



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Leadership and Organisation Development				
Module Code	UMODHN-30-3	Level	3	Version	1.2
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	None		Co- requisites	None	
Excluded Combinations	UMOD68-30-3 or UMOD69-30-3 or UMOD6D-30-3 or UMODDQ-30-3		Module Entry requirements	N/A	
First CAP Approval Date	22 May 2014		Valid from	September 2014	
Revision CAP Approval Date	2 February 2016		Revised with effect from	September 2016	

Review Date	September 2020
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 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)

	<p>8. Understand the role of agency, awareness and association, in effecting personal and organisational change (Components A and B)</p>
Syllabus Outline	<p>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.</p> <p>Topics covered include</p> <ul style="list-style-type: none"> • 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	<p>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.</p>
Teaching and Learning Methods	<p>Teaching and learning methods:</p> <p>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).</p> <p>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.</p> <p>Scheduled learning includes lectures, workshops, project coaching, demonstration, practical classes and workshops; OD projects; external visits; practice-led learning; supervised time in studio/workshop.</p> <p>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.</p> <p>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</p>

theory and practice.

Key Information Sets Information

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*. Basic Books

Burnes B (2004) *Managing Change* (Fourth Edition) Harlow: Prentice Hall

	<p>Carnall C (1999) <i>Managing Change in Organisations</i> Harlow: Prentice Hall Change. London: Routledge.</p> <p>Cheung-Judge M Y & Holbeche L (2011) <i>Organization Development – A practitioner’s guide for OD and HR</i>, London, Kogan Page</p> <p>Collins, D. (1998) <i>Organisational Change</i>, London: Routledge.</p> <p>Easterby Smith M J Burgoyne and L Araujo (eds) (1998) <i>Organizational Learning and the Learning Organization</i> London: Sage</p> <p>Gabriel Y. (1999) <i>Organizations in Depth</i> London: Sage</p> <p>Gill, R. (2006) <i>Theory and Practice of Leadership</i>, Sage</p> <p>Hall, W. (1995) <i>Managing Change. Making Strategic Relationships Work</i>, John Wiley and Sons.</p> <p>Keen, L. and Scase, R. (1998) <i>Local Government Management -The Rhetoric and Reality of Change</i>, Open University Press</p> <p>Passmore W. and R Woodman (eds) (1999) <i>Research In Organizational Change and Development</i> Volume 12 JAI Press Stamford</p> <p>Schedlitzki, D. and Edwards, G. (2014) <i>Studying Leadership. Traditional and Critical Approaches</i>. Sage. London</p> <p>Shaw, P. (2002) <i>Changing Conversations in Organizations: A Complexity Approach to Change (Complexity and Emergence in Organizations)</i> Routledge</p> <p>Stacey, R. D. (2010) <i>Complexity and Organizational Reality</i> London: Rourledge</p> <p>Waddell, D. M., Cummings, T. G. and Worley, C. G. (2011) <i>Organisational Change Development & Transformation</i> 4th Ed, Cengage Learning</p> <p>Western, S. (2007) <i>Leadership: A Critical Text</i>, Sage</p> <p>Yukl, G (2010) <i>Leadership in Organizations</i>, 4th Edition, London: Pearson Education</p>
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Part 3: Assessment	
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<p>Assessment Strategy</p>	<p>The assessment is designed to provide an opportunity to reflect critically on managing organizational and personal change and its implications for organizational practice</p> <p>Component A (40)</p> <ol style="list-style-type: none"> 1. Group Project Tender in-class presentation (16%) 2. Group Project Completion presentation (24%) in exam period. 3. <p>The individual mark allocation for group work is attributed by the group. Groups are required to identify and agree each members contribution, they are able to agree a redistribute up to 20% of marks awarded between themselves. this is managed manually by ML and tutor</p> <p>Component B (60)</p> <ol style="list-style-type: none"> 4. Theory & Practice of Leadership and Organisation Development (45%) - essay 5. Personal & Professional Development (15%) – Learning Portfolio
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	<p>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.</p> <p>The assessment criteria for components A and B elements are reviewed annually to ensure that they reflect the assessment strategy and learning outcomes.</p>	
Identify final assessment component and element	Component A2	
% weighting between components A and B (Standard modules only)	A:	B:
	40%	60%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Group Project Tender Presentation- in class (20 minutes)	40%	
2. Group Project Completion Presentation (30 minutes)	60%	
Component B Description of each element	Element weighting (as % of component)	
1. Individual Essay (2,500 words)	75%	
2. Personal learning portfolio and summary (1,500 words)	25%	
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 (1 hour exam)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Individual Essay (3,000 words)	100%	
<p>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.</p>		