**University of the West of England**
**BRISTOL**
UWE

# CORPORATE AND ACADEMIC SERVICES

## MODULE SPECIFICATION

| Part 1:  Basic Data | | | | | | |
|---|---|---|---|---|---|---|
| Module Title | Contemporary Issues in Leadership and Change | | | | | |
| Module Code | UMODHN-30-3 | | Level | 3 | Version | 1 |
| Owning Faculty | FBL | | Field | Organisation Studies | | |
| Contributes towards | B.A. (Hons) Business Management and Leadership | | | | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | Module Type | Standard | |
| Pre-requisites | | | Co- requisites | | | |
| Excluded Combinations | None | | Module Entry requirements | None | | |
| First CAP Approval Date | 22 May 2014 | | Valid from | 1st September 2014 | | |
| Revision CAP Approval Date | | | Revised with effect from | | | |

| Review Date | September 2020 |
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| Part 2:  Learning and Teaching |
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| Learning Outcomes |
| On successful completion of this module students will be able to: <br><br> • Integrate learning from a range of different disciplines to explore contemporary, complex leadership situations. (Components A and B) <br><br> • Systematically understand and critically evaluate a range of theories, models and approaches to Leadership and Change (Component B) <br><br> • Engage with the ethical dilemmas and challenges of leading change (Components A & B) <br><br> • Explore the implications of complexity and multiple perspectives in the change process (Component B) <br><br> • Critically evaluate business change initiatives and show insight into perceptions of successful outcomes from different stakeholder perspectives (Component B) <br><br> • Explore the concept of personal resilience and develop reflexive self-awareness. (Components A& B) |

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| | • Identify the need for personal change to achieve their preferred futures. (Components A & B)<br><br>• Understand the role of agency, awareness and association, in effecting personal and organisational change and leadership (Components A and B) |
| Syllabus Outline | Topics covered include<br><br>• Sustainability, leadership and change<br><br>• Globalization and leadership,<br><br>• Strategic leadership<br><br>• the leadership and management of change<br><br>• Leadership and complexity<br><br>• Change and ethics<br><br>• Organisational development<br><br>• Personal challenges of leadership and change and resilience<br><br>• Self management<br><br>• Influential behaviour<br><br>• Self awareness and learning<br><br>• Personal change and preferred futures |
| Contact Hours | Module delivery will be based on 3 hours of scheduled learning and teaching activities per teaching week over two 12 week teaching blocks, or equivalent. This will consist of a mix of lectures for the delivery of core syllabus concepts and seminars and workshops. |
| Teaching and Learning Methods | The design and operation of the module is anchored in Kolb's (1984) Experiential Learning Cycle. Pedagogy therefore includes experience-based sessions (e.g. visiting leader or change driver inputs), reflective components (e.g. review sessions and learning diaries), conceptual elements (e.g. guided reading, theory inputs), experimentation (e.g. leadership and change exercises).<br><br>**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.<br><br>**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.<br><br>**Placement learning**: may include a practice placement, other placement, year abroad. |
| Key Information Sets Information | Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. |

**Key Information Set - Module data**

*Number of credits for this module* | 30

| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours |
|---|---|---|---|---|
| 300 | 72 | 228 | 0 | 300 |

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam**: Unseen written exam, open book written exam, In-class test
**Coursework**: Written assignment or essay, report, dissertation, portfolio, project
**Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

| Total assessment of the module: | | | | |
|---|---|---|---|---|
| | | | | |
| Written exam assessment percentage | | | | 0% |
| Coursework assessment percentage | | | | 70% |
| Practical exam assessment percentage | | | | 30% |
| | | | | 100% |

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| Reading Strategy | 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. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.<br><br>Essential Reading:<br><br>Given the integrative and innovative content of this module, the essential reading will be specified in the module handbook and on Blackboard at the start of the module. |
| Indicative Reading List | Bennis W. (2000) Managing the Dream: Reflections on Leadership and Change<br>Burnes B (2004) Managing Change (Fourth Edition) Harlow: Prentice Hall<br>Carnall C (1999) Managing Change in Organisations Harlow: Prentice Hall<br>Collins, D. (1998) Organisational Change, London: Routledge.<br>Gill, R. (2006) Theory and Practice of Leadership, Sage<br>Hall, W. (1995) Managing Change. Making Strategic Relationships Work, John Wiley and Sons.<br>Passmore W. and R Woodman (eds) (1999) Research In Organizational Change And Development Volume 12 JAI Press Stamford<br>Schedlitzki, D. and Edwards, G. (2014) Studying Leadership. Traditional and Critical Approaches. Sage. London<br>Shaw, P. (2002) Changing Conversations in Organizations: A Complexity Approach to Change. London: Routledge.<br>Western, S. (2007) Leadership: A Critical Text, Sage<br>Yukl, G (2010) Leadership in Organizations, 4th Edition, London: Pearson Education |

| **Part 3:  Assessment** | |
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| Assessment Strategy | The assessment is designed to provide an opportunity to reflect critically on managing organizational and personal change and its implications for organizational practice<br><br>Component A (30)<br> Group Project (30%) – Group presentation<br><br>Component B (70)<br>Contemporary Issues in Leadership and Change (50%) - essay<br>Personal & Professional Development (20%) – Learning Portfolio<br><br>Summative assessment is as described above. Formative feedback is built into the module design and provides opportunities for peer and tutor feedback with regard to developing thinking and approaches to assessment and working with the assessment criteria.<br><br>The assessment criteria for components A and B elements are reviewed annually to ensure that they reflect the assessment strategy and learning outcomes. |

| Identify final assessment component and element | **Component A** | | |
|---|---|---|---|
| | | **A:** | **B**: |
| **% weighting between components A and B** (Standard modules only) | | **30%** | **70%** |

| **First Sit** | |
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| **Component A** (controlled conditions)<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
| 1.Presentation (20 minutes) | 100% |
| **Component B**<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
| 1. Individual Essay (2500 words) | 70% |
| 2. Project Learning Logs and Summary (1500 words for the summary) | 30% |

| **Resit (further attendance at taught classes is not required)** | |
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| **Component A**  (controlled conditions)<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
| 1. Reflection under controlled conditions (exam 1 hour) | 100% |
| **Component B**<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
| 1. Individualised essay (3000 words) | 100% |
| 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. | |