MODULE DATA

MODULE TITLE	Facilitation and Change Agency in Organisational Development
MODULE LEVEL	7
MODULE CREDIT POINTS	15
SI MODULE CODE (if known)	25-7E21-00C
MODULE JACS CODE	N600
SUBJECT GROUP	Organisation 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	
Sem 2 & 3		Sem 2	✓	End Date	
		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 "Other" please give further details of assessment pattern in the blank space below.	
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	
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

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	90	150

OTHER COURSES FEATURING THIS MODULE (please list below)

1   AIM OF THIS MODULE

To develop an understanding of 'facilitation' as modes of enquiry and action with differing epistemological and ontological commitments (as in the Radical Humanist paradigm, the Fundamental Structural Change paradigm, the Interpretive paradigm, and the Corporatist paradigm) all bringing different understandings of the nature of facilitation with them as part of the mind set of those undertaking change processes from an OD perspective.

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

1. Evaluate the appropriateness of various theories and models of facilitation as they are drawn from the literature and their relationship to change agency in organisation development and management.

2. Critically evaluate the appropriateness of various approaches to facilitation to a range of organisational situations and client systems.

3. Critically evaluate different positions in facilitation as modes of enquiry and select approaches to facilitation that are appropriate to the situation under investigation.

4. Develop reflective capability in facilitation in order to develop understanding of the complexities of the relationship between the facilitator and the client.

5. Reflect on the appropriateness of different facilitating approaches in different organisational and social cultural settings.

3   THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

- Ranges of theories that help explore the nature of consultancy and facilitation. These could include, for example, psychoanalysis, psychotherapy, counselling, Transactional Analysis, Cognitive Psychology, etc.

- Facilitation as task and process.

- The relationship between facilitation and Organisation Development

- Continua in facilitation styles – the Centred and the Unintegrated practitioner.

- Facilitation as individual and organisational change strategy.

- Issues of power in facilitation.

- Facilitation and OD as discourse.

- The nature of the helping relationship in organisational settings. Distinctions between advising and consulting.

- Facilitation as mode of enquiry and as device for learning for the client.
- Cross-cultural issues in facilitation.

- The skills of effective facilitation.

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

- Lectures are 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) are 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 facilitation in the context of change agency.*
- There will be a BlackBoard site that contains all relevant materials including Talis reading list and opportunities for discussion before and after delivery of the module

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

- Summative assessment would be through a reflective diary. This 'diary' would be a device through which students would develop their intellectual and emotional understanding of the issues that confronted them during the period of the sequential study and if possible relate the issues to facilitation and change agency in their organisation experience.

- Formative assessment will be through working presentations of a case study that enables small groups to develop their understanding of key issues in facilitation.

Students will be assessed on	Pass
LO 1	Can evaluate a range of different theories of facilitation relating them to issues concerning Organisation Development, and strategic change management of organisations in a way that shows that the student has an understanding of the issues
LOs 2 and 3	Can evaluate different approaches to facilitation that shows an awareness of the issues of matching the approach to the client's situation and attitudes
LO 4	Can evaluate different modes of facilitation that demonstrate understanding of the ways in which they work as a mode of enquiry and as an agent of change
LO 5	Have an awareness of the issues of cultural diversity within organisations and across different countries

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%**
Written Assignment	100%	4000 words	No	

TABLE B: RE-ASSESSMENT TASK INFORMATION

ASSESSMENT TASK	% weighting of overall module mark	Duration of task / word count / length of exam	Individual task pass mark ONLY IF OVER 40%**
Individual work culminating in a reflective assignment that synthesises experience, reflection, theory and developmental issues for the student.		4,000 words	

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 through full discussion of the assessment and the informal presentation.

- 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.

- Provide formative feedback on group performance in the informal presentation.

- 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 has a blackboard site on which are placed key documents, PowerPoint presentations provided by academic staff, the presentations made by the student groups, access to journal articles and other resources etc.

- A CD-ROM 'Consultancy theory and Practice' which includes links to key journal articles and other resources. This is specifically geared to support the development of learner autonomy.

- Key texts include:
McLean, A., Sims, D., Mangham, I., Tuffield, D. (1982) *Organization Development in Transition: evidence of an evolving profession* Chichester: J Wiley & Son.

Schumann, S (2005) The IAF Handbook of Group Facilitation Jossey-Bass

Schwarz, R (2002) The Skilled Facilitator Jossey Bass

Sadler, P. (2001) Management Consultancy: A Handbook for Best Practice London: Kogan Page Publishers.

Neumann, J. E., Kellner, K., Dawson-Shepherd, A. (1997) *Developing Organisational Consultancy* London: Routledge.

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

Argyris, C. (2000) *Flawed Advice and the Management Trap: How Managers can know when they're getting good advice and when they're not* New York: Oxford University Press.

Buchanan, D., Badham, R. (1999) *Power, politics and organizational change: winning the turf game* London: Sage Publications.

Schein, E. H. (1999) *Process Consultation Revisited: Building the Helping Relationship.* Reading, Mass.: Addison Wesley.

Obholzer, A., Roberts, V. Z. (1994) *The unconscious at work: individual and organizational stress in the human services* London: Routledge.

Schön, D. A. (1991) *The Reflective Practitioner: How Professionals Think in Action.* New York: Basic Books.

Block, P. (2000) Flawless consulting: a guide to getting your expertise used (2nd Edition) San Francisco: Jossey-Bass.

De Haan, E (2006) Fearless Consulting: Temptations, Risks and Limits of the Profession

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

<u>REVISIONS</u>

Date	Reason
July 2012	Assessment Framework review