



University of the  
West of England

## MODULE SPECIFICATION

**Code:** UMOCBA-15-M      **Title:** Leading Change      **Version:** 1

**Level:** M      **UWE credit rating:** 15      **ECTS credit rating:** 7.5

**Module type:** Standard

**Owning Faculty:** FBL      **Field:** Organisation Studies

**Valid from:** 1 September 2002      **Discontinued from:**  
(Revised September 2008)

**Contributes towards:** MA Business Leadership, MSc Leadership and Management in Health and Social Care

**Pre-requisites:** None

**Co-requisites:** None

**Excluded combinations:** None

### Aim of module

The module will benefit those who wish to develop their understanding of and skills in leading change. Those who occupy positions of management, as well as those who aspire to such positions, require the knowledge and skills to lead and manage change initiatives and to work within a changing context. The module will provide students with opportunities to develop an understanding of theoretical models, skills and frameworks to underpin change leadership practice.

### **Learning outcomes:**

On completion of the module participants will be able to:

1. Categorise, critique and synthesise different theories of change.
2. Identify the prime internal and external drivers of organisational change.
3. Understand the importance of people and trust in the change process.
4. Diagnose change settings (including resistance to change) and respond appropriately.
5. Identify and analyse the key roles, behaviours, and processes in the effective leadership of change.
6. Develop skills as reflective practitioners of change leadership

### **Syllabus outline:**

- Change leadership theory and practice.
- Transformational leadership.
- 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.

### **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.

### **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 Reading*

Carnall, C. (1999) *Managing Change in Organisations*, Prentice-Hall  
Hall, W., (1995) *Managing Change : Making Strategic Relationships Work*, John Wiley & Sons

Potter, J (2001) 'Creating a Plan for Change – the art of intelligent leadership' *Journal of Industrial and Commercial Training* Vol 33 No 2 pp 54-59

Weick, K. & Sutcliffe K.M (2001) *Managing the Unexpected* Jossey – Bass

Yukl, G (2002) *Leadership in Organizations* New Jersey: Prentice Hall

#### *Indicative 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

## Assessment

Summative assessment will require the student to work with others to identify 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.

Assessment Criteria (related Learning Outcome in brackets)

- 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)
- Effective written presentation, style, use of language, grammar, structure, and appropriate referencing.

### ATTEMPT 1

#### First Assessment Opportunity

##### Component A

##### Description of each element

##### Element weighting

- |  |     |
|--|-----|
| 1. Assignment: Individual or Group Element (1500-3000 words)<br>Case study on change leadership practice | 40% |
| 2. Assignment: Individual Element (1500 words)<br>Critical reflections on case study                     | 60% |

#### Second Assessment Opportunity (further attendance at taught classes is not required)

##### Component A

##### Description of each element

##### Element weighting

- |  |      |
|--|------|
| 1. Assignment: Individual (2500 words)<br>Critical reflections on change leadership practice | 100% |
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### ATTEMPT 2 (OR SUBSEQUENT):

Attendance at taught classes is required