



MODULE SPECIFICATION

Code: UMOCB3-15-M **Title:** Managing Change **Version:** 5

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

Module type: Project

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

Valid from: 1 September 2002 **Discontinued from:**
(Revised 1 September 2011)

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

Pre-requisites: None

Co-requisites: None

Excluded combinations: None

Aim of module

This module gives a comprehensive overview of the different theoretical perspectives on organisational change. Students will be exposed to a wide variety of approaches by which organisational change can be analysed, understood and evaluated. Perspectives will be presented following a historical narrative where we will recount how, through time, scholars have understood and conceptualised the phenomenon of change, drawing implications for practice.

This module is an elective on the MSc programmes. The module supports the areas of 'People' and 'Pervasive issues', as set out in the QAA Subject Benchmark Statement for *Master's Degrees in Business and management* (QAA 158 02/07), para 3.9.

Learning outcomes

On successful completion of this module students will be able to:

- Understand and critically evaluate models and approaches to strategic and cultural change
- Identify categorise and critique different types of change
- Understand and critically evaluate why some change initiatives are not successful whilst others are
- Understand and critically evaluate the morality of change programmes and their implications
- Identify role leadership in change management.
- Diagnose change situations and develop strategies to improve them
- Understand the importance of people in the change management process
- Develop reflexive self awareness and recognise the need for personal change

All the above learning outcomes are formally assessed through Component A

Syllabus outline

- Introduction to the Module: A Multiple Perspective Approach to the Study of Change
- The Growth and Adaptation Perspective (planned approaches)
- Selection and Imitation Perspective (ecological approaches)
- Selection and Imitation Perspective (institutional approaches)
- The Cognitive Approach

- The Cultural Approach
- The Political Approach
- The Natural Evolution Perspective
- The Social Dynamic Perspective (postmodern approaches)
- The Social Dynamic Perspective (discursive approaches)
- Issues in implementing complex change
- Notions of Change Agency

Teaching and learning methods

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 the following:

- 1) Students will learn to become familiar with the format, conventions and style of academic literature. Students will develop the ability to define, obtain, rigorously analyse and evaluate information quickly, and communicate relevant conclusions and recommendations to team colleagues and professional and academic audiences in oral and written formats.
- 2) Students will develop their analytical abilities; they will learn to establish relevant links between theory and practice. They will be encouraged to reflect upon their work experiences and relate them to the concepts and principles learnt in the module.
- 3) Students will develop their critical and evaluative skills; they will learn to appreciate the usefulness of theories, but also to recognise their limitations.
- 4) Students will develop their skills in critical application of their learning in the context of contemporary organisational environment.

Interactive sessions will also be used to draw out students' positive and negative experiences of change. Case studies and practical examples will be used to stimulate discussion and reflection.

This module is supported by Blackboard, where students will be able to find all necessary module documentation, PowerPoint slides, assessment requirements, as well as some of the readings. Direct links to information resources will also be provided from within Blackboard.

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.

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.

Essential reading - This module has a set textbook and students will be expected to purchase this module textbook, although there is a possibility that it will change from year to year, so students should check with the module leader before buying. Other required reading will be provided either in a module resource pack or will be electronically retrievable via Blackboard or from the library directly. The set text is currently:

Demers, C. (2007) *Organizational Change Theories: A Synthesis*. London: Sage.

Further reading - Further Reading will be required to supplement the set textbook and other provided readings (see above). The purpose of this Further Reading is to ensure students are familiar with current research, classic works, and material specific to their interests from the academic – often journal – literature. Suggested Further Reading by topic will be indicated in the module handbook/outline provided at the start of the module. However students are also expected to employ their own initiative and discretion in selecting appropriate Further Reading that will support their study. It is expected that students will engage with the academic journal literature on this subject, and as

such are likely to use articles from some of the following indicative academic journals in their further reading: *Journal of Change Management*, *Journal of Organizational Change Management*, *Human Relations*, *British journal of Management*, *Journal of Applied Behavioural Science*, *Leadership & Organization Development Journal*, *Journal of Organizational Behaviour*, *Organization Science*, *Organization Studies*, *Organization*, *Organizational Dynamics*, *Academy of Management Review*, and *Academy of Management Journal*, as well as using more practitioner focused material found in publications such as the *Harvard Business Review* and the *MIT Sloan Management Review*. Access to all these publications is available through the library, and most are available electronically.

Indicative reading list -To supplement the guidance on reading given above, the following list is offered to provide students, potential students, validation panels and accrediting bodies with an indication of the type and level of information that those enrolled on the module 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.

Bartunek, J. (1984) 'Changing Interpretive Schemes and Organizational Restructuring: The Example of a Religious Order', *Administrative Science Quarterly*, 29: 355-372.

Currie, G. and Brown, A.D. (2003) 'A Narratological Approach to Understanding Processes of Organizing in a UK Hospital', *Human Relations*, 56: 563-586.

DiMaggio, P.J. and Powell, W.W. (1983) 'The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organization Fields', *American Sociological Review*, 48: 147-160.

Grey, C. and Mitev, N. (1995) 'Re-engineering Organizations: A Critical Appraisal', *Personnel Review*, 24(1): 6-18.

Hannan, M.T. and Freeman, J.H. (1977) 'The Population Ecology of Organizations', *American Journal of Sociology*, 82: 929-964.

Hardy, C. (1996) 'Understanding Power: Bringing about Strategic Change', *British Journal of Management*, 7: S3-S13.

Leroy, F. and Ramanantsoa, B. (1997) 'The Cognitive and Behavioural Dimensions of Organizational Learning in a Merger: An Empirical Study', *Journal of Management Studies*, 34(6): 871-894.

Meyer, J.W. and Rowan, B. (1977) 'Institutionalized Organizations: Formal Structure as Myth and Ceremony', *American Journal of Sociology*, 83: 340-363.

Willmott, H. (1993) 'Strength is Ignorance; Slavery is Freedom: Managing Culture in Modern Organizations', *Journal of Management Studies*, 30(4): 515-552.

Assessment

The assessment is designed to test students' ability to *understand* and *apply* the theories covered in the module to a 'real change' initiative in a case organisation. This exercise will reveal their analytical skills, insight and managerial judgement. The brief is to critically evaluate a change initiative and to also identify how a manager could have improved the process. Students will be encouraged to submit an outline of their intended design and structure of the case analysis for formative feedback. This report will have a maximum of 5000 words.

Percentage split

Weighting between components A (controlled component) and B A: 100%

ATTEMPT 1

First Assessment Opportunity

Component A

Description of each element	Element weighting
1 Proposal for the final report (1000 words)	20%
2 Written report on a change case analysis (3500 words)	80%

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

Component A

Description of each element	Element weighting
1 Written report on a change case analysis (3500 words)	100%