



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Principles of Change Practice				
Module Code	UMODAQ-15-M	Level	M	Version	1
Owning Faculty	FBL	Field	Organisation Studies		
Contributes towards	MSc Leadership and Management pathways MA Leadership and Media Production Management				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2012		Valid to		

CAP Approval Date	25/05/12
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On completion of the module participants will be able to:</p> <ol style="list-style-type: none"> 1. Describe, understand and synthesise different perspectives and concepts of change practice and implementation. 2. Appreciate and critically evaluate past and current theories, tools and techniques for change implementation and practice 3. Situate and analyse change interventions in complex organisational contexts, including identifying and interacting with stakeholder groups 4. Explain and critically evaluate processes of change agency, resistance, implementation and mobilisation 5. Appreciate and critically evaluate the role of diversity and continuous learning in sustaining change 6. Diagnose current strengths and development needs as change agents working in environments characterised by complexity, ambiguity and uncertainty. <p>All of these outcomes are assessed.</p>
Syllabus Outline	<ul style="list-style-type: none"> • Differing theoretical and practical perspectives of change agency, practice and implementation • Domains of change – rational, emotional, political • Climate and readiness for change • Stakeholder communities and communication • Reframing resistance to change

	<ul style="list-style-type: none"> • Learning and planning for sustainable change: tools and techniques • Changing Conversations • Mobilisation
Contact Hours/ Scheduled Hours	Scheduled class contact time for this module is usually 24 hours spread across 3 days. Additional opportunities exist for non-class contact to discuss assignments.
Teaching and Learning Methods	<p>Scheduled learning includes a variety of teaching methods such as: topic and research related pre-reading; experiential learning; theoretical input and group discussion of key journal articles; discussion and application of tools and techniques to 'live' change interventions; guest speakers; problem-based workshops.</p> <p>Independent learning includes hours engaged with essential reading, tools and techniques, assignment preparation and completion etc. Students are encouraged to relate the knowledge gained throughout the course to their own working environment in a creative way, and to try to find competent solutions to the current issues of change practice and implementation in their organisation.</p>
Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Students will be directed and expected to undertake essential reading throughout the module. However, depending upon specific topics addressed over the course of the module, students will be expected to undertake additional reading for themselves. A list of indicative textbooks is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge.</p>
Indicative Reading List	<p>Bridges, W. (2009) <i>Managing Transitions: Making the Most of Change</i> 3rd ed London: Nicholas Brearley.</p> <p>Cameron, E. and Green, M. (2009) <i>Making Sense of Change Management: A Complete Guide to the Tools and Techniques of Organizational Change</i> Kogan Page.</p> <p>Meyerson, D. E. (2008) <i>Rocking the Boat: How to Effect Change Without Making Trouble</i> Boston: Harvard Business School Press</p> <p>Price, D. Ed (2009) <i>The Principles and Practice of Change</i> Basingstoke: Palgrave Macmillan.</p> <p>Shaw, P. (2002) <i>Changing Conversations in Organizations: A Complexity Approach to Change</i> London: Routledge.</p>

Part 3: Assessment

Assessment Strategy	Summative assessment will require the student to design and prepare an outline change plan and write a critical evaluation (3,300 word max. essay) of an organisational change intervention. This will include critical analysis of relevant theories or models. Formative assessment will be carried
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	out throughout the module by setting regular tasks for students that will assess their grasp of the material covered. Tasks will be reviewed as part of the sessions.
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Identify final assessment component and element	Component A2	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	

First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Change plan	25%
2. Critical reflection essay (3,300 max words)	75%
Component B Description of each element	Element weighting (as % of component)
n/a	

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Change plan	25%
2. Critical reflection essay (3,300 max words)	75%
Component B Description of each element	Element weighting (as % of component)
n/a	

If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.
