

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Leadership Development in a Changing World

Code: BUSN11098	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Dr Andrew Burnett		

Summary of Module

This module provides learners with an understanding of the concepts of leadership and change management by developing a critical multi-disciplinary approach to management and organisation. The module is predicated on the basis that the future performance of organisations will depend on employees at all levels being able to fully understand the change process and to implement and cope with change successfully. As such, this module will examine a range of theoretical and practical approaches to the management of change, with particular emphasis on people management and leadership issues. This module focuses on key theories and techniques that relate to the management of organisation change including the challenges of leading, influencing, and achieving sustainable changes pertinent to learners' own organisation needs. Students will develop skills of synthesising information resulting from strategic analysis, making sound judgements in the absence of complete data and constructively challenging existing organisation ideas and practices. Knowledge and skills relating to problem solving, team performance and communication will also be addressed. A critical reflexive component to the module explores leadership and change in the context of the dynamics of the changing world economy and society. The module therefore offers means by which learners would subject models of leadership and change to sustained critical scrutiny.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
✓					

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓						✓

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
✓	✓	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Explain the concept of leadership by displaying critical awareness of current developments in both the theory and practice of leadership.
- L2. Evaluate the nature of the underlying dynamics of the change process within organisations.
- L3. Develop a system of analysis of circumstances, relationships and events in organisations using appropriate models of leadership.
- L4. Critically assess the factors that affect the change process, in particular contextual factors such as organisational culture.
- L5. Analyse the relationship between leadership and change in the functioning of effective organisations.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 11. Demonstrate a broad knowledge that covers and integrates the main areas of leadership, change and organisational culture. Critical understanding of the specialised theories, concepts and principles in the domain. A critical awareness of current issues in the discipline.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Apply knowledge, skills and understanding in using a significant range of the principal professional skills, techniques, practices and materials associated with the discipline. Apply skills in planning and executing a significant project of research, investigation or development. Demonstrating originality and creativity, including in practices.

Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Apply critical analysis, evaluation and synthesis to forefront issues, or issues that are informed by forefront developments in the discipline. Identify, conceptualise and define new and abstract problems and issues. Develop original and creative responses to problems and issues.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11.</p> <p>Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise. Communicate with peers, more senior colleagues and specialists.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11.</p> <p>Take responsibility for own work and/or significant responsibility for the work of others. Take significant responsibility for a range of resources.</p>	
Pre-requisites:	<p>Before undertaking this module the student should have undertaken the following:</p>	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

****Indicative Resources: (e.g. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning

* Indicates that module descriptor is not published.

Learning and Teaching

The module will be taught by a combination of lectures and tutorials. In the tutorials a variety of participative teaching methods will be used. The approach to learning and teaching places emphasis on participation and support. Students will be encouraged to take a pro-active approach throughout with tutorials particularly aimed at encouraging debate and discussion between students. Focused group discussions, syndicated breakout discussions and individual support during tutorials will be strategies aimed at ensuring a quality student experience on the module.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	164
	200 Hours Total

outcomes:

Recommended texts:

Parker, M. and Burrell, G. (eds) (2018) For Robert Cooper: Collected Work, Routledge.

Cummings, T.G. and Worley, C.G., (2015) Organisation Development and Change, Thomson/South Western.

Grint, K., (2005) Leadership: Limits and Possibilities, Palgrave.

Haslam, S. et al. (2011) The New Psychology of Leadership: Identity, Influence and Power, Psychology Press.

Iszatt-White, M., and Saunders, C., (2014) Leadership, Oxford: Oxford University Press.

Spoelstra, S., (2018) Leadership and Organization: a philosophical introduction, Routledge. Yukl, G., (2012) Leadership in Organisations NJ: Prentice Hall.

Yukl, G. (2012) Leadership in Organisations NJ: Prentice Hall.

Recommended journal articles:

Day, D.V., Fleenor, J.W. Atwater, L.E., Sturm, R.E., and McKee, R.A. (2014). "Advances in leader and leadership development: A review of 25 years of research and theory". The Leadership Quarterly, 25(1), 6382.

Dinh, J.E. Lord, R.G., Gardner, W.L., Meuser, J.D., Liden, R.C., and Hu, J. (2014). "Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives". The Leadership Quarterly, 25(1), 36-62.

Paul, S. and Whittam, G., (2015). "The show must go on: Leadership learning on Broadway", Organizational Dynamics, 44(3), 196-203.

A range of journal papers and discussion papers will be used throughout the course of the delivery of the module.

Workshop Reading Materials:

Ancona D. et al (2007) In Praise of the Incomplete Leader Harvard Business Review February 2007 Issue. <https://hbr.org/2007/02/in-praise-of-the-incomplete-leader>

Gordon V. and Martin D. (2019) The 21st Century CEO: Intrinsic Attitudes, Worldview and Communication Capabilities. Journal of Leadership and Organizational Studies. 26(2).

Groysberg B. et al (2018) The Leaders Guide to Corporate Culture. Harvard Business Review. June 2018. <https://hbr.org/2018/01/the-culture-factor>

Tourish D. and Willmott H. (2023) Despotic Leadership and Ideological Manipulation at Theranos: Towards a theory of hegemonic totalism in the workplace. Organization Studies. Online Version. 1-24

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisations & People
Moderator	Dr Christine Reilly
External Examiner	Dr Steve Gibbs
Accreditation Details	N/A
Version Number	13

Assessment: (also refer to Assessment Outcomes Grids below)

Individual Assignment (60%)

Group Assignment (40%)

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Equality and Diversity

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study	✓	✓	✓	✓	✓	60	36

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study	✓	✓	✓	✓	✓	40	18
Combined Total for All Components						100%	

Footnotes

A. Referred to within Assessment Section above B.
Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

This module is appropriate for all students irrespective of ethnic status, disability, age, gender, religious and sexual orientation. The module has been designed to take account of increase in the diversity of the student body and in this respect, the approach is "learner centred". The delivery of the module is personalised and students are supported by staff as well as the learning support team.

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)