

MODULE DATA

MODULE TITLE		Design of Organisations			
MODULE LEVEL		7			
MODULE CREDIT POINTS		15			
SI MODULE CODE (if known)		25-7E23-00C			
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 "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	100	150
OTHER COURSES FEATURING THIS MODULE (please list below)					

1 AIM OF THIS MODULE

The aim of the module is to develop critical evaluation of those aspects of organisation theory that are closely related to organisation design and the human architecture of organisations and to develop understanding of key controversies in organisational design.

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

1. Select and critically evaluate those concepts, theories and models from the field of organisation theory that will help them to explore issues of the design of organisations that are relevant to Organisation Development so that they can be used creatively to develop appropriate interventions.
2. Select and evaluate those concepts, theories and models from the field of organisation design that will help them to develop their capability as Organisation Development practitioners so that they can be used creatively to develop appropriate interventions.
3. Critically evaluate the contributions (and make judgements about the negative effects) of the different Schools that represent the history of organisation theory.
4. Develop a critical synthesis of the relationships between systems elements such as strategy, organisation culture, and conceptions of effectiveness, and organisation design but with awareness that this may well be an imperfect synthesis.
5. Critically evaluate arguments about the generative impulses (human will and consciousness or the 'hidden hand') that lead to organisational design and organisational renewal.
6. Critically evaluate current debates about modernism and postmodernism as key aspects of organisational design and develop their analysis of the implications for the emergence of new organisational design

3 THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

- Core concepts of organisation theory that relate to Organisation Design such as strategy and goals, the relationship of the organisation to its environment, technology, structure and culture, the relation between organisation design and the physical structure of the organisation.
- Key issues and themes in organisational theory that relate to Organisation Design such as the loci of organisational decision making, power and politics, control and ideology. Organisation design as metaphor, as mode of discourse. Issues of the centre and periphery.
- The implications of the different epochs of organisational theory on design – the design mindset.
- Methodologies for understanding complex organisations and their design.
- The relationship between organisation strategies and design. Design as a sub-system in open-systems thinking. Functional imperatives in organisation design. Matrix design. The boundaryless organisation. Structural contingencies and issues alignment and design deficiency.

- Design in particular typologies of organisation – debates about design function and form.
- The organisational life cycle, size and organisational design, and related issues of control in the design of organisations.
- Organisation culture and ethical issues in developing requisite organisational design.
- Contemporary issues in organisational design.

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

- 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' and 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.
- Summative assessment will be through a synthesising essay. Formative assessment opportunities will be afforded through a number of workshops during the module delivery, which will give the students the chance to look at the developing themes and theoretical ideas in group discussion and informal presentation.

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

The assessment will be through a reflective assignment in which students will be asked to estimate the strengths and weaknesses of issues of design in the organisation and the ways in which the enactment of design inhibits and/or promotes organisation development.

Students will be assessed on:	Pass
LOs 1/3	A selection and explanation of concepts, theories and models from Organisation Theory that shows a useful relationship with issues of Organisation Design.
LO 2	A useful selection and explanation of those concepts, theories and models from the field of organisation design which helps to develop capability as Organisation Development practitioners.
LO 4	Development of a synthesis of the relationships between systems elements such as strategy, organisation culture, and conceptions of effectiveness, and organisation design.
LO 5	An evaluation of arguments about the generative impulses that lead to organisational design and organisational renewal that shows understanding of the issues in relation to Organisation Development.
LO 6	An evaluation of current debates about modernism and postmodernism as key aspects of organisational design and evidence of analysis of the implications for the emergence of new organisational designs.

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%**
Assignment	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 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 (a Talis link has been developed) and other resources. Students will be encouraged to use the Discussion Board. There is also a Programme BlackBoard site.
- As an enquiry based approach to supporting the development of learner autonomy has been developed these are the sorts of resource the student may wish to access:

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

Boje, D. M., Gephart, R. P., Thatchenkery, T. J. (Eds) (1996) *Postmodern Management and Organization Theory* Thousand Oaks: Sage

Czarniawska-Joerges, B. (1992) *Exploring Complex Organizations: a Cultural Perspective* Newbury Park: Sage

Daft, R. L. (2008) *Organization Theory and Design (8th Edition)* Cincinnati, Ohio: South-Western Publishing

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

Harrison M. I. and Shirom, A. (1999) *Organizational Diagnosis and Assessment* Thousand Oaks, Calif: Sage Publications

Hatch, M. J. (2006) *Organization Theory: Modern Symbolic and Postmodern Perspectives (2nd Edition)* Oxford: Oxford University Press.

Mintzberg, H. (1989) *Mintzberg on Management: Inside our Strange World of Organizations* New York: The Free Press

Pettigrew, A. M (et al) (Eds) (2003) *Innovative Forms of Organizing: international perspectives* London: Sage

Sorge, A (Ed) *Organization* London: Thomson Publishing

Stapley, L. F. (1996) *The Personality of the Organisation: a Psycho-dynamic Explanation of Culture and Change* London: Free Association Press

Additional materials (including journals) will be posted on the BlackBoard site and on the Talis site

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
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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