

1. **Title of the module**

Change Management and Digital Transformation

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**

30 credits (15 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn, Summer, Spring

6. **Prerequisite and co-requisite modules**

Adding Organisational Value 1: Techniques

7. **The programmes of study to which the module contributes**

MA Business and Management

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) Demonstrate the process of building an environment that embraces change and new ways of doing things; understand how to encourage continuous improvement

8.4) devise, present, and defend a change management plan in response to a challenge or issue facing an organisation, with limited information; critically assess change management plans for appropriateness in given situations

8.5) critically evaluate change management plans for given situations

8.6) demonstrate an ability to manage the human and cultural side of change: reasons for resistance to change, stakeholder management, and ways to handle and mitigate impact; demonstrate and practice empathy to others during the process of change

8.7) demonstrate a systematic understanding of, and be able to evaluate, the potential impact of disruption, new business models, and globalisation scenarios on an organisation, as well as trends and approaches to digital transformation.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1) work as a team on a project, negotiating an agreement for common approach to a given problem and collaboratively create recommendations and make presentation as a team

9.2) deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate conclusions clearly to specialist and non-specialist audiences

9.3) apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects

10. A synopsis of the curriculum

Aims of the module:

This module will enable learners to develop the capacity and knowledge to effect meaningful change in an organisation. In particular the module will focus on the substance of digital transformation within organisations and facilitate reflection on how successful transformations occur.

Overview of syllabus:

The primary objective of this module is to further develop change management knowledge and skills in a digital world 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 and digital transformation. Through use of case studies and workplace project, 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 from change angle 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 as well as CIM Senior Leader Master's degree apprenticeship.

Topics include:

1. Process of change
 - Types of change facing organisations
 - Kotter's eight steps of change and current change management tools
 - Case study on change (to be selected from industry with a speaker)
2. Human aspects of change
 - Kubler-Ross change curve and empathy during change process
 - Building supportive and open culture
 - Impact of change on teams and workplace relationships
 - Reflection on past personal experiences with change
 - Personal leadership style
3. Tools to manage change
 - Application of Kotter's framework
 - Programme management principles
 - Stakeholder management techniques
4. Organisational change

- New business models and structures

5. Emerging and non-linear change management

6. Digital transformation

- Digital transformation and strategy
- Integration models
- Case studies

Applying and integrating the knowledge - team presentations on group case study and individual presentation on workplace project

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

- J Hayes, The Theory and Practice of Change Management. 3rd edition - Palgrave Macmillan, 2010 or 4th edition coming in 2018
- J. Kotter, Leading change. Harvard Business School Press, 2012
- HBR's 10 Must Reads on Change. Harvard Business Review Press, 2011 or selection of more recent articles from Change Management topic by Harvard Business Review
- S. Johnson, Who moved my cheese. G. P. Putnam's Sons, 1998 – book or movie on youtube
- D. Rogers, The Digital Transformation Playbook: Rethink Your Business for the Digital Age. Columbia Business School Publishing, 2016
- B. Ewenstein, W. Smith, and A. Sologar, Changing Change Management. McKinsey and Company article, July 2015
- CIPD, Transformational change: theory and practice topic: Landing transformational change: Closing the gap between theory and practice report and case studies. CIPD website, 2015
- 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 mix of seminars, personal study and a mentored workplace project will take place during the module, which will focus on a change project within a real organisation.

Lectures will provide the necessary knowledge, seminars will focus on applying the concepts learned through discussions, group exercises, case studies, peer to peer learning, and presentations, and group project will enable integration of the knowledge gained throughout the course.

Given high level of practical experience of students on this module, the learning will focus around peer to peer and reflective learning. Students will be expected to give feedback to each other frequently.

Mentored workplace project

The work-based project for this module will take place over a minimum of 4 weeks in a workplace setting under regular mentorship from the module tutor. It will take place after the third day of class tuition and before the final two days of tuition.

During this project learners will undertake a change project linked to digital transformation in an organisation. Each project will be bespoke to the individual and their chosen organisation but will include the following elements:

- Identification of an area or issue within an organisation that may benefit from digital enhancement.
- The design of a plan to lead on a project or initiative within a workplace or external setting to implement the change.
- Reflection of the effectiveness of the plan and the initial stages of its execution, incorporating external feedback where possible.

As the workplace project period is likely to be too short to experience a change programme from the beginning to end, it will usually focus on applying concepts, gaining more awareness of the dynamics during change, and reflection on the individual and others' styles. Students are expected to apply concepts from the course, think through personal lessons learned while "taking others on a journey" and create a change management plan for a selected challenge in the organisation.

Course structure

| Day | Synchronous format | Blended format | Topics |
|-----------|--|---|--|
| Day 1 | Interactive seminars | 4 hours asynchronous tuition Synchronous interactive seminars | Change management process, tools and approaches Organisational change Group forming |
| Day 2 | Interactive seminars | Synchronous interactive seminars | Human aspects of change Group exercises Digital transformation strategy |
| Day 3 | Group project | Synchronous interactive seminars | Digital transformation processes Workplace learning project preparation |
| 4-8 weeks | Workplace project | Workplace project | Weekly mentoring |
| Day 4 | Interactive seminars and peer discussion | Synchronous interactive seminars and peer discussion | Individual presentations on workplace project Case study followed by peer discussion |
| Day 5 | Interactive seminars Peer discussion | 3 hours asynchronous tuition Synchronous interactive seminars and peer discussion. | Review of change management theory Case study followed by group summative exercise Reflections and planning next steps |

Summary of hours

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|--|----------|
| Interactive seminars and peer discussion | 35 hours |
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|-----------------------------------|-----------|
| Independent study and assignments | 223 hours |
| Mentored workplace project | 42 hours |
| Total | 300 hours |

| Module | Total taught hours | Synchronous taught hours under face to face and live online modes | Synchronous : asynchronous taught hours under blended mode |
|--|--------------------|---|--|
| Change Management and Digital Transformation | 35 hours | 35 hours | 28 hours:7hours |

13. Assessment methods.

13.1 Main assessment methods:

The assignments aim to help students reflect on how they applied the knowledge learned in the course and create plans for their development as leaders and managers.

This module will be assessed by:

- * 15 minute in class group presentation based on case study provided on same day – (25% of overall grade)
- **5 minute in class individual presentation based on workplace project on day 4 (15% of overall grade)
- **3,000 word individual report based on the mentored workplace project (60% of overall grade)

*Group project will be evaluated via a presentation by a team based on a case study provided on the same day - the final day of tuition. Learners will review the case study in the class with a tutor and/or industry expert acting as the client. Groups (maximum of 5 per team) will then be given 2 hours to prepare a 15 minute consultancy style presentation based on the case study before the groups present to the client.

** Individual report and presentation based on workplace project:

- The individual presentation will precede the written report. Individuals will present an overview of their digital transformation project with peers invited to give feedback at the end.
- The individual report will be a wider and deeper reflection of the project undertaken in the workplace, with a greater emphasis on the process and people/cultural aspects of their project. It should include the learner’s change management plan developed during the workplace project.

13.2 Reassessment methods

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 |
|---|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Learning/ teaching method | Hours allocated | | | | | | | | | | |
| Self study | 223 | x | x | x | x | x | x | x | | | |
| Seminars | 35 | x | x | x | x | x | x | x | | x | x |
| Workplace learning | 42 | | x | x | x | x | | x | | x | x |
| Assessment method | | | | | | | | | | | |
| Group presentation based on case study | | x | x | | | x | | | x | | |
| Individual workplace project presentation | | x | | | x | | | x | | x | x |
| Individual workplace project report | | x | x | x | x | | x | x | | x | x |

15. Inclusive module design

The Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

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

Pearson College London premises and external organisations for work-based projects

17. Internationalisation

By the very nature of the topics included in this module, a theme of internationalisation runs throughout the module.

MODULE SPECIFICATION

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

18. Partner College/Validated Institution

Pearson College London

19. University School responsible for the programme

School of Business

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) |
|---------------|----------------------|---|-----------------|---------------------------------|
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