Module Descriptor

Title	Management And Leadership In Public Organisations		
Session	2026/27	**Status**	Elective
Code	MPAL11005	**SCQF Level**	11
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	School of Education & Social Sciences		
Module Co-ordinator	**H Ilhan**		

Summary of Module

The last decade has brought major paradigm shifts in public service provision and citizen-service provider interaction. A changing, highly diverse citizenry and the circumstances surrounding services provided by public and nonprofit organizations such as budget cuts, restructuring, pandemics, or natural disasters amplify the need for basic managerial and leadership skills. This module focuses on real-life skills necessary for a career in the public service, or the nonprofit sector, such as creating self-awareness, and empathy to understand group dynamics and create productive communication and functioning teams. Further goals are understanding motivation, stress factors, power structures and leadership, decision making and conflict management in conjunction with good governance practices in public organizations.

Ideally you should be able to foster innovation and creativity and positive change to reflect diversity, equality, and inclusion in public organizations. This module aligns with the broader aims of UN SDG 16 to promote build effective, accountable, and inclusive institutions at all levels.

The organization and management knowledge discourse is dominated by Western theories. The approach for an inclusive and decolonised curriculum taken here is not to reject Western theories but rather resituating them in ways that the power structures shaping the narrative are challenged and the contribution of the 'subaltern' is acknowledged. This includes but is not limited to acknowledging non-western knowledge systems and management practices and incorporate theories and practices from the Global South to create a more inclusive and holistic understanding of management.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate critical and sophisticated knowledge and understanding of theories of organisational behaviour through organizational analysis
L2	Demonstrate critical understanding of innovation, creativity, and positive change in public organisations
L3	Apply sophisticated theoretical models to real-world organisational scenarios to distinguish good governance practices
L4	Demonstrate critical insight and sophisticated analytical skills in leadership contexts
L5	Demonstrate self-awareness and sophisticated insight into group dynamics in the context of collaborative working

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	A critical understanding of a range of theories and techniques of organizational behaviour in the context of public organizations. Raise self-awareness, empathy, and an appreciation for inclusive and positive management skills. Create a holistic sense of leadership as professional skill.
Practice: Applied Knowledge and Understanding	Applying a range of evaluative tools to understand the dynamics public organizations

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Generic Cognitive skills	Demonstrate the ability to conduct analysis, evaluation, and synthesis.
Communication, ICT and Numeracy Skills	Skills SCQF Level 11 Demonstrate the ability to communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise. Use appropriate VLP
Autonomy, Accountability and Working with Others	Working with others SCQF Level 11 Exercise substantial autonomy and initiative in carrying out learning activities. Take responsibility for own work and contribute to the collective learning activities of the group in ways which support and develop critical reflection

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 30-credit module includes 300 learning hours, normally including a minimum of 54 contact hours and a maximum of 72 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content	36
Tutorial/Synchronous Support Activity	18
Asynchronous Class Activity	10
Independent Study	236
TOTAL	300

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Books: Denhardt, R. B., Denhardt, J., Aristigueta, M. P. and Rawlings, K. C. (2020) Managing Human Behaviour in Public and Nonprofit Organizations. 5th edn. Los Angeles: Sage.

Edmondson, A. C. (2018). The fearless organization. John Wiley & Sons.

Rainey, H.G., Fernandez, S. and Malatesta, D. (2021) Understanding and Managing

Public Organizations, 6th edn. San Fransisco: Jossey-Bass.

Van Wart, M., Suino, P. and Medina, P. S. (2023) Leadership in Public and Nonprofit

Organizations: An Introduction. 4th edn. New York: Routledge

Journal articles

Hofstede, G. (1993). Cultural constraints in management theories. Academy of Management Perspectives, 7(1), 81-94.

Morris, M.W. and Leung, K. (2010) 'Creativity East and West: Perspectives and Parallels', Management and Organization Review, 6(3), pp. 313–327. doi:10.1111/j.1740-8784.2010.00193.x.

Videos

The Fearless Organization | keynote by Amy Edmondson at The HR Congress World Summit

Indicative Journals

Annual Review of Organizational Psychology and Organizational Behavior

Development and Learning in Organizations: An International Journal

International Public Management Journal

International Review of Administrative Sciences

Journal of Management & Organization

Public Administration Review

Public Administration Quarterly

Public Management Journal

Public Management Review

Public Organization Review

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

This module requires attendance and active student engagement. In-class activities are formative assignments geared towards accomplishing the learning outcomes. As per UKVI regulations students must attend all classes (see UWS Student Attendance and Engagement Procedure - 2026). Students not able to attend a class must contact the module lecturer and coordinator beforehand via email.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. The module also abides to the MPA programme EDI (Equality, Diversity, and Inclusion) policy mapping inclusivity in four areas: a) Designing course material b) Inclusive Teaching in class c) Assessment and d) Providing extra support to the students. Additionally, this module embeds advancing and promoting equality and diversity in all aspects of the learning activities and by doing so aims to establish an inclusive culture, free from discrimination and based upon the values of fairness, dignity, and respect. Ethics, compassion, social justice, and respect are some of the core values of the public service profession, and constitute alongside equality, diversity, and inclusiveness the ethos of this module. The module places particular focus on decolonisation in its narrative, theories, accounts, and perspectives engaged. Furthermore, the module actively aspires to the creation of plural, de-hierarchised learning space(s), treating everyone with dignity and presupposing the intellectual equality of everyone.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Social Science**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Pg Social Sciences
Moderator	A. Gouglas
External Examiner	C MacRae
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio (60%)

Assessment 2
Written assignment (40%)
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio	☐	☐	☒	☒	☒	60	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Written Assesment	☒	☒	☐	☐	☐	40	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
New template, no changes for 25/26	Mar 25	
Adjusted to new template	April 2, 2025	Habibe Ilhan
Amended for ILQR	29 June 2026	A Gouglas