



Module Specification

Key Information			
Module title	Leadership, Transformation and Organisational Change		
Level	7	Credit value	15
Lead College	QMUL	Notional study hours and duration of course	150
Module lead author/ Subject matter expert	Dr Dimitrios N. Koufopoulos		
Module co-author(s)	None		
Notice to students	None		

Rationale for the module
<p>The module presents three distinct but strongly interrelated topics. Leadership is an important concept that has dominated organisational research for decades and it relates to many different organisational levels. This module focuses on leaders and leadership at the apex of the organisation. Therefore, special attention is given to Top Management Teams, CEOs and Boards of Directors. Leadership actions can transform organisations in terms of their overall strategy and consequently the way that they are structured, organised and performed. Organisations facing either external pressures or internal condition are changing, developed and very often transformed through their life cycle. Through this module, students are supported towards a career in business management so that they may apply knowledge and understanding of business and management to complex, dynamic issues and situations that will come up in their working environments. Applicability of knowledge will be demonstrated through several case studies provided.</p>

Aims of the module
<p>The module provides students with a deep understanding of the crucial contribution of strategic leadership to organisational change and transformation. Drawing on a range of theoretical perspectives across the social sciences, this module explores contrasting ways of conceptualising the 'organisational arena' within which the tasks of management take place.</p>

Topics covered in this module:

1. Leadership and Management in the 21st Century;
2. Theories of Leadership;
3. Strategic Leadership and Decision Making in Top Teams;
4. Challenges and Complexities of Organisational Change;
5. Implementing Changes;
6. Organisational Learning;
7. Transformation through Culture and Vision;
8. Transformation through Systems and Structure;
9. Innovation as Driver for Transformation; and,
10. Organisational Evolution, Adaptation and Renewal.

The topics covered may be revised to ensure currency and relevance. Students will be advised of any changes in advance of their study.

Learning outcomes for the module

A. Knowledge, Understanding and Cognitive Skills

By the end of this module learners will be able to:

1. Describe the key managerial traits and skills required to provide strategic leadership in the organisation
2. Explain the challenges that leaders face in the 21st century
3. Discuss the importance and relevance of leadership theories
4. Describe the paramount role of strategic leadership
5. Explain the role, responsibilities and challenges and decision making of Top Management Team, CEOs and Boards of Directors
6. Evaluate the key drivers, types and processes of organisational change and learning
7. Critically discuss transformation in organisations through vision, processes, structures and culture
8. Analyse leading and leadership through evolution and adaptation
9. Analyse and synthesise theories about leadership, change, leading transformation
10. Examine various perspectives of leadership and change theories and identification of assumptions and alternative viewpoints

B. Practical, Professional and Key Skills

By the end of this module learners will have developed:

1. Desk research skills into business and management issues, either individually or as part of a team for projects/dissertations/presentations
2. Interpersonal skills of effective listening, negotiating, persuasion, considering alternative perspectives
3. Problem solving skills, such as identifying, formulating and solving business problems at a strategic level
4. Effective communication skills utilizing a range of media which are widely used in business
5. Self-reflection and criticality including self-awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues
6. Self-management skills in terms of time, planning, self-starting and independent learning
7. The ability to present and defend complex arguments based on multidisciplinary analysis and multiple kinds of evidence
8. Problem solving & decision making skills
9. Collaboration skills in multicultural teams

Learning and Teaching Strategy and Methods

In addition to the core principles of the learning & teaching strategy and methods for this programme provided in the Programme Specification, Regulations and programme induction, the learning resources for this module are designed by a team supporting the module author with instructional design, learning technology and project management skills.

All students receive comprehensive learning materials in a variety of e-formats for use with different electronic devices. Online learning activities and formative assessments are a key feature of this framework and are linked to the online materials with a Student Progress Log illustrating the level of progress against learning outcomes and syllabus progress. Students can see their skills development through a 'Skills Portfolio', which evolves through the student's completion of formative and summative assessment.

Students will demonstrate their learning through a variety of activities. Moderated peer group exercises will help students demonstrate achievement of learning objectives from conceptual understanding to critical analysis. Students will demonstrate critical analysis skills through participation in discussions to review business models with which they were familiar and others of which they were unaware. Module tutors and programme Student Relationship Managers will be a useful resource for students looking for support with their online discussion and engagement.

Self-assessment exercises will provide students with the opportunity to gauge their learning against topic and module learning objectives as well as against confidence level in their own understanding. This will allow students to identify which content areas require further work on their part.

Learning materials are divided into topics of 10–12 hours of student effort to support student's time management and motivation for study. The learning content is a mixture of video, text, learning activities and formative assessments, with allocated time for preparation, revision and review relating to each item of summative assessment.

Assessment strategy, assessment methods

Pass Mark

The pass mark is 50% for each element of assessment.

Compensation between elements of assessment is available on this module for marginal fails between 45%-49%.

Assessment Elements

1. Coursework (30% weighting)

There is one item of coursework for this module which contributes to the final assessment mark for this module:

Coursework: a case study analysis of 2,500 words in length (maximum) (deadline – weeks 9–12)

The coursework is designed to check student progress, extend and reinforce concepts covered and also test individual performance.

2. Examination (70% weighting)

The final piece of assessment will be a partially seen exam (a short case study will be provided in advance of the exam and this document will also be given with the exam, the exam questions will be unseen and will consist of short essay style questions) of two hours' duration.

Learning resources

Learning materials

Learning activities and formative assessments for this module are designed and developed by the Lead Author/Module Leader and incorporate the following:

- Short videos
- Learning activities (including discussion forum activities)
- Formative assessments (multiple-choice and True/False quizzes, short answer self-assessments and matching exercises)
- Learning content

E-resources

All students can access to the e-resources of the University of London which includes a wide range of *leadership, strategic management and organisational change journals*. Students will be directed to journals within each topic of study and given online resources to enhance their information literacy skills as part of the student induction.

Core text(s)

The learning content will be drawn from four key texts (see below).

Author: Cawsey, F.T., Deszca, G. & Ingols, C.

Title: *Organizational Change*

Publisher: Sage

Year: 2016

Chapters: 1, 2, 3, 4, 5, 6

Author: Finkelstein, S., Hambrick, C.D. & Cannella Jr., A.A.

Title: *Strategic Leadership*

Publisher: Oxford University Press

Year: 2009

Chapters: 1, 2, 4, 5, 6, 8, 9

Author: Pitt, M & Koufopoulos, D.N.

Title: *Essentials of Strategic Management*

Publisher: Sage

Year: 2012

Chapters: 2, 3, 4, 6, 13

Author: Huber, G.P.

Title: *The necessary nature of future firms: Attributes of survivors in a changing world*

Publisher: Sage

Year: 2004

Chapters: 5, 6

Other references

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Marques, J. (2015). The changed leadership landscape: what matters today. *Journal of Management Development*. 34 (10), 1310-1322.

Yammarino, F. (2013). Leadership: Past, Present, and Future. *Journal of Leadership & Organizational Studies*. 20 (2), 149-155.

Barton, D, Wiseman, M. (2015). Where Boards Fall Short. *Harvard Business Review*, 93 (1/2), 98-104

Lynall, M. D., Golden, B. R., & Hillman, A. J. (2003). Board composition from adolescence to maturity: A multi-theoretic view. *Academy of Management Review*, 28 (3), pp. 416-431.

Boyne, G.A. and Meier, K.J. (2009). Environmental change, human resources and organizational turnaround, *Journal of Management Studies*, 45 (8), 835-863.

Cawsey, T. F., Deszca, G., Ingols, C. (2016). Chapter 1: What to change. In: *Organizational Change: An Action-Oriented Toolkit*. 3rd ed. Los Angeles: SAGE. 1-32.

De Smet, A., Lavoie, J., Hioe, E.S., (2012). Developing better change leaders", McKinsey Developing Available at: http://www.mckinsey.com/insights/organization/developing_better_change_leaders (accessed 17/05/2016)

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