University of the
West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Leadership and Organisation Development				
Module Code	UMODHN-30-3		Level	3	Version 1.1
Owning Faculty	FBL		Field	Organisation Studies	
Contributes towards	BA (Hons) Business Management and Leadership				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites			Co- requisites		
Excluded Combinations	UMOD68-30-3 or UMOD69-30-3 or UM0D6D-30-3 or UMODDQ-30-3		Module Entry requirements		
First CAP Approval Date	22 May 2014		Valid from	September 2014	
Revision CAP Approval Date	3 February 2015		Revised with effect from	September 2015	

Review Date	September 2020

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Integrate learning from a range of different disciplines to holistically explore complex organisational situations. (Component A) 2. Systematically understand and critically evaluate a range of theories, models and approaches to organisational development (Component B) 3. Engage with the ethical dilemmas and challenges of leading and managing change (Components A & B) 4. Explore the implications of complexity and multiple perspectives in the change process (Component B) 5. Critically evaluate business change initiatives and show insight into perceptions of successful outcomes from different stakeholder perspectives (Component B) 6. Explore the concept of personal resilience and develop reflexive self-awareness. (Components A& B)

	7. Identify the need for personal change to achieve their preferred futures. (Components A & B)
	8. Understand the role of agency, awareness and association, in effecting personal and organisational change (Components A and B)
Syllabus Outline	The module explores the theory and practice of leadership and organisational development, at the level of the organisation, group and individual and their interdependencies. A personal and professional development strand looks at the notions of organisational citizenship, influential behaviours and resilience and the need for personal change to achieve preferred futures. Topics covered include • Organisational Development – the leadership of change • Scouting, Entry and Contracting • Diagnosis and planning • Interventions and Evaluation • The OD practitioner – effective change agency • Sustainability, ethics, leadership and change • Globalization and leadership, • Strategic leadership • Leadership, change and complexity • Power Politics and OD • The Future of Leadership and OD • Organisation Design • Culture change • Personal challenges of leadership, change and resilience • Self management • Influential behaviour • Self awareness and learning • Personal change and preferred futures
Contact Hours/Scheduled 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, seminars and project workshops.
Teaching and Learning Methods	**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 OD change agent inputs), reflective components (e.g. review sessions and learning portfolios), conceptual elements (e.g. guided reading, theory inputs), and experimentation (e.g. Leadership and Organisation Development projects). The module adopts experiential and enquiry-based approaches to learning and uses a Coaching and Mentoring style to guide students learning. It includes a combination of class-based activity, group-based activity and independent study. The taught sessions are designed to actively support the development of independent learning strategies by the students and will place an emphasis on learning as a 'life-long' journey. **Scheduled learning** includes lectures, workshops, project coaching, demonstration, practical classes and workshops; OD projects; external visits; practice-led learning; supervised time in studio/workshop. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion, OD project engagement and client delivery 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.

	The assessment is designed to provide an opportunity to reflect critically and from an ethical perspective on the student's own experience of contemporary issues in Leadership and Organisation Development practice and upon the relationship between theory and practice.
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	75%
Practical exam assessment percentage	25%
	100%

Reading Strategy	**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. **Essential Reading:** 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	Anderson, D. (2012). Organization Development: the process of leading organizational change (2nd) . London: sage
	Bennis W. (2000) Managing the Dream: Reflections on Leadership and Change
	Burnes B (2004) Managing Change (Fourth Edition) Harlow: Prentice Hall
	Carnall C (1999) Managing Change in Organisations Harlow: Prentice Hall
	Change. London: Routledge.
	Cheung-Judge M Y & Holbeche L (2011) Organization Development – A practitioner's guide for OD and HR, London, Kogan Page
	Collins, D. (1998) Organisational Change, London: Routledge.
	Easterby Smith M J Burgoyne and L Araujio (eds) (1998) *Organizational Learning and the Learning Organization* London: Sage
	Gabriel Y. (1999) *Organizations in Depth* London: Sage
	Gill, R. (2006) Theory and Practice of Leadership, Sage
	Hall, W. (1995) Managing Change. Making Strategic Relationships Work, John Wiley and Sons.
	Keen, L. and Scase, R. (1998) *Local Government Management -The Rhetoric and Reality of Change*, Open University Press.
	Passmore W. and R Woodman (eds) (1999) Research In Organizational Change And Development Volume 12 JAI Press Stamford
	Schedlitzki, D. and Edwards, G. (2014) Studying Leadership. Traditional and Critical Approaches. Sage. London
	Shaw, P. (2002) Changing Conversations in Organizations: A Complexity Approach to
	Stacey, R. D. (2010) *Complexity and Organizational Reality* London: Rourledge
	Waddell, D. M., Cummings, T. G. and Worley, C. G. (2011) Organisational Change Development & Transformation 4th Ed, Cengage Learning
	Western, S. (2007) Leadership: A Critical Text, Sage
	Yukl, G (2010) Leadership in Organizations, 4th Edition, London: Pearson Education

Part 3: Assessment	
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 Component A (25) 　　1.　Group Project (25%) – Group presentation Component B (75) 　　2.　Theory & Practice of Leadership and Organisation Development (45%) - essay 　　3.　Personal & Professional Development (30%) – Learning Portfolio 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. 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	
% weighting between components A and B (Standard modules only)	**A:** 25%	**B:** 75%

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Presentation (20 mins)	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. Individual Essay (2,500 words)	60%
2. Project and personal learning portfolio and summary (1,500 words)	40%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Reflection under controlled conditions (exam – 1 hour)	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. Individual Essay (3,000 words)	100%

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.