MODULE DESCRIPTOR

TITLE	Leadership and Strategies for Change
SI MODULE CODE	44-7955-00S
CREDITS	15
LEVEL	7
JACS CODE	*N214*
SUBJECT GROUP	*Organisational Behaviour and Human Resource Management*
DEPARTMENT	*Management*
MODULE LEADER	*Richard Breese*

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	**Placement (if applicable)**	**Independent Guided Study**	**Total Number of Study Hours**
76		**74**	**150**

MODULE AIM

The management of change has assumed increasing importance for all managers and it can be argued that no manager will be effective if he or she is not capable of managing and leading strategic change. This module, therefore, provides an essential and critical perspective of change and leadership theory and its influence on change management issues. You will be 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 you as a reflective leader, the module aims to develop professional capacity in reflexive exploration of your 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 you as a change master, the module aims to offer the opportunity to analyse the nature of organizational change, to provide an insight into leadership and management theory and in so doing enable you 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 leadership and change and in so doing enable you to develop the ability to critically analyze and reflect upon how theories of leadership and change theory might inform practice. This involves you 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 you to begin to develop your own orientation to key issues of leadership and change, based on this critical reflexivity.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student 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. critically reflect upon the assumptions underlying different approaches to leadership and organizational analysis;

3. 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;

4. critically evaluate emergent themes in the management of change that stress the uncertainty and ambiguity of change;

5. appraise the relationship between theory and practice of leadership and management in the processes of change;

6. 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;

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

INDICATIVE CONTENT
The learning strategy adopted will encourage you to develop a critical and reflective approach to the course content and the learning outcomes. This involves you 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 you critically reflecting on your 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 you. To achieve this there will be:

• Lectures designed to introduce concepts, models and theories;
• Problem solving seminars providing the opportunity to test out in your own contexts, models, themes, tools and techniques 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 you 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.

The principal, summative, assessment activities will involve:

• Group presentations focusing on the issues confronted in major change efforts in organizations with which you are familiar; and

• A synthesising assignment, the purpose of which is to undertake reflective exploration with appropriate theory of your role as either a leader of change or a follower/participant in the change process.

Formative feedback on the group presentations should help you with your work on the individual written assignment. You will also receive written feedback in the form of an assessment grid. Summative feedback will address the module learning outcomes.

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS
Students will be supported in their learning, to achieve the above outcomes, in the following ways

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

The Nature of Organisational Change
- Identification and Understanding of Triggers for Change
- Different Levels of Change
- Triggers for Change within the Organisation

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

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 (but modest) 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: Business Process Redesign as an Example.

Reflective Consideration of Emergent Themes in the Management of Change
- The Ideas of Modernism and Postmodernism
- The Postmodern Epoch and Transformation
- Comparing Modern and Post Modern Organisation
- Postmodernism Enhances Understanding of Change Management
- Comparing Modern and Postmodern Assumptions about Change Complexity Theory.

Leadership: Emergent Themes
- 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

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Written Assignment	CW	100%	4000 words	N

FEEDBACK
Students will receive feedback on their performance in the following ways

During seminar activities verbal, formative feedback will be given through discussion etc from both tutors and peers. In addition students are encouraged to actively seek feedback where they require clarification.

In small groups, students will make a presentation based on the same tasks/criteria that will comprise the final assignment. Formative feedback will be given by tutors based on the same marking grid, and students will also be asked to mark their peers so that they can ensure that their understanding of the terms used in the grid and the level of analysis needed to secure marks at each band are clarified prior to the submission of their individual assignment.

Summative marks will be provided on the final assignment and written feedback given in accordance with the criteria on the grid provided.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Blackboard is used as a repository for material used in seminars and lectures, and preparation material for seminars will also be available there where it is appropriate. Students will be encouraged to actively build content to share with their peers.

A reading list is provided within the module guide (included below) and electronically through Blackboard. Links to relevant articles used in lectures/seminars are also given on Blackboard.

Key Texts

Essential:

Darwin, J., Johnson, P., McAuley, J. (2002) *Developing Strategies for Change* Financial Times

Rickards, T. & Clark, M. (2006) *Dilemmas of Leadership.* Routledge

Yukl, G. A. (2002) Leadership in Organizations. (5th Ed) Prentice Hall

Or

Northouse, P.G. (2003) *Leadership: Theory & Practice*, 3rd ed. Sage,

Other Texts The course texts are:

Bass, B.M. (1985) *Leadership and performance beyond expectations*, New York: Free Press.

Bennis, W. (2000) Old dogs, new tricks: Creative & collaborative leadership. Kogan Page.

Bennis, W. & Nanus, B. (1997) *Leaders: Strategies for Taking Charge (2nd Ed.)*, Harper Business

Bryman, A (1992) Charisma and leadership of organizations, London: Sage.

Bryman, A. (1996) Leadership in organizations, In S. Clegg et al. Handbook of organizational studies, Sage.

Buchanan D & Boddy D (1992) The Expertise of the Change Agent: Public Performance and Backstage Activity, Prentice Hall

Buchanan, D. & Badham, R. (1999) Power, politics and organizational change: winning the turf game. London: Sage

Burnes B (2000) Managing change: a strategic approach to organisational dynamics Financial Times Publishing

Collins, J. (2001) Level 5 Leadership, *Harvard Business Review*,79(1),67-76

Collins J C & Porras J I (2000) Built to last: Successful habits of visionary companies (3rd Edition) London: Century Press

Cummings, T. G. and Worley C. G. (2000) Organisation Development and Change (7th Ed) International Thomson Publishing

Daft, R. L. (1999) *Leadership: Theory & Practice*. Dryden Press.

Grint, K. (2000) *The Arts of Leadership*. Oxford

Hassard J & Parker M (1993) Postmodernism and Organisations, Sage

Knights, D. & Willmott (2000) (Eds.) The reengineering revolution: critical studies of corporate change Sage

Kotter, J.P. (1996) *Leading Change,* Harvard Business School Press

Kouzes, J.M. & Posner, B.Z. (1995) *The Leadership Challenge*. Jossey-Bass

Mitroff II & Linstone H A (1993) The Unbounded Mind: Breaking the Chains of Traditional Business Thinking, Oxford University Press

Pascale, Richard; Millemann, Mark. Changing the way we change. Harvard Business Review, Nov/Dec 97, Vol. 75 Issue 6, p126.

Paton R A & McCalman J (2000) Change Management: A Guide to Effective Implementation, Sage Publishing

Sadler, P. (2003) Leadership: MBA Masterclass.

Sennett, R. (1999) The Corrosion of Character; The Personal Consequences of Work in the New Capitalism New York: Norton

Starratt R J (1993) The Drama of Leadership, The Falmer Press

Storey, J. (2003) *Leadership in Organisations: Current Issues and Key Trends*. Routledge

Wilson D C (1999) A Strategy of Change: Concepts and Controversies in the Management of Change (2nd Edition), Routledge

SECTION 2   MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	N
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	Y
Date the changes (or new module) will be implemented	**01/2014**

MODULE DELIVERY PATTERN - *Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.*

	Module Begins	**Module Ends**
Course Intake 1	27/01/2014	09/05/2014
Course Intake 2		
Course Intake 3		

Is timetabled contact time required for this module?	Y

Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

*Choose one only – module <u>cannot</u> include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N

If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information 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 Information Grid in Section 1 of the Descriptor)	Task No. 1

NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%. **NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.**	