




ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Leadership, Complexity and Change				
Module Code	UMODFH-15-M	Level	M	Version	1
Owning Faculty	FBL	Field	Organisation Studies		
Contributes towards	Master of Business Administration				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	none		Module Entry requirements	na	
First CAP Approval Date	13 February 2014		Valid from	September 2014	
Revision CAP Approval Date			Revised with effect from		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of the module students will be able to:</p> <ul style="list-style-type: none"> • understand key aspects of the leadership of organisational complexity and change in national and international contexts with a greater appreciation of the implications of risk and unpredictability [A and B] • recognise opportunities to engage proactively with change and adopt an entrepreneurial attitude, working with others, in order to achieve enhanced group and organisational performance [A and B] • build collaborations across organisational boundaries and to support inter-organisational learning within diverse partnerships [A and B] • understand the value of diversity in organisations, including its impact upon leadership style, individual contributions to groups, and cross-cultural working [B] • demonstrate critical self-awareness in relation to the ethical dilemmas inherent in leadership and reflecting an appreciation of the significance of CSR, sustainability and political activity [A] • creatively and critically reflect on their own practice, experience and self-development [A] • communicate professionally through the clear and well-articulated presentation of complex ideas and arguments [A and B]
Syllabus Outline	<ul style="list-style-type: none"> • The pervasive organisational context of complexity and change • The role and purpose of leadership • Ways of theorizing leadership and change: complexity and systems thinking • The practical implications of different leadership philosophies, theories and

	<p>styles</p> <ul style="list-style-type: none"> • The complex dynamics of leadership in organisations: structural, systemic and cultural influences • The politics of leading change; diversity, authority and power • Leading change in teams: individual contributions and group dynamics • Leadership challenges: working with emotion, risk, and unpredictability • Enacting ethical leadership: the relevance of CSR and sustainability • Leading large scale change: strategy, creativity, enterprise and the entrepreneurial mind-set • Reflective inquiry and developing yourself as a leader 																				
<p>Teaching and Learning Methods</p>	<p>Learning in the module is achieved through a combination of class-based activity (which may take place in a physical or virtual classroom) and independent study, supported by online materials. This will combine formal inputs, focussed reading, structured case presentation, practical exercises and more informal inputs such as individual/group exercises and projects with individual/group/plenary reviews. Significant emphasis will be placed on learning from practice and experience and study hours will be divided in a balanced manner between reflective exercises and reviews, lectures, and reading.</p> <p>The emphasis will be on a learning process that begins and ends with a focus upon students' practice and experiences of leadership, complexity and change. This experience will be reviewed in relation to relevant conceptual frameworks to inform future practice and to deepen understanding of the relevant theories of leading change.</p> <p>The learning process will enhance students' skills in the following areas: <i>Transferable skills and other attributes:</i> Personal effectiveness: critical self-awareness; sensitivity to diversity; reflection on practice and experience; ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices; effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes <i>Subject, Professional and Practical Skills:</i> Leadership; selecting appropriate leadership style for different situations; effective oral and written communication of complex ideas and arguments <i>Intellectual Skills:</i> Critical thinking and creativity: manage the creative processes in self and others</p> <p>The module is structured to move from diagnosis and reflection to action by critically analysing and interpreting organisationally relevant information.</p>																				
<p>Key Information Sets Information</p>	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <div style="text-align: right; margin-top: 5px;">  </div>	Key Information Set - Module data					<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		100%	
Practical exam assessment percentage		0%	
		100%	

Reading Strategy

Core readings
Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack and/or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.

Further readings
Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.

Access and skills
The development of literature searching skills is supported by the library early in the programme. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module guide.

Beerel, A. (2009) *Leadership and Change Management*, London: Sage.

Ely, R., Foldy, E.G. and Scully, M. (2003) *Reader in Gender, Work and Organization* Malden,MA: Blackwell

Schedlitzki, D., and Edwards, G.P. (2014). *Studying Leadership*, London: Sage.

Students are also provided with relevant articles to read before the commencement of the module. Currently this includes:

Grint, K. (2005). 'Problems, Problems, Problems: The Social Construction of Leadership'. *Human Relations*, 58, 1467-1494.

Kotter, J.P. (2001/1990) „What Leaders Really Do“ *Harvard Business Review*, December, pp. 85-96.

Kotter, J.P. (2007/1995) „Leading Change. Why Transformation Efforts Fail“, *Harvard Business Review*, January, pp.96-103.

Levay, C. (2010). Charismatic Leadership in resistance to change. *Leadership Quarterly*, 21: 127-143.

Tsoukas, H., & Chia, R. (2002). On organisational becoming: Rethinking

	<p>organisational change. <i>Organisational Science</i>, Vol. 13 (5), pp. 567-582.</p> <p>Zaleznik, A. (2004/1977) „Manager and Leaders. Are they Different?“ <i>Harvard Business Review</i>, January, pp. 74-81.</p> <p>Zoller, H. M. and Fairhurst, G. T. (2007). ‘Resistance leadership: The overlooked potential in critical organization and leadership studies.’ <i>Human Relations</i>, 60(9): 1331-1360.</p>
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Part 3: Assessment	
Assessment Strategy	<p>The module is assessed in two parts. This will consist of a review of a learning log (50% of module mark; 2000 words) and a group analysis of an organisational change event and/or experience (50% of module mark; 2000 words or equivalent). Marking criteria relevant to the learning objectives will be used to allocate marks to students.</p> <p>The objective of this form of assessment strategy is to determine whether students can relate their practice to the concepts and experiences discussed within the module. This is with particular reference to their ongoing leadership development and relating to relevant organisational issues and situations.</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 50%	B: 50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Summary of a personal learning log (2000 words)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Group analysis of change event and/or experience (2000 words or equivalent)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Summary of a personal learning log (2000 words)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Analysis of a change event and/or experience (2000 words)	100%	
<p>If a student is permitted a RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		