group Processes and Intergroup Relations
Harvard Business Review
Harvard Business Review
International Journal of Manpower
Journal of Occupational and Organizational Psychology
Journal of Organizational Behavior
Journal of Organizational Leadership and Business
Leadership and Organizational Development Journal
Management Decision
Organization Studies
People Management