



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Achieving Growth and Managing Organisational Change				
Module Code	UMODK6-15-3	Level	3	Version	1
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	BA (Hons) Marketing Communication Management				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	n/a	
First CAP Approval Date	1 June 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:</p> <ol style="list-style-type: none"> 1. Possess knowledge and be able to make informed judgements of the range of organisational growth or downsizing strategies and, where appropriate, as to the most favourable option and be able to formulate an appropriate change strategy and implementation plan. 2. Be able to analyse organisational change' situations and review appropriate strategies to minimise negative impact upon stakeholders whilst also securing the future of the organisation/function. 3. Be able to reflect critically upon the implications of managing organisational change within complex systems for individuals, stakeholders, culture, structures and systems, and leading change. 4. Be able to identify internal organisational (i.e. change readiness audit & change capability) and external change conditions (i.e. market conditions, competitors, changing customer requirements) affecting the sustainability of a chosen organisation.
Syllabus Outline	<p>Introduction to planned approaches within organisations</p> <ul style="list-style-type: none"> - Organisational planning in a marketing communications context

	<ul style="list-style-type: none"> - Marketing analysis - Trendwatching - Planning horizons - Organisational short, medium and long term planning - Planning approaches to change - Writing a strategic organisational change plan - Implications for growth and contraction - Implications for and managing the human side of growth and contraction <p>The limitations of planned approaches for organisational change in rapidly changing market conditions</p> <ul style="list-style-type: none"> - Key drivers and forces for change (internal and external) - The realities of change situations - Communications and resistance - The importance of process and storied approaches to change - Working within complex systems and the implications for change <p>Understanding key issues with organisational types and scale of change</p> <ul style="list-style-type: none"> - Explore structural, systems, cultural change - Leading different types of change <p>Managing Change and the impact of the implementation</p> <ul style="list-style-type: none"> - Change and multiple stakeholders - Positive vs negative impact of change - Effective change management strategies
Contact Hours	<ul style="list-style-type: none"> • In line with the tenets of ‘flipped’ classroom delivery, initial briefings, threshold concepts and supporting material will accessed online. • Face to face contact time will total 36 hours and comprise of 6 hours per week across a six week period. Where ever possible, the majority of contact will take the form of workshops and small group teaching. • In addition to face to face contact, ongoing contact will be maintained with students through ‘office hours’ discussion boards on the University’s virtual learning environment (VLEs) and other technology-aided means. <p>QAA guidance is available here http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx</p>
Teaching and Learning Methods	<ul style="list-style-type: none"> • In line with tenets of the ‘flipped classroom’ students will be expected to engage with independent learning both before and after attendance at any face to face taught session. Students will be guided to a range of online materials on the Blackboard VLE to prepare in advance of scheduled sessions as well as materials to consolidate learning in a post session environment. • Scheduled learning will take place largely in an interactive environment where students will be encouraged to build upon their understanding of basic concepts by engaging in the development of more complex aspects of theory and practice using a range of online and offline resources.

- Using a task-focussed, problem-based approach, the delivery of the syllabus will be based around the development of extended projects or case studies on topics of interest or relevance to organisations within the sector. Within the context of a wider projects students might engage in a range of activities which include (but is not limited to) the production of shorter case study examples, group research activities and presentations.
- Scheduled teaching activity on this module over a 6 week period will account for an average of 6 hours a week.
- Online logs or e-portfolios or other forms of recording will be used to record engagement and progress on the projects.
- In between scheduled sessions, students will be expected to work independently and in groups that will support their work toward their final assessment. This will account of the remainder of the hours allocated to this module.

Scheduled learning includes interactive learning sessions, seminars, practical classes and workshops; lectures.

Independent learning includes hours engaged with materials provided on the VLE, Library and internet searches, essential reading, case study preparation, assignment preparation and completion.. These sessions constitute an average time per level as indicated in the table below.

Key Information Sets Information

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



The table below indicates as a percentage the total assessment of the module which constitutes a -

Coursework: Change management proposal

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	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Students will be encouraged to engage with a wide range of academic and practitioner literature. They will be encouraged to make full use of the print and electronic resources available to them through membership of the University which include (but are not limited to) a range of electronic journals and a wide variety of resources

	<p>available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many of these 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>In line with the 'flipped' philosophy, students will be directed to specific resources and expected to undertake essential reading prior to each session.</p> <p>Essential reading Students are expected to purchase or have open access to following text as it is considered core to the module:-</p> <p>Cameron, E. & Green, M. 2015, <i>Making sense of change management: a complete guide to the models, tools and techniques of organizational change</i>, Fourth ed, KoganPage, London</p> <p>Hayes, J. (2014) <i>The Theory and Practice of Change Management</i>, 4th Edition, Basingstoke, Palgrave Macmillan</p> <p>Further reading – Students will also be actively encouraged to seek out and engage with additional reading and resources to supplement their knowledge. A list of indicative textbooks and relevant journals is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge.</p>
Indicative Reading List	<p><u>Books</u></p> <p><i>Roth, G. & DiBella, A.J. 2015, Systemic Change Management: the five capabilities for improving enterprises, Palgrave Macmillan, New York, NY.</i></p> <p><i>Bridges, W. (2009) Managing Transitions: Making the Most of Change 3rd ed, London, Nicholas Brealey Publishing</i></p> <p><i>Burnes Bernard (2009) Managing Change, 5th edition, Pearson Ed</i></p> <p><i>Carnall, C. (2007) Managing Change in Organisations. (5th ed). Harlow, Essex: Pearson Education</i></p> <p><i>Dawson, P. and Andriopoulos, C. (2014) Managing Change, Creativity and Innovation, Second Edition, London: Sage</i></p> <p><i>Helms-Mills, J., Dye, K. and Mills, A. (2009) Understanding Organizational Change, London: Routledge</i></p> <p><i>Shaw, P. (2002) Changing Conversations in Organizations: A Complexity Approach to Change London: Routledge</i></p> <p><i>Stacey, R. D (2010) Complexity and Organizational Reality, London, Routledge</i></p> <p><i>Paton, R.A. & McCalman, J. 2004, Change Management: a guide to effective implementation, 2nd ed, SAGE, London.</i></p> <p>Academic and Practitioner Journals</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 <i>Organisation Management Journal</i> <i>Journal of Management and Organisation</i></p>

	<i>European Journal of Advertising</i> <i>European Journal of Marketing</i> <i>International Journal of Advertising</i> <i>Journal of Marketing Communications</i> <i>Journal of Advertising Research</i> <i>Journal of Interactive Advertising</i> <i>Journal of Communications Management</i> <i>Journal of Marketing</i> <i>Journal of Consumer Behaviour</i> <i>Management</i> <i>Marketing and Management</i> <i>Marketing Management</i> <i>Science Review</i> <i>The Economist</i> <i>Marketing</i> <i>Campaign</i> <u>Other</u> <i>Any/all broadsheet newspapers</i>
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Part 3: Assessment

Assessment Strategy	<p>This assessment is expected to represent the cumulative learning of students over the course of this module. In this assessment, students will be expected to draw upon the research, analysis and learning accrued over the course of the module in order to produce a reasoned and evidenced change management proposal.</p> <p>Students will be expected to work on aspects of their proposal over the course of the module and record their work in a module e-portfolio, log or monitoring mechanism. During this time students will be given formative feedback on the work generated within context of scheduled sessions. This may take a range of forms and includes (but is not limited to) direct questioning, peer assessment and feedback. Students will be encouraged to develop their skills as independent learners through personal goal setting and personal reflection and will use formative assessment as a tool to track their own progress against module learning outcomes.</p> <p>In response to a given organisational or market challenge, students will be required to offer an appraisal of the relevance and relative value of the respective change management strategies and generate a reasoned and evidenced proposal in response.</p> <p>This piece of assessment has been identified as Component A as students will be required to keep a record of their assessment preparation in their module e-portfolio, log or monitoring mechanism. Evidence of students' own work can be found through embedded hyperlinks or direct references within the proposal that directly links to work found in the students' own e-portfolios.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 100%	B: n/a
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Change Management Proposal (2500 words)	100%	
Component B Description of each element	Element weighting (as % of component)	

1. N/A	N/A
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Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Change Management Proposal (2500 words)	100%
Component B Description of each element	Element weighting (as % of component)
1. N/A	N/A

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.