

## MODULE DATA

<b>MODULE TITLE</b>		Developing Strategies for Change			
<b>MODULE LEVEL</b>		7			
<b>MODULE CREDIT POINTS</b>		15			
<b>SI MODULE CODE (if known)</b>		44-7E33-00C			
<b>MODULE JACS CODE</b>		N200			
<b>SUBJECT GROUP</b>		Strategic Management			
<b>MODULE DELIVERY PATTERN</b> (✓ as applicable or give dates for non-standard delivery) NB "Semester 3" ends on 31 July each year					
<b>LONG (2 semesters)</b>		<b>SHORT (1 semester)</b>		<b>NON-STANDARD DELIVERY</b>	
Sem 1 & 2		Sem 1		Start Date	
Sem 2 & 3		Sem 2		End Date	
		Sem 3			
<b>MODULE ASSESSMENT PATTERN</b> (✓ as applicable - also complete Table A, Section 5, below)					
Single Module Mark with Overall Module Pass Mark of 40%					✓
Single Module Mark - Pass/Fail only					
Up to Three Assessment Tasks with Pass Mark of 40% for each Task and Overall Module Pass Mark of 40%					
Up to Three Assessment Tasks - Pass/Fail only					
Other - if choosing "Other" please give further details of assessment pattern in the blank space below. <i>"Other" should be chosen where, for example, a PSRB has specified an overall Module Pass Mark of higher than 40% - if so, give details below and specify higher pass mark. Or, e.g., where PSRB has specified an Individual Task Pass Mark of higher than 40% give details in space below and complete final column in Table A, Section 5)</i>					
Overall Module Pass Mark if other than 40% (subject to approval)					%
<b>MODULE INFORMATION</b> (✓ as applicable - also complete Table A, Section 5)					
Is a timetabled examination required for the assessment of this module?					
Is a timetabled examination required for the reassessment of this module?					
Is the module delivered wholly by Distance Learning (i.e. not timetabled at SHU)					
Are any staff who are responsible for teaching on this module non-SHU employees?					
<b>MODULE STATUS</b> (✓ as applicable to status of module in the context of current proposal)					
<b>Unchanged:</b> an existing module, presented as unchanged from previous years					
<b>Modified:</b> an existing module being modified as a result of this validation, e.g.. changes to delivery or assessment pattern, title, credit weighting etc					
<b>New:</b> new module to be approved through current validation process					✓
<b>If status is 'Modified', please give date when modified version is to be available from</b>				<b>Modified Version Available from</b>	
<b>Breakdown of notional study hours by type</b> (Typically requires 10 hours of notional study time for 1 CATS credit)		<b>Tutor-Led (Contact Hours)</b>	<b>Tutor-Directed Study</b>	<b>Self-Directed Study</b>	<b>TOTAL STUDY HOURS for this Module</b>
		36	24	90	150

<b>OTHER COURSES FEATURING THIS MODULE (please list below)</b>
--

## **1 AIM OF THIS MODULE**

The aim of this module is to provide students, in the context of their specialism, with a strong grounding in the key themes of organisational strategy and change, both being seen as a journey which is experienced and not as a set of rationally planned activities which signpost individuals to a pre-determined destination.

## **2 BY ENGAGING SUCCESSFULLY WITH THIS MODULE YOU WILL BE ABLE TO**

1. Select, explain, and develop theories and current research, appropriate to your own situation and developmental needs, which explore the complex nature of strategy and organisational change.
2. Critically evaluate and compare the implications of planned and programmatic approaches to strategy and change with approaches that are emergent and discontinuous.
3. Critically evaluate emergent themes concerned with developing strategies for change that stress the uncertainty and ambiguity of change processes.
4. Analyse the human implications of the strategic change process for individuals and groups within the organisation
5. Appraise the relationship between the theory and practice of leadership and management in the processes of change.
6. Undertake reflective exploration of your own role as either an agent of change or a participant in the change process and to synthesise sceptically the above learning outcomes into the context either of your own organisation or to an organisation known to you.

## **3 THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE**

### **Setting the scene: the context of organisational strategy and change**

#### **Globalisation - political, social, technological and economic developments**

- Globalisation - (post) modernity and future trends;
- Globalisation - as intensified uncertainty and competition
- The role of government at national and international level

#### **The Implications for Organisations:**

- The varying impact upon rationalist, modernist organisational forms, including bureaucracy, Taylorism/Fordism and the McDonaldisation of society;
- De-differentiation of work processes and the flexibility debate(s);
- The rise of entrepreneurship;
- New organisational forms in the public, private and third sectors

#### **The Impacts upon Management:**

- The epistemological status of management and organisation
- The future of management and the evolution of new managerial roles;
- Managing innovation;
- Bureaucratic vs entrepreneurialist management ethics

#### **The Implications for Strategy:**

- The nature of strategy and strategic decisions
- Strategic management in different contexts
- The different perspectives on strategy

- Strategic tools and techniques
- Organisational structure and its relationship to strategy
- Learning, creativity and innovation: their strategic role
- Power, influence and negotiation

#### **Wider influences on strategic thinking**

- The integration of strategy making and strategy implementation
- Managing global relationships
- Participative approaches to strategy

#### **Organisational change**

- Mapping the field of Change
- Introduction to Managing and Understanding Change Theory
- Personal Change
- Change in Groups
- Managing Organisational Change
- Managing Technological and Systems Change
- Cross Cultural Issues in Managing Change
- Leadership and Change

### **4 THESE ARE THE MAIN WAYS YOU WILL BE SUPPORTED IN YOUR LEARNING TO ACHIEVE THESE OUTCOMES**

These are the main ways of learning and teaching which will help to achieve the learning outcomes. The learning strategy adopted will encourage participants to develop a critical and reflective approach to course content and learning outcomes. To achieve this there will be

- Lectures designed to introduce concepts, models and theories.
- Problem solving seminars providing the opportunity to test out in participants' own organisational contexts models, themes, tools and techniques developed during the lectures, or drawn from directed reading.
- Case studies (mostly drawn from the lecturers' or participants' direct experience) designed to allow participants to apply key concepts, ideas and frameworks.
- The opportunity for discussion of the emerging themes, relating them where possible to the participants' own experience of organisation development, or of being involved in organisational change processes.
- The module also has a BlackBoard site. This will include such items as the PowerPoint slides used during the module, documentation and the Talis reading list. Students will be encouraged to use the Discussion Board. The site will be opened some four weeks before the module.

### **5 THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES**

The assignment will be produced focussing on a specific area of strategy and change identified by the student, and seen to be relevant to the experience and aspirations of the participant. This will be approximately 4,000 words. A possible assignment would be to choose **one** of the following:

1. Critically appraise the contribution which your subject specialism (i.e. coaching and mentoring, organisation development or charity resource management) can make organisational strategy and change.

2. Critically appraise the contribution which organisational strategy and change can make to your subject specialism (i.e. coaching and mentoring, organisation development, public enterprise or charity resource management).
3. "All organisations face major new strategic challenges in the 21<sup>st</sup> century, with significant implications for organisational change".  
Critically appraise the above comment, and outline the implications for the coaching and mentoring, organisation development, public enterprise or charity resource management practitioner.

**TABLE A: ASSESSMENT TASK INFORMATION**

ASSESSMENT TASK	% weighting of overall module mark	Duration of task / word count / length of exam	In-module retrieval available?	Individual task pass mark ONLY IF OVER 40%**
Individual Assignment	100%	4,000 words	Yes	

## **6 THIS IS HOW YOU WILL BE GIVEN FEEDBACK ON YOUR PERFORMANCE**

Feedback in the support of student learning is an integral part of module design and:

- We encourage dialogue (tutor, peer) and collaboration around learning through an interactive teaching and learning style
- We help clarify what good performance is (goals, criteria, standards) through full discussion of the assessment.
- We provide information that can be used to help shape teaching and learning support through the module guide and the BlackBoard site
- Encourage positive motivational beliefs and self esteem through the establishment of clear boundaries in discussion and in the assessment situation.
- Facilitate the development of self-assessment and reflection in learning through the reflective nature of the assessment and its relationship to experience, reflection and relevant theory.
- Deliver high quality information to students about their learning through the use of the matrix and the feedback narrative.
- Provide opportunities to close the gap between current and desired performance through the development of formative as well as substantive content feedback on the matrix and narrative. Where students request this, we can also look at drafts of their work.

## **7 THESE ARE EXAMPLES OF THE KEY LEARNING RESOURCES YOU WILL USE**

The module has a BlackBoard site on which are placed key documents, PowerPoint presentations provided by academic staff, the presentations made by the student groups, access to journal articles (a Talis link has been developed) and other resources. Students will be encouraged to use the Discussion Board. There is also a Programme BlackBoard site.

Two learning packs will be made available to students, one focussing on strategy and the other on change. These will be supplemented by reading recommendations.

This module will make extensive use of a structure developed by Mintzberg, H., Ahlstrand, B. and Lampel, J. in the *Strategy Safari*: Financial Times/ Prentice Hall; 2<sup>nd</sup> edition (2008). Therefore this text is **essential** to the module. Two other books are **key references** for this module

Johnson, G., Scholes, K. and Whittington, R. (2008) *Exploring Corporate Strategy Text and Cases*, 8<sup>th</sup> Edition, Prentice Hall.

Darwin, John., Johnson, Phil. and Mcauley, John. (2002) *Developing Strategies for Change*. London: Financial Times/Prentice Hall

In addition to these three texts, the following are of **general relevance** to all aspects of the module:

Eden, C. and Ackermann, F. (1998) *Making Strategy*. Sage: London

Hapberg & Rieple (2001) *The Strategic Management of Organisations*

Morgan, G. (1998) *Images of Organization* Sage Publications

Mintzberg, H., Lampel, J., Quinn, J, and Ghoshal, S. (2003) *The Strategy Process: International Edition*, Prentice Hall, Revised European Edition

Whittington, R. (2000) *What is Strategy – and does it Matter?* Routledge, London

#### **REVISIONS**

<b>Date</b>	<b>Reason</b>
July 2012	Assessment Framework review