

MODULE DATA

MODULE TITLE		Organisation Development and Change			
MODULE LEVEL		7			
MODULE CREDIT POINTS		15			
SI MODULE CODE (if known)		25-7E20-00C			
MODULE JACS CODE		N200			
SUBJECT GROUP		Organisational Behaviour & Human Resource Management			
MODULE DELIVERY PATTERN (✓ as applicable or give dates for non-standard delivery) NB "Semester 3" ends on 31 July each year					
LONG (2 semesters)		SHORT (1 semester)		NON-STANDARD DELIVERY	
Sem 1 & 2		Sem 1		Start Date	TBC
Sem 2 & 3		Sem 2		End Date	TBC
		Sem 3			
MODULE ASSESSMENT PATTERN (✓ as applicable - also complete Table A, Section 5, below)					
Single Module Mark with Overall Module Pass Mark of 40%					✓
Single Module Mark - Pass/Fail only					
Up to Three Assessment Tasks with Pass Mark of 40% for each Task and Overall Module Pass Mark of 40%					
Up to Three Assessment Tasks - Pass/Fail only					
Other - if choosing					
Overall Module Pass Mark if other than 40% (subject to approval)					%
MODULE INFORMATION (✓ as applicable - also complete Table A, Section 5)					
Is a timetabled examination required for the assessment of this module?					
Is a timetabled examination required for the reassessment of this module?					
Is the module delivered wholly by Distance Learning (i.e. not timetabled at SHU)					
Are any staff who are responsible for teaching on this module non-SHU employees?					
MODULE STATUS (✓ as applicable to status of module in the context of current proposal)					
Unchanged: an existing module, presented as unchanged from previous years					
Modified: an existing module being modified as a result of this validation, e.g.. changes to delivery or assessment pattern, title, credit weighting etc (<i>Minor title change – previously 'Change and OD Interventions'</i>)					✓
New: new module to be approved through current validation process					
If status is 'Modified', please give date when modified version is to be available from				Modified Version Available from January 2009	
Breakdown of notional study hours by type (Typically requires 10 hours of notional study time for 1 CATS credit)		Tutor-Led (Contact Hours)	Tutor-Directed Study	Self-Directed Study	TOTAL STUDY HOURS for this Module
		21	29	100	150
OTHER COURSES FEATURING THIS MODULE (please list below)					

1 AIM OF THIS MODULE

The aim of this module is to give students the opportunity to reflect critically on the nature of organisational change and the role of organisation development through an exploration of dominant and emergent theories about the changing nature of organisational development and to review wider theoretical influences in organisation theory and their implications for the theory and practice of change management generally and organisation development as a particular approach.

2 BY ENGAGING SUCCESSFULLY WITH THIS MODULE YOU WILL BE ABLE TO

1. Explore and explain the nature of Organisation Development in the context of generic theories of change management.
2. Critically evaluate the role of different management disciplines, and other social science disciplines, in Organisation Development.
3. Analyse the opportunities for Organisation Development in organisational contexts from a number of perspectives
4. Critically evaluate both the positive and the negative dimensions of Organisation Development in relation to other approaches to change management.
5. Critically evaluate the dynamics of Organisation Development in relation to psychological and sociological processes
6. Appraise the role of Organisation Development in achieving effective organisational change and transition
7. Take full responsibility for the development of a case that would be appealing to potential clients for the use of Organisation Development approach.

3 THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

- **The nature of organisation development and its relationship to change**
 - The varieties of Organisation Development approaches
 - The implications for change of each approach
- **The causes and context of change and transformation as levers for Organisation Development.**
- **Change processes and their implications**
 - The dynamics of Organisation Development.
 - The strengths and weaknesses of the planned change approach.
 - Issues of 'top down' and 'bottom-up' Organisation Development and the reconciliation of both.
 - Processes by which mature, successful organisations can most usefully engage in the Organisation Development processes.
 - The assessment of the level of change required at different epochs in the organisation's life cycle. Issues of style and speed of change.
- **Transition and Transformation processes and their relationship to Organisation Development.**
 - The key stages and processes of managing transitions.
 - The relationship of change technologies such as Total Quality Management, Managing Intellectual Capital, Business Process Re-engineering, Whole System Intervention etc to Organisation Development
 - Organisation learning, double loop and deuto learning. The organisation as communities of practice and knowledge and the implications for Organisation Development
 - The paradoxes of organisational change and transformation.

- **The effect of Organisation Development on people**

- Personal mastery of change as a key aspect of the learning organisation in order to create and sustain change and the implications for Organisation Development.
- The issues of emotional intelligence, emotional capability and spiritual knowledge – fads or enduring aspects of the change and transformation processes in Organisation Development
- The ethical issues in the management of change and Organisation Development
- Advantages and problems associated with the ambiguity of the change process within the Organisation Development paradigm.

4 THESE ARE THE MAIN WAYS YOU WILL BE SUPPORTED IN YOUR LEARNING TO ACHIEVE THESE OUTCOMES.

These are the main ways of learning and teaching which will help to achieve the learning outcomes. The learning strategy adopted will encourage participants to develop a critical and reflective approach to course content and learning outcomes. To achieve this there will be

- Lectures designed to introduce concepts, models and theories.
- Problem solving seminars providing the opportunity to test out in participants' own organisational contexts models, themes, tools and techniques developed during the lectures, or drawn from directed reading.
- Case studies (mostly drawn from the lecturers' or participants' direct experience) designed to allow participants to apply key concepts, ideas and frameworks.
- The opportunity for discussion of the emerging themes, relating them where possible to the participants' own experience of organisation development, or of being involved in organisational change processes.
- The module also has a BlackBoard site. This will include such items as the PowerPoint slides used during the module, documentation and the Talis reading list. Students will be encouraged to use the Discussion Board. The site will be opened some four weeks before the module.
- The assessment is typically through a reflective assessment in which course members reflect and theorise on their own experience of change and the insights/added value that an OD approach can bring to the process. They also develop a 'business case' in which they take a significant change process in which they would wish to be involved and develop a case for taking an OD approach to it.

5 THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES

The assessment is through a reflective assessment in which course members reflect and theorise on their own experience of change and the insights/added value that an OD approach can bring to the process. They also develop a 'business case' in which they take a significant change process in which they would wish to be involved and develop a case for taking an OD approach to it.

The minimum conditions for a Pass:

LO	Students will be assessed on:	Pass
1/3	Ability to explore and explain the nature of Organisation Development, and apply this exploration within an organisational setting with an awareness of the strengths and limitations of OD.	Use of theory and concepts of OD to show understanding of its principles and an ability to relate the theory to organisational situations to a limited extent with a limited awareness of the strengths and weaknesses of OD
4/5	Critical evaluation of the role of different management disciplines, and the social sciences, in Organisation Development.	A coherent evaluation of the development of OD as a discipline and the contribution of other disciplines in management and social sciences to its development.
6	Analysis of the opportunities for Organisation Development in organisational contexts from a number of perspectives	An account that identifies the opportunities for OD in a variety of contexts.
7	Take full responsibility for the development of a case that would be appealing to potential clients for the use of Organisation Development approach that demonstrates its effectiveness as an agent for organisational change.	A business case that covers the key elements, and which develops a reasoned argument as to the appropriateness of an OD intervention.

TABLE A: ASSESSMENT TASK INFORMATION

ASSESSMENT TASK	% weighting of overall module mark	Duration of task / word count / length of exam	In-module retrieval available ?	Individual task pass mark ONLY IF OVER 40%**
Reflective assignment + Business Plan	100%	4500	No	

6 THIS IS HOW YOU WILL BE GIVEN FEEDBACK ON YOUR PERFORMANCE

Feedback in the support of student learning is an integral part of module design and:

- We encourage dialogue (tutor, peer) and collaboration around learning through an interactive teaching and learning style
- We help clarify what good performance is (goals, criteria, standards) through full discussion of the assessment.
- We provide information that can be used to help shape teaching and learning support through the module guide and the BlackBoard site
- Encourage positive motivational beliefs and self esteem through the establishment of clear boundaries in discussion and in the assessment situation.
- Facilitate the development of self-assessment and reflection in learning through the reflective nature of the assessment and its relationship to experience, reflection and relevant theory.

- Deliver high quality information to students about their learning through the use of the matrix and the feedback narrative.
- Provide opportunities to close the gap between current and desired performance through the development of formative as well as substantive content feedback on the matrix and narrative. Where students request this, we can also look at drafts of their work.

7 THESE ARE EXAMPLES OF THE KEY LEARNING RESOURCES YOU WILL USE

The module also has a BlackBoard site. This will include such items as the PowerPoint slides used during the module, documentation and the Talis reading list. Students will be encouraged to use the Discussion Board. The site will be opened some four weeks before the module.

Indicative texts include:

Bradford, D, Burke, W. W. (2006) *Reinventing Organization Development: New Approaches to Change in Organizations* San Francisco: Pfeiffer

Darwin, J., Johnson, P., McAuley, J (2002) *Developing Strategies for Change* London: Prentice Hall

Bennis W G (1969) *Organisation Development: Its Nature Origins and Prospects* Reading, Mass: Addison-Wesley Publishing

Cummings T G and Worley C G (2005) *Organization Development and Change (8th Edition)* St Paul Minn: South-Western Publishing

French W I and Bell C H (1999) *Organization Development: Behavioural Science Interventions for Organization Improvement (6th Edition)* Upper Saddle River NJ: Prentice Hall

Hayes, J. (2008) *The Theory and Practice of Change Management (2nd Edition)* Basingstoke: Palgrave Macmillan.

Knights, D. and Wilmott, H. (2000) *The Reengineering Revolution: Critical Studies of Corporate Change* London: Sage

McAuley, J., Duberley, J., Johnson, P. (2007) *Organization Theory: Challenges and Perspectives* London: FT Prentice Hall

McLean, A., Sims, D., Mangham, & Tuffield D. (1982) *Organization Development in Transition: Evidence of an Evolving Profession* Chichester: Wiley

Oswick, C. and Grant, D. (Eds) (1996) *Organisation Development: Metaphorical Explorations* London: Pitman Publishing

FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)	Task No.
	1

MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	Y
Single Referral Package for All Referred Students	N

REVISIONS

Date	Reason
July 2012	Assessment Framework review