



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Leadership of Change				
Module Code	UMODLR-15-3	Level	3	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	Yes
Owning Faculty	FBL	Field	Organisation Studies		
Department	BBS: Business and Management	Module Type	Standard		
Contributes towards	BA (Hons) Leadership and Management Practice				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
First CAP Approval Date	14 July 2016	Valid from	September 2017		
Revision CAP Approval Date		Revised with effect from	.		

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"> <li>1. Critically evaluate complex understandings of leadership (Component A and B)</li> <li>2. Systematically understand and analyse how to develop teams and support people using coaching and mentoring approaches (Component A and B).</li> <li>3. Engage with the ethical dilemmas and challenges of leading and managing change including issues of organisational culture and diversity management (Component A and B).</li> <li>4. Articulate organisational purpose and values and critically explore the management of change in the organisation (Component A and B).</li> <li>5. Apply and critically evaluate relevant change management model(s) to effectively manage substantial change in a select area of own organisation (Component A and B)</li> <li>6. Support the creation of an inclusive, high performance work culture (Component A and B).</li> </ol>
Syllabus Outline	<ol style="list-style-type: none"> <li>1. Introduction to aims, approach, and assessment</li> <li>2. Individual Change</li> <li>3. Team Change</li> <li>4. Organisational Change</li> <li>5. Leading Change</li> <li>6. The Change Agent</li> <li>7. Restructuring</li> <li>8. Mergers &amp; Acquisitions</li> </ol>

	<p>9. Culture &amp; Change  10. Project &amp; Programme-led Change  11. Complex Change  12. Leading Change in Uncertain Times</p>																				
Contact Hours	<ul style="list-style-type: none"> <li>• The module will typically be studied on a day release basis, although employer preference may dictate a different delivery pattern. Contact time per module will equate to 3 hours per week over a 12 week teaching block.</li> <li>• There is a focus on flipped delivery supported by technology, here the delivery of core theoretical concepts moves from the classroom into the online space and face to face sessions focus on collaborative learning, sense making and sharing of experiences. Post session (face to face) online activities help the student to apply their learning to the context of their organisation and personal and professional development.</li> </ul>																				
Teaching and Learning Methods	<p>This module is centred on students 'learning by doing' and the emphasis is located on problem-posing learning rather than rote teaching The specific teaching and learning methods of this module are grounded in the principles and practice of action learning. The approach will be developmental and students will be expected to make a substantial contribution to the content and conduct of the module.</p> <p>The module is primarily experiential (Kolb, 1984) involving each of the four phase cycle of: active experimentation (testing out management capabilities in real time), concrete experience (implementing the project), reflective observation (facilitated reviews in set meetings), and abstract conceptualisation (engaging with management and organisation theory). Develop reflexive capacity to appreciate the reactions and positions adopted by self and others in organisational change situations.</p> <p>Students will experience working in action learning sets where each participant will find creative ways to develop their understandings and practice of leadership of change. These will be negotiated and agreed with the module leader.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p><b>Independent learning</b> 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.</p>																				
Key Information Sets Information	<p>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.</p> <table border="1" data-bbox="459 1599 1369 1989"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td>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> </thead> <tbody> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p>	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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**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			
Coursework assessment percentage		70%	
Practical exam assessment percentage		30%	
			100%

**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:**

Cameron, E. & Green, M. (2015) *Making sense of change management: a complete guide to the models, tools and techniques of organizational change*, 4th ed, Kogan Page, London

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  
 Atkinson J, Loftus E & Jarvis J (2015) *The Art of Change Making*, The Leadership Centre, Local Government House, London [www.localleadership.gov.uk](http://www.localleadership.gov.uk)  
 Bennis W. (2000) *Managing the Dream: Reflections on Leadership and Change*  
 Bennett J L & Wayne Bush M (2014) *Coaching for Change*, Abingdon, Routledge  
 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 (2015) *Organization Development – A practitioner's guide for OD and HR*, (2<sup>nd</sup> ed) 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.  
 Hayes, J. (2014) *The Theory and Practice of Change Management*, 4<sup>th</sup> Edition, Basingstoke, Palgrave Macmillan  
 Keen, L. and Scase, R. (1998) *Local Government Management -The Rhetoric and Reality of Change*, Open University Press.  
 McCarthy, G (2014) *Coaching and Mentoring for Business*, London, Sage  
 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 Change* London: Routledge  
 Stacey, R. D. (2010) *Complexity and Organizational Reality*, London: Routledge  
 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

**Academic and Practitioner Journals**

Academy of Management Review  
 Business Horizons  
 Harvard Business Review  
 Human Relations Journal of Leadership and Organizational Development  
 Journal of Organizational Change Management  
 Management Learning  
 Organizational Dynamics  
 Organisation Management Journal  
 Journal of Management and Organisation

**Part 3: Assessment**

Assessment Strategy	<p>Summative assessment will require the student to work with others to identify a workplace case study within the employing organisation relating to organisational change leadership, critically evaluate it, and identify how it might have been improved. There must be a selection of appropriate literature and the application of models/theories with examples to illustrate the argument. The structure must be clear and the argument must be clearly stated and coherent.</p> <p>Formative assessment will be carried 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. Students will be given clear guidance regarding assessment criteria.</p>
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A: 30%</b>	<b>B: 70%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Personal change storyboard reflective group presentation (30 minutes including Q&A)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. case study analysis (1500 words)	100%	

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>
1. individual reflective essay (1500 words)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>
1. case study analysis (1500 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>	