

## MODULE DATA

<b>MODULE TITLE</b>		Nature of Organisation Development			
<b>MODULE LEVEL</b>		7			
<b>MODULE CREDIT POINTS</b>		15			
<b>SI MODULE CODE (if known)</b>		25-7E26-00C			
<b>MODULE JACS CODE</b>		N200			
<b>SUBJECT GROUP</b>		Organisational Behaviour & Human Resource Management			
<b>MODULE DELIVERY PATTERN</b> (✓ as applicable or give dates for non-standard delivery) NB "Semester 3" ends on 31 July each year					
<b>LONG (2 semesters)</b>		<b>SHORT (1 semester)</b>		<b>NON-STANDARD DELIVERY</b>	
Sem 1 & 2		Sem 1		Start Date	TBC
Sem 2 & 3		Sem 2		End Date	TBC
		Sem 3			
<b>MODULE ASSESSMENT PATTERN</b> (✓ 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 <b>if other than 40%</b> (subject to approval)					%
<b>MODULE INFORMATION</b> (✓ 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?					
<b>MODULE STATUS</b> (✓ as applicable to status of module in the context of current proposal)					
<b>Unchanged:</b> an existing module, presented as unchanged from previous years					✓
<b>Modified:</b> an existing module being modified as a result of this validation, e.g.. changes to delivery or assessment pattern, title, credit weighting etc					
<b>New:</b> new module to be approved through current validation process					
<b>If status is 'Modified', please give date when modified version is to be available from</b>				<b>Modified Version Available from: September 09</b>	
<b>Breakdown of notional study hours by type</b> (Typically requires 10 hours of notional study time for 1 CATS credit)		<b>Tutor-Led (Contact Hours)</b>	<b>Tutor-Directed Study</b>	<b>Self-Directed Study</b>	<b>TOTAL STUDY HOURS for this Module</b>
		21	29	100	150
<b>OTHER COURSES FEATURING THIS MODULE</b> (please list below)					

## 1 AIM OF THIS MODULE

The aim of the module is to develop critical understanding of the ontological and epistemological bases of different versions of Organisation Development and develop understanding of the processes by which the Organisation Development change agent enters into the various aspects of the client system and the unfolding political relationship between the consultant and the client system as the Organisation Development process unfolds.

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

1. Explain and apply relevant theory and scholarship in relation to the processes of Organisation Development.
2. Critically evaluate the contingencies associated with the processes of initial development of the relationship with the potential client system, and the development of capability of moving from potential client to actual client.
3. Make and justify decisions by which the consultant enters into the various complex and ambiguous aspects of the client system and develops the political relationship between the consultant and the client system as the Organisation Development process unfolds.
4. Select and explain theories of Organisation Development that position it as a social science based, systems approach to the management of change in the light of both traditional and contemporary research and scholarship.
5. Develop a critical understanding of Organisation Development as a process by which individuals and 'organisations' can learn.

## 3 THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

- **The nature of Organisation Development:** This will be a discussion of the theoretical background to Organisation Development and the ways in which the concept has changed over the years in the light of the emergence of new theories and understandings of the nature of change. We shall include some materials on the process of consultancy and the development of the relationship with the client.
- **Organisation Development and Learning:** Organisation Development and Organisation Learning are inextricably intertwined. In this session we shall explore the ways in which key OD writers, especially Argyris have explored the issues of organisation (as distinct from individual) learning can be a key aspect of OD process.
- **Different approaches to the process of Organisation Development:** This is an exploration of some of the different models and concepts that have been found useful in approaching the work of Organisation Development. In addition to looking at approaches to Organisation Development we shall pay particular attention to the development of diagnostic models.
- **The Change Agent:** The role of the change agent in the context of OD interventions - issues of power.

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

It is anticipated that this module would be delivered in a sequential period of study such that group members would, as a final activity, in small groups, undertake a Case Study in which they would, develop their understanding of the nature and processes of Organisation Development. This activity would be supported by a series of lecture and discussion inputs to develop critical understanding of the learning outcomes

During the final morning of the module groups will undertake a work-in-progress presentation that presents a diagnosis of the Case Study situation and indicate ways in which the group would develop a useful Organisation Development process with the client with an understanding of the strengths and limitations of such a process.

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

The 'work in progress' presentation will be assessed on the basis of its intellectual content and the understanding of the processes of Organisation Development. The individual assessment will be through a reflective diary. This 'diary' is intended to be a device through which you can develop your intellectual and emotional understanding of the issues that confronted you during the period of the module, including working on the case study. These issues can be placed in the context of the whole week. The various forms the reflective diary can take will be discussed during the module.

The table below sets out the minimum requirements for a Pass in the 'reflective diary'.

<b>LO</b>	<b>Students will be assessed on:</b>	<b>Pass</b>
1	Ability to explain and apply relevant theory and scholarship in relation to the processes of organisation development.	An explanation of the relevant theory and an ability to apply the relevant theory that is adequate and reflects to some extent the complexity of the process in action.
2/3.	Ability to critically evaluate diagnostic data, with the client, in order to develop new courses of action and development that arise from the diagnosis.	Useful ability to evaluate diagnostic data with practical outcomes that come from the diagnosis. Awareness of the need to work with client on solutions and their enactment.
4	Capability in situational evaluation, working with the client, of the gaps and opportunities that arise from the enactment of the agreed solutions.	Useful ability to identify, or to anticipate, gaps and opportunities that occur in the diagnostic and implementation phases of the project.
5	Capability in working with the client in order to ensure that learning about the process of change is embedded into the organisation.	Awareness of the issues of working with the client to understand ways in which learning from the process can be embedded within the organisation with an awareness of the limitations of this process.

**TABLE A: ASSESSMENT TASK INFORMATION**

<b>ASSESSMENT TASK</b>	<b>% weighting of overall module mark</b>	<b>Duration of task / word count</b>	<b>In-module retrieval available ?</b>	<b>Individual task pass mark ONLY IF OVER 40%**</b>
Written Assignment	100%	4000 words	No	

**TABLE B: RE-ASSESSMENT TASK INFORMATION**

<b>ASSESSMENT TASK</b>	<b>% weighting of overall module mark</b>	<b>Duration of task / word count / length of exam</b>	<b>Individual task pass mark ONLY IF OVER 40%**</b>
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 (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.
- Performance is clarified through the psychological contract in relation to conduct in lectures and groups, through discussion of the assessments and through feedback.
- 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.

- The presentations are deliberately designed to be informal and to engage in dialogue rather than to assess 'presentation skills'. This approach encourages dialogue and enhances motivation and self-esteem as well as peer review and feed forward.

## 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:  
 Argyris, C. (2000) *Flawed Advice and the Management Trap: how managers can know when they're getting good advice and when they're not*. Oxford: Oxford University Press  
 Bradford D L and Burke W (2005) *Reinventing OD* Pfeiffer/Wiley  
 Cummings T G and Worley C G (2001) *Organization Development and Change (7<sup>th</sup> Edition)* St Paul, Minn.: South-Western Publishing  
 Darwin, J., Johnson, P., McAuley, J (2002) *Developing Strategies for Change* Financial Times/Prentice Hall (Part 4 – How does it all happen?)  
 French W I and Bell C H (1999) *Organization Development: Behavioural Science Interventions for Organization Improvement (6<sup>th</sup> Edition)* Upper Saddle River NJ: Prentice Hall  
 Harrison, M. I., Shirom, A. (1999) *Organizational diagnosis and assessment: bridging theory and practice* Thousand Oaks, Calif.: Sage  
 McLean, A. J *et al* (1982) *Organization Development in Transition* Chichester: John Wiley & Sons  
 Oswick, C. and Grant, D. (1996) *Organisation Development: Metaphorical Explorations* London: Pitman Publishing.  
 Patching, K. (1999) *Management and Organisation Development: beyond arrows, boxes and circles* Basingstoke: Macmillan Education  
 Schein, E. H. (1988) *Process Consultation (Volume 1): Its Role in Organization Development (2<sup>nd</sup> Edition)* Reading Mass: Addison Wesley  
 Schein, E. H. (1999) *Process Consultation Revisited: Building the Helping Relationship* Reading Mass: Addison Wesley

Additional materials (including journals) will be posted on the 'Processes of Organisation Development' Blackboard site and on the Talis site

**FINAL TASK**

<b>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)</b>	<b>Task No.</b>  1
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**MODULE REFERRAL STRATEGY**

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

**REVISIONS**

<b>Date</b>	<b>Reason</b>
July 2012	Assessment Framework review