Module 7: Leading Change

Module title			
Leading Change			
Module NFQ level	**Module number / reference**	**ECTS Value**	**Duration**
9	MSC-PBM-LC	**5**	**12 Weeks**
Parent programme(s). Principal programme title, and embedded(s) if relevant		**Stage of parent programme**	**Semester No.**
Master of Science in Pharmaceutical Business Management		1	1 or 2
Postgraduate Diploma in Science in Pharmaceutical Business Management		1	1 or 2
Certificate in Pharmaceutical Business Management		1	1 or 2
Teaching and Learning modes	**Proportion** (% of Total Directed Learning)		
Classroom / Face to Face	**80%**		
Workplace			
Online			
Other (Identify)	**Blended: 20%**		
Entry requirements (statement of knowledge, skill and competence)			
Learners should normally hold an honours (NFQ Level 8) degree in a cognate or non-cognate discipline or equivalent qualification, from an approved tertiary/or professional institution.			
Maximum number of learners per instance of the module	**100**		
Average (over the duration of the module) of the contact hours per week	**3**		
Pre-requisite module title(s) (if any)			
Co-requisite module title(s) (if any)	**N/A**		
Is this a capstone module? (Yes or No)	**No**		
Module-specific physical resources and support required per centre (or instance of the module)			
Lecture room with internet access, audio-visual equipment and white board. Moodle Area.			
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.			
Role e.g. Tutor, Mentor etc	**Qualifications & experience required:**		**# of Staff with this profile (WTEs)**
Lecturer	Lecturing staff are required to hold at least a master's degree in Business, Engineering, Management or Leadership or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Ideally, they would also hold a third level teaching qualification (e.g. the Griffith College Certificate in Education, Learning and Development).		0.25

Analysis of required learning effort		
*Effort while in contact with staff	**Minimum ratio teacher / learner**	**Hours**
Classroom and demonstrations	1:100	18
Mentoring and small-group teaching	1:20	18
Other (specify)		
Independent Learning		
Directed e-learning (hours)		-
Independent Learning (hours)		89
Other hours (specify)		-
Work-based learning hours of learning effort		-
Total Effort (hours)		125

Allocation of Marks					
	Continuous Assessment	**Supervised Project**	**Proctored Practical Exam**	**Proctored Written Exam**	**Total**
Percentage Contribution	100%				**100%**

1.1.1 Module aims and objectives

This module explores the role of the change leader in organisations, and their impact on identifying, planning and implementing change, managing stakeholders, and communications. When compared to operational leadership in organisation, the context of change in organisations has implications for the approaches which need to be taken, both in terms of leading change projects but also to evaluating success. Usual performance indicators and processes apply in different ways in the case of change. This module aims to prepare learners to successfully navigate these differences and to become true leaders of change in organisations. Theories and models of leadership relevant to managing change, in addition to key leaderships skills and competencies for leading change will be examined; and Learners will be facilitated in determining their own leaderships skills and capabilities, planning to develop these further and taking ownership of this cycle. The next focus of the module is upon identifying and assessing change opportunities, and upon the application of change management theory and approaches, to real world problems. The later stages of the module explore change project planning, implementation and evaluation. This Module has been designed to be deliverable on campus or off campus using in-person or online sessions.

1.1.2 Minimum intended module learning outcomes

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

MIMLO 7.1   Critically explore and interrogate leadership theory from the perspective of understanding one's own capabilities and expanding upon them

MIMLO 7.2   Critically evaluate the significance of the role played by change in organisations, understand the key phases of change in organisations, and recognise the wide range of change management models that exist to guide organisational change.

MIMLO 7.3   Critically evaluate the significance of decision-making approaches in organisations and recognise the wide range of leadership and decision models that exist which can be used to guide organisational change.

MIMLO 7.4   Analyse scenarios to identify, evaluate and prioritise areas for change in organisations.

MIMLO 7.5   Formulate strategies to implement changes in organisations (in and across business functional areas), drawing on a range of change, leadership, management, and decision-making models.

MIMLO 7.6   Analyse change project planning, pitching, and buy in, and the ability to develop a clear project charter to support change.

1.1.3 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

Change is the process through which all organisations respond to changes in their external environments, and it is how improvements, efficiencies, and strategies are translated internally. It impacts every functional area in an organisation. Managing Change successfully requires very specific skills from leaders, and these are often different to general leadership skills. This module compliments the suite of industry specific modules offered by the programme. As discussed in other modules, the development of the global and digital economies has led to a rapid integration of markets and indeed of consumer behaviour. Organisations must keep pace with this change. Change Leaders are essential in this context.

This module supports the achievement of the following MIPLOs (per each award):

Programme Title	MIPLOs achieved
MSc in Pharmaceutical Business Management	(i), (iv) to (viii), (x)
PgDip in Science in Pharmaceutical Business Management	(i), (iii) to (viii)
Certificate in Pharmaceutical Business Management	(i), (iii) to (vii)

1.1.4 Information provided to learners about the module

This module aims to introduce learners to the general subjects of leadership and the management of change, and to improve learner knowledge and understanding of these subjects. It examines concepts, theories, and practices around change and the implementation of change; and the application of these to real 'life' situations which are relevant to learners now and in their future working lives.

The module draws on material from a variety of sources - academic works, case studies, documentaries, etc., to achieve a multi-layered scaffolded approach to developing an understanding of leading change projects in modern organisations.

The module is structured to help learners learn more about the topic through blended learning, including attending lectures, reading case studies and notes, completing short activities, watching video clips, and assessment activities. Throughout, learners will consider different aspects of leading change, such as decision making, project management, implementation, managing communications, managing stakeholders and leadership theory, and how these are applied in real organisations.

The module is assessed via 100% continuous assessment, and will be assessed through 2 assignments. First will be a detailed and personal leadership skills assessment and reflection worth 25% of the credits available. The second will be a group project based on a case study, where learners will assess a problem area, identify and evaluate potential solutions, develop a project charter for the best option, and finally present a "project pitch" as if to organisational stakeholders.

1.1.5 Module content, organisation and structure

Module Curriculum – Indicative Content

Developing your Leadership Style
- Leadership Styles Review
- Assessing your leadership competencies
- Self-Audit and Assessment
- Leadership Capabilities and Development

Understanding Change
- Understanding and evaluating change and its importance
- Role of Change in Organisations
- Service and Process Improvement
- Business Process Reengineering
- Business Transformation
- Understanding value chains and their impact on change
- Stakeholders and their role in Change

Change Management
- Kotters 8 Step Change Management Theory
- Lewins Change Management Model
- Luecke's Seven Steps Approach
- ADKAR Change Management Model
- The Deming Cycle

Embracing Change
- Assessing Organisations to identify opportunities for change
- Creative Approaches to Solving Problems
- Strategy led Decision Making & Change
- Performance Led Decision Making & Change
- Enquiry Based Decision Making & Change
- Evaluating Potential Solutions
- From decision making to developing a vision for change.

Planning Change
- Planning Change (Devising plans)
- Approaching Change Management through Project Management
- Key Project Management Principles and Approaches
- Defining Project Scope
- Achieving Buy In
- Project Charters, uses and development.

Leading Change
- Communication for Change
- Motivation in Change
- Implementation of Change
- Overcoming Resistance to Change in Organisations
- Stakeholder Management
- Measuring Success

Timetabling, Learner Effort and Credit

The contact hours, assessment and total learner effort are detailed above, and are reflective of, and appropriate for, the module ECTS.

The lectures in the first week will introduce the module to learners and cover an introduction and overview of leadership and the importance it plays within change in organisations. The lectures and tutorials of the following weeks will then turn to focus on the core content and preparing for the incremental assignments. The indicative teaching plan is below.

Week 1	Introduction and Leadership Styles
Weeks 2 & 3	Developing your Leadership Style Understanding Change
Weeks 4 & 5	Change Management Theories Overview Submit Assignment 1 (AS1)
Weeks 6 & 7	Embracing Change Case Study Assigned (For AS2)
Weeks 8 & 9	Planning Change
Week 10	Leading Change
Week 11	Presentations (For AS2) Submit Report for Assignment 2 (AS2)
Week 12	Leading Change

1.1.6   Module teaching and learning (including formative assessment) strategy

Along with a clear statement on the relevant learning objectives and expectations at the beginning of each topic, learners are directed to the range of relevant materials to support the deepening of their learning experience and knowledge of the topic. The module is delivered through a mixture of lectures, workshops, case studies, group discussions (lecturer-led inside class and independently by learner groups outside class), online readings and activities, group-research, and self-directed reflective development. Lectures cover the fundamentals of each topic and include contemporary perspectives on different aspects of leadership and management with a view to encouraging a critical and constructive approach to existing and new ideas. In-class teamwork, group, and whole-class activities and discussions reinforce key learning points. In-class and take-home activities, coupled with personal research, help learners to 'build' the presentation required for their continuous assessment assignment.

1.1.7   Work-based learning and practice-placement

There is no work based learning or practical placement in the module.

1.1.8   E-learning

Griffith College uses Moodle, a virtual learning environment, to support its delivery of e-learning activities in the form of peer-to-peer support based around activities where learners give and receive feedback, forums where learners must contribute, formative quizzes and video links.

1.1.9   Module physical resource requirements

There are no special requirements for this module beyond a standard classroom set up. All learners have access to an extensive range of "actual" and "remote access" library resources. The library monitors and updates its resources on an ongoing basis, in line with the College's Library Acquisition Policy.

1.1.10 Reading lists and other information resources

Core Reference Materials

Palmer, I., Dunford, R. and Buchanan, D.A. (2021) *Managing Organizational Change: A Multiple Perspectives Approach.* 4th Edition. New York: McGraw-Hill Education.

Secondary reading and eResources

Drucker, P.F. (2004). 'What makes an effective executive' *Harvard Business Review*, 82(6)

Hayes, J. (2022) *The Theory and Practice of Change Management.* 6th Edition. Palgrave Macmillan, Harlow

Kaplan, R.S., (2007). 'What to ask the person in the mirror' *Harvard Business Review*, 85(1), p.86

Kotter, J.P. (2012). *Leading change*. Harvard business press: Boston

Manyika, J., Chui, M., Bughin, J., Dobbs, R., Bisson, P. and Marrs, A. (2016) Disruptive Technologies: Advances That Will Transform Life, Business, and the Global Economy. *McKinsey Global Institute*. San Francisco, CA, USA, 2013.

Northouse, P. G. (2021). *Leadership: Theory and Practice*. 9th Edition. London: SAGE.

Palmer, I., Dunford, R. and Buchanan, D.A. (2021) *Managing Organizational Change: A Multiple Perspectives Approach.* 4th Edition. New York: McGraw-Hill Education.

Schallmo, D., Williams, C.A. and Boardman, L. (2020) 'Digital transformation of business models—best practice, enablers, and roadmap'. *Digital Disruptive Innovation* 21(8), 119-138. DOI: 10.1142/S136391961740014X

Todnem By, R. (2005). 'Organisational change management: A critical review' *Journal of Change Management,* 5(4), 369–380. doi:10.1080/14697010500359250

Schwab, K. (2016) *The Fourth Industrial Revolution*. World Economic Forum: Geneva, Switzerland.

1.1.11 Specifications for module staffing requirements

Lecturer and other personnel should hold a Masters Level (Level 9) qualification in Business, Engineering, Management or Leadership. Industry experience is beneficial but not a requirement.

Ideally, they would also hold a third level teaching qualification (e.g. the Griffith College Certificate in Education, Learning and Development).

1.1.12 Module summative assessment strategy

The module is assessed via 100% continuous assessment, and will be assessed through 2 assignments. First will be a detailed and personal leadership skills assessment and reflection worth 25% of the credits available. The second will be a group project based on a case study, where learners will assess a problem area, identify and evaluate potential solutions, develop a project charter for the best option, and finally present a "project pitch" as if to organisational stakeholders to get project buy in.

In designing the assessment for the module, a conscious effort is made to ensure that each of the intended learning outcomes is assessed in the proposal. The following table of grading criteria for the proposal provides an indication of how the intended learning outcomes for the module are aligned with the assessment criteria used to assess the proposal.

No	Weighting	Type	Description	Learning outcomes assessed
1	25%	Written report	Individual Assignment. Learners will complete a detailed Change Leadership Skills and Capabilities Assessment using materials provided in class. Learners will submit this, with a report which includes detailed overview of the results and a reflection upon them. This will facilitate learners in developing reflective skills, identifying their core and transferable skills, and in understanding where more development of change leadership skills may be useful.	1, 2
2	75%	Presentation and Report	Group Assignment. Learners will complete a group based-case study project. This project involves identifying and planning a change project and developing a Project Pitch to support that. 50 of 75 marks will be based upon a written report which clearly assesses a problem area in the case study organisation, identifies and evaluates potential solutions to select a suitable solution, and should include a project charter for the selected solution. The remaining marks will be allotted for a group presentation where learners will "pitch" the project to the case study stakeholder group, and should include an overview of the report materials and project benefits and a detailed stakeholder impact assessment. Where learners are unable to complete a group assignment (through reasonable accommodations or similar as accepted by the college) then a simplified version of this assignment may be set.	2-6

Reassessment/Repeat assessment strategy: Griffith College regulations state that learners must pass all component elements of the module to be deemed to have passed the module.

- In the event of a learner failing components of / this module, they will be required to submit a new individual repeat assignment which will be made available on Moodle to learners, and which must be submitted as per faculty instructions.
- In the event of a learner failing the group assessment element of this module, a new individual repeat assignment will be made available on Moodle to learners which must be submitted as per faculty instructions.