

MODULE SPECIFICATION

KEY FACTS

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| Module name | Leading Change |
| Module code | APM034 |
| School | School of Health Sciences |
| Department or equivalent | Health Services Research and Management Division |
| UK credits | 15 |
| ECTS | 7.5 |
| Level | 7 |

MODULE SUMMARY

Module outline and aims:

This module will develop the skills to implement a change plan for improvement in health and social care, and lead a team through and beyond the transition. On this module you will actually prepare a change plan for leading a change initiative, and supporting and sustaining the change following implementation.

Change in health and social care comes in many forms. Effective change planning and management can make the difference in engaging patients and service users as part of the care team. It can also help in developing effective teams in which staff work flexibly and make full use of their range of skills, providing care in the right place at the right time, and using information and communication technologies to improve patients' and users' experiences.

Developing your own change project is a key skill for all managers and team members sharing leadership in complex activities with critical outcomes and resource constraints. Wherever you work in health and social care, you will at many points be engaged in implementing a change process as a leader, or team member supporting change. If you are passionate about a new development the change tools and leadership insights from this module will give you a base to propose and build support for your own change initiatives, as well as supporting the change initiatives of colleagues more effectively.

On completing this module, you should understand why change is so important in health and social care, know how to approach change, or influence the way a manager might lead change, be able to outline your own change management strategies, and apply change tools to ensure successful implementation.

The assessment incorporates a self-directed, or enquiry-based learning approach in that while there is a set task to prepare a change plan, and recommended leadership and change tools, how you carry it out is up to you. Therefore you can develop solutions and insights very specific to your work situation. Alternatively, you may prepare a change plan on an area of interest to you based on your prior experience, or in a new area of health and social care, or policy implementation, that you wish to research.

Content outline

The content addresses the two complimentary perspectives of this module, continuity of leadership and facilitating change. Of course, maintaining an effective service and keeping it on track are skills that are very necessary to sustain change. The content includes:

- Working with teams and groups, managing and coaching individuals.
- Planning and managing resources, staffing and budgets.
- Identifying the need for change and developing performance measures for improvement.
- Making the case for the strategic fit by explaining how new initiatives support service and organisational objectives.
- Communicating the need for change, building consensus and shared support for new initiatives.
- Engaging the team, and motivating team members in developing their roles, assuming personal initiative, and taking initiatives forward.
- Implementing and sustaining change through shared leadership, shared objectives, and common goals based around agreed team and service performance measures.

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to:

Knowledge and understanding:

- Understand and critically reflect on key aspects of working with teams and groups and their processes, behaviours, cultures, and performance.
- Critically appraise techniques for planning and managing resource utilisation, staffing and budgets.
- Critically evaluate tools and methods used to identify the need for change, and performance measures for initiating and managing improvement.
- Explain how to critically appraise the strategic fit, and contribution of teams, projects or services to organisation objectives.

- Demonstrate the principles of effective communication and develop awareness and insights on the communication styles of others in initiating and maintaining change.
- Understand the stages in engaging and enabling the team, and the role of leaders and managers in influencing and motivating teams and team members in assuming self-direction and taking initiatives forward.
- Critically reflect on how service leadership, working with teams and groups, managing and coaching individuals, planning and managing resources, staffing and budgets together contribute to implementing and sustaining change through shared leadership, shared objectives, and common goals.
- Critically explain where and how all these elements of knowledge and understanding fit within a change plan.

Skills:

- Selectively apply tools and methods and performance measures to justify in an evidenced way the need for change and improvement.
- Build a comprehensive overview of activity and resource utilisation, and staffing implications of the change.
- Critically propose and justify using evidence the strategic fit between the need for change and service and organisation objectives.
- Construct an effective communication plan and approaches to encourage colleagues and team members in initiating and maintaining change.
- Critically adapt your leadership to key aspects of working with teams and groups, and their processes, behaviours, cultures, and performance, as these challenges arise during the different phases of change.
- Develop a comprehensive approach to implementing and sustaining change through shared leadership, shared objectives, common goals, and performance management.
- Critically formulate and prepare a comprehensive and evidence-based change plan that combines all these elements.

Values and attitudes:

- Reflect on current leadership practice and enhance your personal effectiveness working in complex services and supporting or leading change.
- Show sensitivity by critically analysing/appraising the professional, legal and ethical issues inherent within the service leader role and change initiatives.

- Show respect, care and compassion towards your colleagues, team members, service users and their carers.
- Follow good academic practice and maintain academic integrity: correctly reference the work of others and adhere to university regulations regarding plagiarism and academic misconduct.
- Show consideration for and adhere to the rules and regulations of the university.

How will I learn?

This module is delivered through a series of interactive teaching sessions with an emphasis on group activities. Case studies and work examples will be discussed all throughout the module. Learning will take place via a mix of lectures, group activities and discussions, allowing for both teacher-mediated and peer-led input, encouraging critical thinking and analysis; also developing communication and group-working skills.

Teaching sessions are supplemented by self-directed study which allows you both to gain a deeper understanding of the subject generally, and to pursue topics which are of particular interest to you in greater detail.

Teaching and learning are facilitated by Moodle, the university's online Virtual Learning Environment.

| Teaching component | Teaching type | Contact hours (scheduled) | Self-directed study hours (independent) | Placement hours | Total you learning hours |
|---|---|---------------------------|---|-----------------|--------------------------|
| Lectures, interactive group activities, discussions, Moodle | Lecture, group work and class discussion, class exercises | 30 | 120 | 0 | 150 |
| Totals: | | 30 | 120 | | 150 |

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

The assessment requires you to complete a change plan. To develop an effective plan you need to combine change management principles, identifying the need for change, communication, with leadership insights to engage the team, implement the plan, and sustain the change in the longer term.

The change plan will comprise a PowerPoint (PPT) report.

The expectation is around 2,000 words would be right for a good change plan, allowing suitable spacing for presentation and readability.

The change plan report completes the assessment. There is no requirement to make a presentation.

| Assessment component | Assessment type | Weighting | Minimum qualifying mark | Pass/Fail |
|-----------------------------|------------------------|------------------|--------------------------------|------------------|
| Change Plan (PPT) | Individual coursework | 100% | 50% | N/A |

Assessment Criteria

Assessment Criteria are provided for each module and are descriptions, based on the intended learning outcomes, of the skills, knowledge or attitudes that you need to demonstrate in order to complete an assessment successfully, providing a mechanism by which the quality of an assessment can be measured.

Grade- Related Criteria are also provided for each module and the programme and are descriptions of the level of skills, knowledge or attributes that you need to demonstrate in order to achieve a certain grade or mark in an assessment, providing a mechanism by which the quality of an assessment can be measured and placed within the overall set of marks.

Assessment Criteria and Grade-Related Criteria will be made available to you to support you in completing assessments. These may be provided in programme handbooks, module specifications, on the virtual learning environment or attached to a specific assessment task. Module leaders will inform you where these are provided.

Feedback on assessment

Feedback is usually provided in verbal or written format for each module. All written feedback is posted onto Moodle to enable you to access this easily.

Feedback will be provided in line with current university assessment and feedback policies. In particular, you will normally be provided feedback within four weeks of the submission deadline or assessment date in line with the university guidelines for end of module examinations or an equivalent significant task. Feedback would normally include a provisional mark that requires ratification at the assessment board by the external examiners. If you have failed a component the assessment board will normally confirm the requirement for resubmission and set a date for this.

Assessment Regulations

The Pass mark for each module is 50%.

If you fail an assessment component or a module, you will normally be offered one resit attempt. However, if you did not participate in the first assessment and have no extenuating circumstances, you may not be offered a resit.

If you are successful in the resit, you shall be awarded the credit for that module. The mark used for the purpose of calculation towards your Award shall be calculated from

the original marks for the component(s) that you passed at first attempt and the minimum pass mark for the component(s) for which you took a resit.

INDICATIVE READING LIST

- Adair, J.E. (2009) *How to grow leaders: the seven key principles of effective leadership*. India: Replica Press Pvt Ltd
- Beresford, P., Fleming, J., Glynn, M., Bewley, C., Croft, S., Branfield, F. and Postle, K. (2011) *Supporting People: towards a person-centred approach*, Bristol, The Policy Press.
- Cameron, E. and Green, M. (2009) *Making Sense of Change Management: A complete guide to the models, tools and techniques of organizational change*, 2nd edn, London, Kogan Page.
- Dawson, P. (1994) *Organisational Change: A processual approach*, London, Paul Chapman Publishing.
- Dopson, S., Fitzgerald, L. and Ferlie, E. (2008) 'Understanding change and innovation in healthcare settings: reconceptualising the active role of context', *Journal of Change Management*, vol. 8, no. 3, pp. 213–31.
- Goleman, D. (1998) *Working with Emotional Intelligence*. Bloomsbury: London
- Hendy, J. and Barlow, J. (2012) 'The role of the organizational champion in achieving health system change', *Social Science and Medicine*, vol. 74, no. 3, pp. 348–55.
- Hartley, J. (2010) *Leadership for Health care*. Chicago: University of Chicago Press
- Kotter, J.P. and Schlesinger, L.A. (1979) 'Choosing strategies for change', *Harvard Business Review*, vol. 57, no. 2, pp. 106–14.
- Northouse, P.G. (2016) *Leadership Theory and Practice*: West Michigan University: Sage
- Tilley, L. and Jones, R.L. (2013) 'Managing change in health and social care', in McKian, S. and Simons, J. (eds) *Leading, Managing, Caring: Understanding Leadership and Management in Health and Social care*, London, Routledge.
- Walshe, K. and Smith, J (2011) *Health Care Management*. Open University Press
- Yukl, G. (2013), *Leadership in Organizations 8th Ed*. Pearson Education

Leadership articles and publications from these sources:

- Academy of Management Review
- Harvard Business Review
- Journal of Health Organization and Management
- Journal of Health Services Research & Policy
- Medical Care Research and Review
- The Leadership Quarterly

Version: 1.1

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For use from: 2017-18

Appendix:

| CODES | | |
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| HESA Code | Description | Price Group |
| 27 | Business and Management studies | D |
| JACS Code | Description | Percentage (%) |
| N200 | The studies of managing Organisation | 100% |