MODULE DESCRIPTOR

MODULE TITLE	Leadership and Strategies for Change (FM)		
Module Code	44-7946-00C		
Level	7		
Credit Points	15		
Indicative Assessment Tasks & Percentage Weightings	100% Coursework		
Pre-Requisite Modules *(if applicable)*	None		
Delivered according to Standard Academic Calendar	**Long:** 2 semesters	**Short:** 1 semester	**Other delivery pattern:**
YES	NO	NO	BLOCK

1   MODULE AIMS

FM as a discipline emerged from and is grounded in the human ecology of organisation.   At a strategic level the Facilities Manager is likely to be more concerned with the management of change rather than of projects. Facilities themselves can be an instrument of change. This module, therefore follows on from Strategic FM and Strategic Property Asset Management to provide an essential and critical perspective of change and leadership theory, its influence on change management issues and its practical implementation in an FM context. Students are encouraged to develop a personal approach to leadership and change through a critical understanding of the way in which organizations are developed and managed. The following points summarize the contribution of this module towards the course philosophy.

a. For the student as a reflective leader, the module aims to develop professional capacity in reflexive exploration of the student's own role as a leader of change, an agent of change or a participant in the change process, to synthesize sceptically theories and models into organizational practice, to develop an increased awareness of leadership behaviours, to develop a personal approach to leadership and to think critically about tools for effective leadership and change.

b. For the student as a change master, the module aims to give the student the opportunity to analyse the nature of organizational change, to provide an insight into leadership and management theory and in so doing enable the student to develop the ability to critically analyse and reflect upon the role of the leader in the change process and to explore the relationship between the processes of change, the development of strategies of change and leadership style.

The aim of the module is, therefore, to provide an insight into theories of organisational diagnosis leadership and change and in so doing enable students to

develop the ability to critically analyze and reflect upon how theories of leadership and change might inform practice. This involves students engaging with a variety of theoretical constructs by using them to interrogate practice with theory and vice versa. Hence, an additional aim of the module is to challenge students to begin to develop their own orientation to key issues of leadership and change, based on this critical reflexivity.

2 MODULE LEARNING OUTCOMES
BY THE END OF THE MODULE YOU WILL BE ABLE TO

1. Select, explain, and develop theories and current research, appropriate to your own situation and development needs, which explore the complex nature of leadership, management and organizational change

2. Understand, recognise and diagnose the dynamics of organisational situations and barriers to change.

3. Appreciate the role of narratives in shaping organisations, in particular the frequent mis-alignment of the FM and the human ecology of organisations.

4. Critically reflect upon the assumptions underlying different approaches to leadership and organizational analysis

5. Critically evaluate and compare the implications of planned and programmatic approaches to change and systems implementation in relation to approaches that are emergent and discontinuous

6. Critically evaluate emergent themes in the management of change that stress the uncertainty and ambiguity of change

7. Appraise the relationship between theory and practice of leadership and management in the processes of change

8. Identify leadership as a process of adaptation and evolution and critically evaluate the role of idealized influences and visionary challenges in pursuing change and the role of the leader in managing the social context

9. Undertake reflective exploration of your own role and the role of FM in the change process and to understand the consequences of leadership on the dynamics of emergent relationships

3 INDICATIVE LEARNING, TEACHING AND ASSESSMENT ACTIVITIES

The learning strategy adopted will encourage participants to develop a critical and reflective approach to the course content and the learning outcomes. This involves students engaging with a variety of theoretical constructs - established and current research on leadership and change, by using these to interrogate practice with theory and vice versa. A key aspect of this process will involve students critically reflecting on their own values, beliefs and assumptions on change management and leadership and being challenged to address and resolve any tensions or contradictions that this raises for them. To achieve this there will be:

- Lectures and group work designed to introduce concepts, models and theories

- Problem solving seminars providing the opportunity to test out in participants' own contexts, models themes, tools and technique developed during the lectures, or drawn from directed reading

- Case studies (mostly drawn from lecturers' research and direct experience, and where relevant from participants' direct experience) designed to allow students to apply key concepts, ideas and frameworks

- The opportunity for discussion of the emergent themes, relating them where possible to the participants' own experience of leadership, organizational development and involvement in change processes

Formative feedback will be provided during the workshop activities. The principal, summative, assessment activities will involve:

- Individual presentations focusing on a business issue confronted by a student will be given during the block week and formative feedback will be provided. This will be followed by a synthesising assignment, the purpose of which is to undertake reflective and diagnostic exploration with appropriate theory of the student's role as either a leader of change or a follower/participant in the change process. On completion of the summative assessment detailed written feedback will be provided to the student.

ASSESSMENT STRATEGY AND METHODS

Task No.	TASK DESCRIPTION	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Coursework	CW	100%	5000 words	No

4   INDICATIVE MODULE CONTENTS / TOPICS

Strategic change in action: the Human Side of Change Management
- Change and the Individual
- The Complexity of the Human Response to Change
- Issues of Resistance to Change
- Understanding and Undertaking Culture Change

The role of narratives in Facilities change
- Occupier's and FM perceptions of facilities
- Organisational dynamics and systems
- The emergence and perpetuation of unwritten rules
- Facilities as a trigger for or barrier to change

The Nature of Leadership
- Critical appreciation of the role of leadership in organizations
- Modernist conventions of industrial management and leadership
- Leadership models and perspectives

Perspectives on the management of leadership and change: the theory and practice of change processes
- Transformational and charismatic Leadership and Change
- Implementation of Planned Change through strategic leadership and management.
- Strategic Decisions and Political Processes
- Strategic Change and Context

Perspectives on the management of change: the nature of planned programmatic change.
- Planned Change and the Strategic Mindset
- Key Aspects of the Change Agent's Role in Enabling Change Organisation Development
- Prescriptive approaches to the change process: Facilities projects as an example

Reflective Consideration of Emergent Themes in the Management of Change.
- The Ideas of Modernism, Postmodernism and Complexity
- The Postmodern Epoch and Transformation
- Comparing Modern and Post Modern and Emergent Organisation
- Does Postmodernism enhance Understanding of Change Management?
- Comparing Modern, Postmodern and Complex Systems assumptions about Change.

Leadership: Emergent Themes
- Leadership, conversation and speech acts
- Dispersed leadership: Teams, Stewardship and servant leadership
- Diversity, gender and culture; the leader as coach and developer
- Practices and commitments of leadership: vision, trust and purpose

FURTHER INFORMATION ABOUT THIS MODULE

- **FURTHER / ADDITIONAL INFORMATION IS AVAILABLE TO SUPPORT THIS MODULE, INCLUDING <u>ASSESSMENT CRITERIA</u> DETAILING HOW YOUR PERFORMANCE IN THE MODULE WILL BE MEASURED, HOW YOU WILL RECEIVE FEEDBACK, DETAILS OF LEARNING RESOURCES AND KEY READINGS.**

- **THIS INFORMATION CAN BE FOUND IN**
  - the module handbook
  - the module blackboard site

- **NOTE THAT THIS ADDITIONAL INFORMATION MAY BE SUBJECT TO CHANGE FROM YEAR TO YEAR**

FINAL TASK

| According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy) | Task No.

1 |
| --- | --- |

MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	Y
Single Referral Package for All Referred Students	N

REVISIONS

Date	Reason
July 2012	Assessment Framework review