



MODULE SPECIFICATION


Part 1: Basic Data					
Module Title	Managing Change				
Module Code	UMOCB3-15-M	Level	M	Version	6
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	FBL	Field			
Department	BBS, Business and Management	Module Type	Project		
Contributes towards	MSc Business Management; MSc Engineering Business Management				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	na		
First CAP Approval Date	QMAC 2002, revised September 2011		Valid from	September 2011	
Revision CAP Approval Date	28 June 2017		Revised with effect from	September 2017	

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> Identify, explain and categorise common ways of understanding and analysing organisational change. Analyse concrete organisational problems by selecting relevant theories, and by using their insights in a meaningful manner. Assess the usefulness of the different theories of change available. Recognise the role ascribed to managers by different theories of change. Construct, assess and synthesise solutions to problems in light of contradictory views and insights. <p>All the above learning outcomes are formally assessed through Component A.</p>
Syllabus Outline	<p>The module is divided into three parts, which may include the themes underneath.</p> <p>Part 1: Organisations and their environment</p> <ul style="list-style-type: none"> The contingency of organisational structures Between resource-dependency and strategic choices Structural inertia in organisational populations The importance of institutional legitimacy <p>Part 2: Organisations and symbols: culture, cognition and sensemaking.</p> <ul style="list-style-type: none"> Cognitive changes and sensemaking Change through culture <p>Part 3: The politics of change: understanding power and resistance</p> <ul style="list-style-type: none"> An introduction to power and politics in organisations

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	<ul style="list-style-type: none"> • Two views on resistance • Understanding change through its language
Contact Hours	The module will be delivered over twelve, two-hour sessions, or an equivalent format. Contact time will include a mixture of tutor-led and student-led activities.
Teaching and Learning Methods	<p>There are three fundamental principle underpinning the teaching and learning approach of this module.</p> <p><i>A multiple-perspective approach for understanding organisational change.</i> The most fundamental idea underpinning this module is that when it comes to understanding organisational change, no single theoretical perspective can be entirely satisfying. Theories are simplified representations of reality that, just like maps, have by their nature limitations. Just as we need different kinds maps to navigate different terrains with different purposes, we need different kinds of theories to navigate the complex reality of contemporary organisations.</p> <p><i>Research-led learning.</i> Also central to the teaching and learning strategy in this postgraduate module is the principle that students should develop their research skills and become proficient in using academic literature on organisational change. This means that they will be encouraged and supported in developing a number of skills:</p> <ol style="list-style-type: none"> 1) Students will become increasingly more familiar with the format, conventions and style of academic literature. 2) They will develop the ability to obtain, analyse and evaluate information, and communicate relevant conclusions and recommendations to colleagues, and professional and academic audiences in oral and written formats. 3) They will develop their analytical abilities; they will learn to establish relevant links between theory and practice. They will be encouraged to reflect upon your work experiences and relate them to the concepts and principles learnt in the module. 4) They will develop their critical and evaluative skills; they will learn to appreciate the usefulness of theories, but also to recognise their limitations. <p><i>Active engagement as a member of a community of learners.</i> As learning happens most effectively within a supportive community of learners, activities in the classroom are designed to create and nurture meaningful peer relationships among cohort members.</p> <p style="text-align: center;">***</p> <p>This module is supported by Blackboard, where students will be able to find all necessary module documentation and resources.</p> <p>The Study Skills web page provides support and guidance in a range of areas and specific guidance on information, and especially journal article searching, retrieval and evaluation will be provided within this module. This is in addition to that found in other modules in the programme.</p> <p>Scheduled learning includes lectures and seminars.</p> <p>Independent learning 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>

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Key Information Sets Information	Key Information Set - Module data																			
	Number of credits for this module				15															
	Hours to be allocated	Scheduled learning and teaching	Independent study hours	Placement study hours	Allocated Hours															
	150	24	126	0	150															
																				
<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" style="margin-left: auto; margin-right: auto;"> <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>						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	<p>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.</p> <p>Essential reading: the essential reading for the module comprises journal articles available through the library, or digitised book chapters available via Blackboard. As landmark texts, they may appear dated to the untrained eye, but will have been carefully selected for being highly illustrative of a specific way of thinking about organisational change.</p> <p>Further reading: for each session, students will be given a list of texts that are illustrative of the perspective under discussion. Whilst students will be encouraged to do further independent research, they will be encouraged to make use of the list of further reading in the first place.</p>																			
Indicative Reading List	<p>Bartunek, J. (1984) Changing Interpretive Schemes and Organizational Restructuring: The Example of a Religious Order. <i>Administrative Science Quarterly</i>, 29, pp. 355-372.</p> <p>DiMaggio, P.J. and Powell, W.W. (1983) The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organization Fields, <i>American Sociological Review</i>, 48, pp. 147-160.</p> <p>Gioia, D.A. and Chittipedi, K. (1991) Sensemaking and Sensegiving in Strategic Change Initiation. <i>Strategic Management Journal</i>, 12, pp. 433-448.</p>																			

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	<p>Hannan, M.T. and Freeman, J.H. (1984) Structural Inertia and Organizational Change. <i>American Sociological Review</i>, 49, pp. 149-164.</p> <p>Meyer, J.W. and Rowan, B. (1977) Institutionalized Organizations: Formal Structure as Myth and Ceremony. <i>American Journal of Sociology</i>, 83, pp. 340-363.</p> <p>Mueller, F., Sillince, J., Harvey, C. and Howorth, C. (2004) "A Rounded Picture is what we Need": Rhetorical Strategies, Arguments and the Negotiation of Change in a UK Hospital Trust. <i>Organization Studies</i>, 25, pp. 75-93.</p> <p>Thomas, R. and Hardy, C. (2011) Reframing resistance to organizational change. <i>Scandinavian Journal of Management</i>, 27, pp. 322-331.</p> <p>These are landmark texts that are used in the module. They illustrate different ways in which the phenomenon of change has been approached and understood.</p>
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Part 3: Assessment

Assessment Strategy	<p>The coursework is designed specifically to assess the five learning outcomes described previously.</p> <p>By reflecting on how the theories encountered help them understanding their management practices, students will be able to demonstrate three things: 1) their knowledge of existing theories of organisational change, 2) their ability to use theories to reflect on practice and to inform it, and 3) their ability to assess the usefulness of existing approaches, and to construct solutions to problem when faced with contradictory insights.</p> <p>By having two elements to Component A, students are given the opportunity to receive feedback after the submission of the first element. Formative feedback will be given in class. Through discussions of the readings and of practical case studies, students will be able to assess their understanding of the material.</p>
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Identify final assessment component and element	Component A2	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Essay on part 1 (1600 words)	40%	
2. Essay on part 2 & 3 (2400 words)	60%	
Component B Description of each element	Element weighting (as % of component)	
NA		

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Essay on part 1, 2 & 3 (4000 words)	100%	
Component B Description of each element	Element weighting (as % of component)	
NA		

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First CAP Approval Date	QMAC 2011			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>	28 June 2017	Version	6	No RIA - work log 4404