

MODULE SPECIFICATION

1. **Title of the module**
Leading and Managing Change
2. **School or partner institution which will be responsible for management of the module**
Pearson College London
3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**
Level 7
4. **The number of credits and the ECTS value which the module represents**
15 credits (7.5 ECTS)
5. **Which term(s) the module is to be taught in (or other teaching pattern)**
This module can be run in any term: Autumn, Spring, or Summer
6. **Prerequisite and co-requisite modules**
None
7. **The programmes of study to which the module contributes**
 - MSc in Financial Leadership - option module

8. **The intended subject specific learning outcomes.**

On successfully completing the module students will be able to:

- 8.1) Demonstrate systematic and comprehensive knowledge and understanding of principles, concepts, and methods of change management in organisations; understand the change management process and change planning
- 8.2) Critically apply knowledge, skills, tools, and techniques to project activities in order to meet or exceed stakeholder needs and objectives from a project
- 8.3) Devise, present, and defend a change management plan in response to a challenge or issue facing an organisation, with limited information
- 8.4) Critically evaluate change management plans for appropriateness in given situations
- 8.5) Demonstrate a comprehensive understanding of the role of a leader in change management and make sound judgements in managing the human side of change
- 8.6) demonstrate negotiation and influencing skills, effectively explore alternatives and positions and reach outcomes that will gain all parties' support and acceptance
- 8.7) demonstrate and practice empathy to others during the process of change, build open and collaborative relationships with team members

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9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1) exercise personal responsibility and initiative
- 9.2) make decisions in complex and unpredictable situations and environments
- 9.3) Demonstrate problem solving skills, demonstrate originality in tackling and solving problems
- 9.4) demonstrate self-direction and originality in tackling and solving problems

10. A synopsis of the curriculum

The primary objective of this module is to bring awareness to the process of change in organisations and equip students with the tools to manage it. Both macro (organisation) and micro (individual) levels of change will be covered. Special emphasis is to be given to the human/people aspect of change. Through use of case studies and real life examples, possibly with some speakers visiting from the industry, students will learn how to lead change through their actions and through others and devise change management plans best suited for organisation and type of change. Students' leadership styles will be explored and this course hopes to raise the level of empathy students demonstrate to others during the process of change.

The learning outcomes for this module are aligned to change management practitioner competency framework of the Change Management Institute.

Overview of curriculum:

- Types of change facing organisations
- Change management models including Kotter's eight steps of change, Lewin, push & grow theories, and emerging change management theories and tools
- Case study on change (to be selected from industry with a speaker, if possible)
- Kubler-Ross change curve and empathy during change process
- Impact of change on teams and workplace relationships
- Reflection on past personal experiences with change
- Personal leadership style
- Application of Kotter's framework
- Project management principles
- Advanced stakeholder management techniques

11. Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

- Gibbons (2015), " Science of Successful Organisational Change", Pearson Education
- J. Kotter (1996), Managing change. Harvard Business School Press
- J. Kotter, D. Cohen (2002), The Heart of Change. Harvard Business School Press
- P Lencioni (2002), The five dysfunctions of a team. Jossey-Bass
- S. Johnson (1998), Who moved my cheese. G. P. Putnam's Sons
- HBR's 10 Must Reads on Change. Harvard Business Review Press, 2011

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A selection of further articles and case studies to be added to the reading list as appropriate for team project and assignments.

12. Learning and Teaching methods

This module will be taught by means of a 1 hour lecture and 1.5 hour seminar for ten weeks. In addition, a group project will run alongside the module.

Lectures will provide the necessary knowledge, seminars will focus on applying the concepts learned through discussing and working through case studies, and team project will enable integration of the knowledge gained throughout the course.

Independent learning hours will include reading assigned materials and preparing for case study discussion (4-5 hours per week), writing individual assignment (15 hours), group work (6 hours per week).

Summary of hours:

Lectures	10 hours
Seminars	15 hours
Independent study	125 hours

13. Assessment methods.

- Group oral presentation of 20 minutes* (50% of overall grade).
 - 1 individual written coursework assignment of 3,250 words** – (50% of overall grade)
- *The group oral presentation will typically be based on a presentation that addresses a real change management issue for an organisation. The maximum group size will be 5 people.

** The individual assignment would typically require a student to design a change programme for a chosen organisation.

A student must pass both assessments in order to pass the module.

Other alternative forms of assessment may be developed for resits.

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14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)

Module learning outcome		8.1	8.2	8.3	8.4	8.5	8.6	8.7	9.1	9.2	9.3	9.4
Learning/teaching method	Hours allocated											
Self study	125	x	x			x	x	x	x	x	x	x
Lectures	10	x				x	x	x				
Seminars	15	x	x		x	x	x	x	x		x	x
Assessment method												
Individual assessment (3,250 words)			x	x	x						x	x
Group project (30 minutes)		x				x	x	x	x	x		

15. Pearson College London recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching.

Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the College's Registry which oversees disability/dyslexia student support, and specialist support will be provided where needed.

16. Campus(es) or Centre(s) where module will be delivered:

Pearson College London

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 17 and 18. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

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17. **Partner College/Validated Institution:**

Pearson College London

18. **University School responsible for the programme:**

Kent Business School

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FACULTIES SUPPORT OFFICE USE ONLY

Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)