

HONG KONG IGDS - MSC MODULE OUTLINE

Subject Title	Leading Change (LC)	
	<i>HK PolyU</i>	<i>WarwickU</i>
Subject Code	ISE5767	WM9J1-15
Credit Value	3	15
Level	Level 5	Taught Postgraduate Level
Pre-requisite/ Co-requisite/Exclusion	None but some preliminary reading of leading change would be beneficial.	
Introduction	<p>This module provides participants with an opportunity to understand change –its drivers, risks, consequences and people’s responses.</p> <p>Regardless of size and maturity, organisations today operate in a business environment that continues to grow increasingly complex and demanding of ever higher standards of efficiency, integration and customer service. Change can be both externally and internally driven, thus both skill sets of intelligent, timely reaction to external drivers and proactive planning to prevent organisational drift are critical to the sustained success of any organisation.</p> <p>Individual competence in implementing change is essential for leaders and managers and this requires a resilient and positive mindset combined with skills in strategy formulation, communication, leadership, influence and the integration of various disparate functions within a complex organisational system. Developing a critical mass of competent individuals contributes significantly to organisational change capability.</p>	
Objectives	<p>No 1 Helps participants to create a successful future for themselves and their teams. This module emphasises the importance of leading oneself and others to create great customer experiences and the application of contemporary concepts in leadership, change and their interrelationship.</p>	
Intended Learning Outcomes (ILO’s) (Note 1)	<p>Upon completion of the subject, participants will be able to:</p> <p>No 1 analyse and identify the pressures for organisational change.</p> <p>No 2 analyse a need for change within an organisation, in order to select and apply an appropriate strategic change management approach.</p> <p>No 3 lead a change effectively, demonstrating appropriate planning, involvement and communication.</p> <p>No 4 discuss with reference to academic literature, how to overcome resistance and gain engagement to change, within an organisational context.</p> <p>No. 5 evaluate contemporary models of change, drawing comparisons between the models.</p>	
Indicative Syllabus Topics (Note 2)	<p>No 1 The new leadership</p> <p>No 2 Contemporary models of Change</p> <p>No 3 The strategic context</p> <p>No 4 Appreciative approaches, positive psychology, strengths and resilience, Emotions at work</p> <p>No 5 Personal and organisational transformation</p> <p>No 6 Decision making in complexity and uncertainty</p>	

Teaching/Learning Methodology (Note 3)	<p>A mixture of lectures and case studies are used to deliver the various topics in this module. Some of which will be covered in a problem-based format where this enhances the learning objectives and learning outcomes. The case studies are exclusively based real life situations, albeit sometimes in a simplified format. These integrate the topic covered and thus demonstrate how the various techniques are inter-related and how they apply in real life situations.</p> <p><u>Alignment between Teaching/Learning Methodologies and ILOs:</u></p> <table><tr><th>Teaching/Learning Methodologies</th><th colspan="5">Intended Subject Learning Outcomes to be assessed</th></tr><tr><th></th><th>No 1</th><th>No 2</th><th>No 3</th><th>No 4</th><th>No 5</th></tr><tr><td>Lecture</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>Case studies</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr></table>						Teaching/Learning Methodologies	Intended Subject Learning Outcomes to be assessed						No 1	No 2	No 3	No 4	No 5	Lecture	√	√	√	√	√	Case studies	√	√	√	√	√									
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Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table><tr><th rowspan="2">Assessment Methods/Tasks</th><th rowspan="2">% Weight</th><th colspan="5">Intended Learning Outcomes (ILO's)</th></tr><tr><th>No 1</th><th>No 2</th><th>No 3</th><th>No 4</th><th>No 5</th></tr><tr><td>1. In-module work</td><td>10</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>2. Post Module Assignment (PMA) & Self-Reflection</td><td>90</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>Total</td><td>100</td><td colspan="5"></td></tr></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The In-module test will cover all the topics covered in the module which will therefore embrace all the learning outcomes. The PMA requires participants to apply what they have learnt in the module to their own work environment. These will embrace the ILO's albeit in different work situations.</p>						Assessment Methods/Tasks	% Weight	Intended Learning Outcomes (ILO's)					No 1	No 2	No 3	No 4	No 5	1. In-module work	10	√	√	√	√	√	2. Post Module Assignment (PMA) & Self-Reflection	90	√	√	√	√	√	Total	100					
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Reading List and References	<p>The list given to participants is exhaustive and embraces all the topics covered in the module plus industrial engineering handbooks. In total there are 4 references provided. They can be found in the Folder Notes given to participants at the commencement of the module.</p>																																						

Note 1: Intended Learning Outcomes

Intended learning outcomes state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus adequately addresses the intended learning outcomes. At the same time over-crowding of the syllabus has been avoided.

Note 3: Teaching/Learning Methodology

This section includes a brief description of the teaching and learning methods to be employed to facilitate

learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section includes the assessment method(s) used and its relative weighting, and indicates which of the subject intended learning outcomes that each method assesses. It also provides a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.