



**HLTH 524**

**Leadership and Management  
in Health Care**

# **2011 Course Outline**

## **Trimester 1**

*Teaching dates: 28 February – 3 June 2011*

*Trimester dates: 28 February – 2 July 2011*

**Course coordinator:**  
**Helen Rook**

### IMPORTANT NOTICE

The Graduate School of Nursing, Midwifery & Health at Victoria University of Wellington, uses all reasonable skill and care in an effort to ensure the information and course content information contained in this outline is accurate at the time of going to print.

Students should be aware, however, that in the event course timetables and venues need to be changed, all attempts will be made to notify the students.

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## **SECTION 1: OPERATIONAL INFORMATION**

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### **COURSE COORDINATOR CONTACT DETAILS**

Helen Rook  
Ph: 04 463 6145  
Email: helen.rook@vuw.ac.nz

### **POSTGRADUATE ADMINISTRATOR**

Abbey McDonald  
Ph: 04 463-6144  
Email: abbey.mcdonald@vuw.ac.nz

### **POSTAL ADDRESS**

Graduate School of Nursing, Midwifery & Health  
Victoria University of Wellington  
P O Box 7625  
Newtown  
Wellington 6242

### **PHYSICAL ADDRESS**

Level 7, Clinical Services Block (CSB)  
Wellington Regional Hospital  
Riddiford St, Newtown  
Wellington 6021

### **OFFICE HOURS**

The Graduate School office will be open on Thursday 6 January 2011 and close on Thursday 22 December 2011 from 9.00am – 4.00pm weekdays.

In keeping with the practice of other years, academic staff will not be available on Fridays, except for the times they are involved in Schools. Please contact the course coordinator directly either by telephone or email should you wish to make an appointment or discuss course related issues.

## **SECTION 2: ACADEMIC INFORMATION**

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### **COURSE AIM**

This course aims to empower health professionals to function as leaders and managers by creating learning opportunities where they can develop their skills and knowledge with regard to management and leadership. Students are expected to be actively involved in a variety of learning and teaching methods. This course supports students in recognising their own leadership qualities as well as those of others and to harness these toward more effective and creative leading and managing practices, as well as productive and efficient working relationships.

### **COURSE CONTENT**

This course explores current theories of leadership and management in relation to complex and dynamic health care environment. Topical issues in health care are used as cases for critique and discussion. Leadership qualities and efficient working relationships in the health care setting are addressed.

### **STUDENT OUTCOMES**

On completion of the paper it is expected that students will be able to demonstrate effective management and leadership abilities in their specific practice environments.

### **COURSE OBJECTIVES**

By the end of this course students will be able to

- identify and critique current theories of leadership and their applicability to the health care environment
- critically analyse topical health issues and their implications for leadership in the health care sector
- identify leadership and management skills required to implement positive change in health care settings
- reflect on their own leadership styles and goals, and opportunities for influencing organisational development within health care settings
- interact effectively with colleagues in joint learning activities and problem solving activities.

## **NURSING COUNCIL OF NEW ZEALAND NURSE PRACTITIONER COMPETENCIES THIS COURSE MEETS (NCNZ 2008)**

- 1.1 Practices within a nursing model to apply advanced nursing practice in the provision of health care services to client/population groups.
- 1.2 Demonstrates accountability for practice in relation to the population/client group and the parameters of practice within health care settings.
- 1.3 Demonstrates nursing leadership that positively influences the health outcomes of client/population group and the profession of nursing.
- 2.4 Demonstrates confident and independent practice that is based on the synthesis of theory and practice knowledge from nursing and other disciplines.
- 3.1 Establishes therapeutic relationships with client that recognise the client in context and respects cultural identity and lifestyle choices
- 3.2 Contributes to clinical collaboration that optimises health outcomes for the client.
- 3.3 Actively involved in quality assurance activities that monitor and improve the quality of health care and the effectiveness of own practice.

### **EXPECTED WORKLOAD**

As a guide each 30-point course at the Graduate School requires students to allocate approximately 10 hours per point for directed study, reflection and assignment writing. Consequently 300 hours should be spread evenly over the 12 week trimester, break, study week and exam period.

### **WITHDRAWAL DATES**

Information on withdrawals and refunds may be found at:  
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

### **PRE-READINGS AND RECOMMENDED READING**

There is no set text book for this course. However reference will be made to:

Clegg, S., Kornberger, M. & Pitsis, T. (2008). *Managing and Organisations: An introduction to theory and practice* (2nd ed.). Thousand Oaks, Ca.: Sage.

There is an expectation that you will browse the library and on-line data bases for inspiring books, journal articles and other resources on vision, innovation, leadership, management, service development and change in health care. Make use of the VUW online library facilities to assist you in accessing the necessary and applicable information relevant to this course. These activities are central to the work of the course and you will be expected to contribute to tutorial activities and on-line discussions throughout the course. Don't feel you must limit your reading to material directly relating to the health care environment: look also to other disciplines such as business, psychology and the social sciences for relevant material.

Below is a list of specific articles that address issues applicable to this course. You are expected to read these articles and form an opinion about the content. Each article will be discussed either in a residential school or on-line BlackBoard discussion.

## TEXT BOOK PURCHASE

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from Vicbooks on level 3 of the Student Union Building. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

In addition Medical Books located in Newtown can be contacted to see if required text books are in stock:

Medical Books

173 Riddiford, St Newtown

PO Box 7389 Wellington South

Ph 0800 463325 or 04 3897592

Copies may also be obtained online from <http://www.fishpond.co.nz/> or <http://www.amazon.com/>

## READING MATERIAL

This list is not exhaustive and we will be referring to other published work throughout.

- 1 Pillay, R. (2010). Towards a competency-based framework for nursing management education. *International Journal of Nursing Practice*, 16(6), 545-554.
- 2 Newbold, D., & Hyrkäs, K. (2010). Managing in economic austerity. *Journal of Nursing Management*, 18(5), 495-500.
- 3 Nielsen, K., & Munir, F. (2009). How do transformational leaders influence followers' affective well-being? Exploring the mediating role of self-efficacy. *Work & Stress*, 23(4), 313-329.
- 4 Wong, C. A., Spence Laschinger, H. K., & Cummings, G. G. (2010). Authentic leadership and nurses' voice behaviour and perceptions of care quality. *Journal of Nursing Management*, 18(8), 889-900.
- 5 Brady Germain, P., & Cummings, G. G. (2010). The influence of nursing leadership on nurse performance: a systematic literature review. *Journal of Nursing Management*, 18(4), 425-439.

- 6 Akerjordet, K., & Severinsson, E. (2010). The state of the science of emotional intelligence related to nursing leadership: an integrative review. *Journal of Nursing Management*, 18(4), 363-382.
- 7 Holm, A. L., & Severinsson, E. (2010). The role of the mental health nursing leadership. *Journal of Nursing Management*, 18(4), 463-471.
- 8 DeCampi, P., Kirby, K., & Baldwin, C. (2010). Beyond the Classroom to Coaching: Preparing New Nurse Managers. [Article]. *Critical Care Nursing Quarterly Professional Development and Empowerment*. April/June, 33(2), 132-137.
- 9 Jeon, Y.-H., Merlyn, T., & Chenoweth, L. (2010). Leadership and management in the aged care sector: A narrative synthesis. *Australasian Journal on Ageing*, 29(2), 54-60.
- 10 Sendjaya, S., Sarros, J. C., & Santora, J. C. (2008). Defining and Measuring Servant Leadership Behaviour in Organizations. *Journal of Management Studies*, 45(2), 402-424.
- 11 Dellve, L., & Wikström, E. (2009). Managing complex workplace stress in health care organizations: leaders' perceived legitimacy conflicts. *Journal of Nursing Management*, 17(8), 931-941.
- 12 Cornett, P. A. E. M. S. R. N. (2009). Managing the Difficult Employee: A Reframed Perspective. [Article]. *Critical Care Nursing Quarterly October/December*, 32(4), 314-326.



## COURSE TIMETABLE

WEEK STARTING MONDAY	DATES	EVENT	ACTION
28 February	28 February	Trimester 1 begins. Begin preparation for course by reading course readings 1 & 2	Reading. Ensure you have access to BlackBoard.
7 March		Continue reading	Preparation for reading discussion at first school
14 March	14 & 15 March	First school	School attendance
21 March	This week	Readings 3 & 4	Participate in BlackBoard discussion
28 March	30 March	BlackBoard discussion for readings 3 & 4 closes	
4 April	This week	Readings 5 & 6	Participate in BlackBoard discussion
11 April	13 April	BlackBoard discussion for readings 5 & 6 closes	
18 April		Easter Break	
25 April		ANZAC Day	
2 May	This week	Readings 7 & 8	Preparation for reading discussion at second school
9 May	9 & 10 May	Second school	School attendance
16 May	This week	Readings 9 & 10	Participate in BlackBoard discussion
23 May	25 May	BlackBoard discussion for readings 9 & 10 closes	
30 May	This week	Readings 11 & 12	Participate in BlackBoard discussion
6 June	8 June	BlackBoard discussion for readings 11 & 12 closes	
13 June		Trimester Break	
20 June			
27 June			
4 July			
11 July	11 June	Trimester 2 begins	

## SCHOOL TIMETABLES

Prior to each school a detailed timetable will be posted on blackboard

### 1<sup>ST</sup> SCHOOL

Dates: Monday 14 March and Tuesday 15 March

Times: 08:30 – 16:30

Venue: CS801, Level 8, CSB Building, Wellington Regional Hospital,  
Riddiford Street, Newtown, Wellington

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### 2<sup>ND</sup> SCHOOL

Dates: Monday 9 May and Tuesday 10 May

Times: 08:30 – 16:30

Venue: CS801, Level 8 , CSB Building, Wellington Regional Hospital,  
Riddiford Street, Newtown, Wellington

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## BLACKBOARD INFORMATION

Students enrolling for this course will need access to the VUW flexible learning system (Blackboard) via the Internet.

Blackboard is an online environment that supports teaching and learning at Victoria by making course information, materials and learning activities available online via the internet. Blackboard provides web-based access to course content, assessment, communication and collaboration tools. Instructions for using this will be provided as part of timetable during the 1<sup>st</sup> School. Students will need to be able to access the Internet on a regular basis.

The following software, which is necessary for using material on Blackboard, is freely available to download from the internet if you don't already have it:

- Netscape Communicator v 4.78 or higher (v. 7.1 recommended) OR
- Microsoft Internet Explorer v. 5.2.x or higher
- MS Windows 2000 or XP/ MacOS 9 or Mac OS X.2 or higher

Other software: Adobe Acrobat Reader - free download from  
<http://www.adobe.com/products/acrobat/>

Microsoft Office or Microsoft Viewers. The viewers can be downloaded free of charge from:  
<http://www.microsoft.com/office/000/viewers.asp>

Computer skills required:

- Internet browsing skills
- Basic word processing skills

### **How to log onto Blackboard**

- Open a web browser and go to myVictoria.ac.nz
- Enter your account username which you can find in your *Confirmation of Study* sheet
- It is usually made up of 6 letters of your last name and 4 letters of your first name
- Enter your password. If you have never used Victoria computer facilities your initial password is your student ID number
- Click on the Blackboard icon
- Alternatively, if you want to access Blackboard without going through the myVictoria portal, just log on at <http://blackboard.vuw.ac.nz>

### **Off Campus access**

Blackboard is available from any location where you can access the Internet. This may be your home, work or an Internet café.

**Problems with access?** Contact ITS service desk **04 463 5050**

## **MANDATORY COURSE REQUIREMENTS**

In order to successfully complete this course you are required to attend all Schools unless under special circumstances prior arrangements have been made with the course coordinator.

Students must submit and pass all pieces of assessment to satisfactorily complete the course.

Lectures, tutorials, electronic and other distance learning resources, practical and fieldwork may all be an integral part of the learning experience and participation in such activities is regarded as necessary.

## **ACADEMIC INTEGRITY AND PLAGIARISM**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea.

Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## **USE OF TURNITIN**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

## **WHERE TO FIND MORE DETAILED INFORMATION**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the Calendar webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic)

## SECTION 3: ASSESSMENT INFORMATION

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Learning objectives are assessed within the course assessment activities.

### ASSIGNMENT SUBMISSION GUIDELINES

The ability to plan for and meet deadlines is a core competency of both advanced study and professional practice. Failure to meet deadlines disrupts course planning and is unfair to students who do submit their work on time. It is expected therefore that you will complete and submit assignments not later than the due date if submitted on Blackboard and well before the due date if submitted by post. Assignments may only be submitted by email if organised with the course coordinator. Some courses require that you access Blackboard and submit all assignments only through this site. Identification of these courses and assignments will be outlined by your course coordinator at your first School.

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply to the course coordinator for an extension to the due date. Make sure that you keep a hard and/or electronic copy of your assignment until you have received feedback.

#### Extensions

An extension to a deadline will only be considered where there are extenuating circumstances. An application for an extension must be made by you in writing/e-mail to the course coordinator at least 24 hours before the due date. When communicating your request you must include the following information:

- Name, student number and contact details
- Course code
- Date of submission and request date for new submission
- Reason for extension request

Upon receipt of your request, course coordinators may grant an extension of up to 2 weeks. Any further request for an extension may require HOS approval

#### Submission

You must complete and submit your assignments by the due date and in the form specified by your course coordinator. In addition, check for the instructions for your particular assignment. If you are mailing your assignment it must be in the School no later than 5pm on the date of submission.

#### Late submission

Late assignments or assignments with extensions may be subject to delays in marking and may not receive comprehensive feedback.

A penalty will be incurred for late submission of work **where no prior arrangement** has been made as follows:

- Work submitted 7 days after the due date without an extension will receive a 2 grade penalty. For example a B+ to a B-.
- Work submitted 8-14 days after the due date without an extension will receive a 4 grade penalty. For example a B+ to a C-.
- Work submitted more than 15 days (or more) late without an extension will not be marked and will receive an 'E' (fail) grade.

### **Other marking penalties**

Assignments may also be penalised for poor presentation and for exceeding the word limit or for being seriously under length.

### **Feedback**

Student coursework assignments submitted by the due date will normally be returned with feedback within four weeks of the due date.

### **Grading**

Grading is according to the University standard as follows:

85% - 100%	A+	60% - 64%	B-
80% - 84%	A	55% - 59%	C+
75% - 79%	A-	50% - 54%	C
70% - 74%	B+	40% - 49%	Fail D
65% - 69%	B	0 - 39%	Fail E

### **Receipt of assignments (hard copies)**

Please ensure you complete an assignment cover sheet and attach it to the front of each assignment if you submit a hard copy assignment. Electronic copies do not require cover sheets. Assignment cover sheets will be available on the Blackboard site of your course under *Course Templates*. All hard copy assignments have to be sent to the course coordinator. If you want your assignment sent back to you in hard copy, complete a self addressed and stamped envelope and attach it to the front of your assignment.

# ASSIGNMENT WRITING: GUIDELINES FOR PRESENTATION AND FORMATTING

## Presentation

Unless otherwise instructed, use APA referencing and formatting. For support with APA style, please consult the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed). You may also refer to the *Referencing the APA Style: A Brief Guide* on [http://www.vuw.ac.nz/st\\_Services/slss/studyhub/reference/APA.pdf](http://www.vuw.ac.nz/st_Services/slss/studyhub/reference/APA.pdf).

Finally, you can check <http://www.apastyle.org/> for other resources.

### When submitting hard copy assignments:

- Fonts: Times New Roman, Arial, Calibri or Verdana only.
- Font size: 12.
- 1.5 line spacing.
- 2.5 cm margin all round.
- Assignments must be typed and printed clearly on one side of A4 size white paper only, with all pages fastened together by staple or secure clip.
- All pages should be numbered and should have a footer including the course code, assignment number and student ID number (left aligned), e.g. HLTH 512, Assignment 2, 300011122.
- Include a title page and an assignment cover sheet on top which is available on Blackboard under Course Templates.
- Appendices should only be included if these are indicated as acceptable in assignment instructions. These may include additional materials related to the text but not suitable for inclusion due to length or format. These are not marked or counted in the word limit, but should be clearly referred to as appropriate within the main text (e.g. see Appendix A).
- Do not use plastic sheets, clear files or folders, as these make it difficult for markers to handle.
- Please list the word count of your document.
- Ensure you keep a copy of your assignment for your records

### When submitting assignments on Blackboard:

- Use MS Word for all electronic submissions.
- Name your file using the naming strategy LASTNAME-FIRST INITIAL COURSE CODE\_ASSIGNMENT NUMBER\_STUDENT NUMBER (Ex: PARONE-S\_HTLT501\_2\_300011122).
- All pages should be numbered and should have a footer including the course code, assignment number and student ID number (left aligned), e.g. HLTH 512, Assignment 2, 300011122.
- Fonts: Times New Roman, Arial, Calibri or Verdana only.
- Font size: 12.
- Single spacing.
- Include a title page.
- Appendices should only be included if these are required by the lecturer. These may include additional materials related to the text but not suitable for inclusion due to length or format. These are not marked or counted in the word limit, but should be clearly referred to as appropriate within the main text (e.g. see Appendix A).
- Ensure you keep a copy of your assignment for your records.

## ETHICAL CONSIDERATIONS

The overall goal of the programmes in the Graduate School of Nursing, Midwifery and Health (GSNMH) is to assist students to advance their knowledge and practice. As much of the content for the course revolves around clinical practice and clinical education it is important to maintain clear and appropriate professional boundaries while undertaking study for this course.

Students are expected to ensure that:

- At all times they act within the boundaries of professional Codes of Conduct, professional standards, relevant legislative frameworks and the governance, rules and contracts of their employing organisation
- The work for this course does not constitute a formal research project and all information gathering must be clearly defined and remain within the student's professional boundaries
- They have regular contact with the course coordinator and raise any issues and concerns at the earliest possible time
- Where any particular person/patient/client is the subject of an assignment, verbal consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course coordinator how to proceed with the assignment
- Where any particular person/patient/client is the intended subject of an article or report, written consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course coordinator how to proceed with the article/report
- At no time in the course do they seek information from or apply interventions to patients/family/whanau that are beyond what is part of their scope and area of practice
- When recording practice-based information students maintain a high degree of ethical and moral compoment, with particular consideration of confidentiality and privacy issues when deciding what and how they record patient/ client information, and how they share practice experiences
- With regard to the confidentiality of practice-based information shared by peers within the context of the course, that they are guided by ethical considerations, their professional ethical Codes, and workplace and legislative requirements
- Colleagues and staff are treated with respect and consideration.

Should students have any concerns regarding their ability to fulfil requirements of the course assessments these must be discussed with the course coordinator. Similarly, if any issues arise in the context of completing course requirements these need to be discussed with the course coordinator.

Ethical approval from Victoria University of Wellington Human Ethics Committee has been obtained for courses at the Graduate School of Nursing, Midwifery & Health.

For additional information contact Dr Katherine Nelson, Ethics Convenor, GSNMH, [kathy.nelson@vuw.ac.nz](mailto:kathy.nelson@vuw.ac.nz) ph: 04 463 6138.



## CONFERENCE & SCHOOL PRESENTATIONS

Students of the Graduate School of Nursing, Midwifery & Health are encouraged to present their work at professional conferences and as papers for publication. Students should discuss this with the course coordinator in the first instance. Dissemination of findings from academic work is a very important part of graduate education and assists clinical teams and professional groups to access up-to-date and new knowledge. Course coordinators will provide academic guidance in relation to the targeted activities, and also in relation to the proper academic processes of authorship and acknowledgement.

For all conference, professional and workplace presentations our VUW Power Point template should be used. You are also required to use this template for all school presentations as part of your assignment requirements. This template is available and can be accessed by those students using Blackboard or you can email: [abbey.mcdonald@vuw.ac.nz](mailto:abbey.mcdonald@vuw.ac.nz) for a copy of the template to be sent to you.

As a general rule, presentations and papers should cite yourselves as post-graduate students, and name the Graduate School of Nursing, Midwifery & Health as the organisation. In keeping with academic conventions course coordinators and for this paper academic advisors (the staff members who mark your work) who help with the ideas and preparation of the paper/presentation should be directly acknowledged or named as co-authors.

## ASSIGNMENT NUMBER ONE

Assignment Name: Participation in on-line discussions and a self assessment

Due Date: See course timetable for key reading and discussion dates

10<sup>th</sup> June 2011 (Self assessment submission)

This assignment is worth 20 % of your final grade.

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This course relies on the commitment and active participation of every member of the class. The process for this assignment is for you to engage with your colleagues in class and Blackboard discussions. You will be required to read selected articles and discuss **each** of these at various stages throughout the course. Blackboard discussions will take place asynchronously, which means that you will have to access Blackboard regularly to read what your peers have to say about the specific issue and so that you can make comments or even elicit responses of your own. You will be required to make contributions of academic and scholarly value.

In addition to serial participation in discussions you will be required to complete a self assessment form which will challenge you to reflect on your learning and participation. The course coordinator will when assigning a grade for the task taking a number of variables into account including the frequency and level of your participation, the quality of your participation and your individual assessment.

## **ASSIGNMENT NUMBER TWO**

Assignment Name: Theories of leadership and management in health

Due Date: 11<sup>th</sup> April 2011

Length: 2500 words

This assignment is worth 30 % of your final grade

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Critique a published theory of leadership **or** management and discuss its applicability to the healthcare environment. You will be expected to give a succinct overview of your chosen theory and critically examine the theory's applicability to the healthcare environment generally and specifically to your work environment. You will need to draw on seminal works as well as up-to-date published works.

## ASSIGNMENT NUMBER THREE

Assignment Name: Reflective essay

Due Date: 10<sup>th</sup> June 2011

Word Limit: 4000 words

This assignment is worth 50% of your final grade.

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This assignment has three parts.

### Part 1: Interview

Identify a leader or manager within the health care system whom you admire. You will interview them to illicit their views on leadership or management. Some of the topics that may be covered in the interview are their views on the most important aspects of leadership, examples of challenges they may have faced, what they have learned as a result of their leadership or management role and any advice they have for you as a developing leader/manager. Take notes and listen carefully. Identify the main **themes** of leadership or management from this conversation.

**You must explain that the activity is part of your VUW course, and that you will use the information for your learning only. Anonymity of the individual and their institution is required in your written submission.**

### Part 2: Thematic analysis and literature review

Keeping the themes of your interview in mind, search the literature for relevant publications which examine these themes. You should include in this search evidence which supports or refutes your previously held understandings and/or which demonstrates application of these themes to the healthcare environment.

### Part 3: Written submission

Write an essay which includes a succinct outline your choice of interview candidate and briefly describes the interview process. Identify the emergent themes from this interview and provide a critical analysis of the literature you explored. Consider how and if you will apply these concepts to your practice.