






ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Leading Change				
Module Code	UMOCBA-15-M	Level	M	Version	2
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	FBL	Field	Organisation Studies		
Department	BBS, Business and Management	Module Type	Standard		
Contributes towards	MSc Leadership and Management PG Cert Leadership and Management MSc Sustainable development in Practice Engineering Career Capability Development Framework Professional and short course				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	Principles of Change Practice UMODAQ-15-M	Module Entry requirements	None		
First CAP Approval Date	18 November 2015	Valid from	September 2016		
Revision CAP Approval Date		Revised with effect from			

Review Date	September 2022
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On completion of the module participants will be able to:</p> <ul style="list-style-type: none"> • Categorise, critique and synthesise different theories of change. • Identify the prime internal and external drivers of organisational change. • Understand the importance of people and trust in the change process. • Diagnose change settings (including resistance to change) and respond appropriately. • Identify and analyse the key roles, behaviours, and processes in the effective leadership of change. • Develop skills as reflective practitioners of change leadership
Syllabus Outline	<ul style="list-style-type: none"> • Change leadership theory and practice. • Transformational change. • Culture, complexity, and change. • Organisation Development. • Creative cultures and learning organisations. • Change agents - roles and relationships. • Planning and implementation issues. • Evaluating change - successful and unsuccessful change programmes. • Change management tools and techniques e.g. force-field analysis, action

	planning.																																	
Contact Hours	Scheduled class contact time for this module is usually 24 hours spread across 3 days. Additional opportunities exist for non-class contact to discuss assignments.																																	
Teaching and Learning Methods	The approach to teaching and learning is primarily student centred engaging students in practical exercises, personal study, and critical reflection upon the relationship between theory and experience. The design and delivery of this module is based on a commitment to international education and this is reflected in the teaching, learning and reading strategies. Various delivery methods will be adopted (e.g. block release, weekly sessions) depending upon the contract of the programme (e.g. open programme, executive programme). Readings and theoretical inputs provide students with knowledge and awareness of current thinking on change leadership. The assessment is designed to provide an opportunity to reflect on learning about change leadership, together with critical reflection upon the relationship between theory and practice.																																	
Key Information Sets Information	<p>Key Information Set - Module data</p> <table border="1"> <tr> <td colspan="5"><i>Number of credits for this module</i></td> <td>15</td> </tr> <tr> <td>Hours to be allocated</td> <td>Scheduled learning and teaching study hours</td> <td>Independent study hours</td> <td>Placement study hours</td> <td>Allocated Hours</td> <td></td> </tr> <tr> <td>150</td> <td>24</td> <td>126</td> <td>0</td> <td>150</td> <td></td> </tr> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>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</p> <p>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:</p> <table border="1"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> </tr> <tr> <td></td> <td></td> <td>100%</td> </tr> </table>	<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	24	126	0	150		Total assessment of the module:			Written exam assessment percentage		0%	Coursework assessment percentage		100%	Practical exam assessment percentage		0%			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. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.																																	
Indicative	<i>The following list is offered to provide validation panels/accrediting bodies with an</i>																																	

Reading List	<p><i>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 other more frequently updated mechanisms.</i></p> <p>Anderson, D. (2012). <i>Organization Development: the process of leading organizational change (2nd)</i>. London: sage</p> <p>Burnes B (2004) <i>Managing Change (Fourth Edition)</i> Harlow: Prentice Hall</p> <p>Carnall C (1999) <i>Managing Change in Organisations</i> Harlow: Prentice Hall Change. London: Routledge.</p> <p>Cheung-Judge M Y & Holbeche L (2015) <i>Organization Development – A practitioner's guide for OD and HR (2nd ed)</i>. London, Kogan Page</p> <p>Collins, D. (1998) <i>Organisational Change</i>, London: Routledge.</p> <p>Easterby Smith M J Burgoyne and L Araujio (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>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 Volume 12</i> JAI Press Stamford</p> <p>Potter, J (2001) 'Creating a Plan for Change – the art of intelligent leadership' <i>Journal of Industrial and Commercial Training</i> Vol 33 No 2 pp 54-59</p> <p>Shaw, P. (2002) <i>Changing Conversations in Organizations: A Complexity Approach to</i></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 4th Ed</i>, Cengage Learning</p> <p>Weick, K. & Sutcliffe K.M (2001) <i>Managing the Unexpected</i> Jossey – Bass</p> <p><i>Indicative Journals</i></p> <p>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</p>
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Part 3: Assessment	
Assessment Strategy	Summative assessment will require the student to work with others to identify

	<p>a case study in 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. 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.</p> <p>Assessment Criteria (related Learning Outcome in brackets)</p> <ul style="list-style-type: none"> • Well developed understanding of a range of relevant, referenced theories (L.O. 1, 2, 3) • Awareness of and reference to a range of literature on change leadership (L.O. 1, 2, 3) • Insightful reflections highlighting key issues in change leadership practice (L.O. 4, 5, 6) • Well developed arguments concerning effective practice with evidence of critical thinking and well supported evaluations (L.O. 4, 5, 6) <p>Effective written presentation, style, use of language, grammar, structure, and appropriate referencing.</p>
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Identify final assessment component and element	Component A2	
% weighting between components A and B (Standard modules only)	A: 100%	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Assignment: Individual or Group Element (1500-3000 words) Case study: change leadership plan	25%	
2. Assignment: Individual Element (2500 words) Essay: Critical reflections on case study	75%	
Component B Description of each element	Element weighting (as % of component)	
1. N/A		

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Assignment: Individual (2500 words) Critical reflections on change leadership practice	100%	
Component B Description of each element	Element weighting (as % of component)	
1. N/A		
<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>		