

<b>MODULE TITLE</b>	Consultancy Theory and Processes			
<b>MODULE LEVEL</b>	7			
<b>MODULE CREDIT POINTS</b>	15			
<b>SI MODULE CODE (if known)</b>	25-7Q05-00C			
<b>MODULE JACS CODE</b>	N600			
<b>SUBJECT GROUP</b>	SG-44013 Organisational Behaviour & Human Resource Mgmt - O&M			
<b>MODULE DELIVERY PATTERN (✓ as applicable or give dates for non-standard delivery)</b> NB "Semester 3" ends on 31 July each year				
<b>LONG (2 semesters)</b>		<b>SHORT (1 semester)</b>		<b>NON-STANDARD DELIVERY</b>
				Start Date Flexible Distance Learning Start date whenever student opts to start
				End Date Notified to student at start date - 15 weeks per 15 credit module
<b>MODULE ASSESSMENT PATTERN (✓ as applicable - also complete Table A, Section 5, below)</b>				
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				
Overall Module Pass Mark <b>if other than 40%</b> (subject to approval)				
<b>MODULE INFORMATION (✓ as applicable - also complete Table A, Section 5)</b>				
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 (✓ as applicable to status of module in the context of current proposal)</b>				
<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, eg. 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</b> N/A	
<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>
		30	120	
<b>OTHER COURSES FEATURING THIS MODULE (please list below)</b>				
None				

## **1 AIM OF THIS MODULE**

The aim of this module is to develop understanding of the theory and practice of consultancy whether you are acting as external or internal consultant or using consultancy approaches as a line manager in order to undertake change projects involving consultancy approaches in an informed and reflective manner.

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

1. Analyse the dynamic between the consultancy task and the process required to complete that task, including the stages of the consultancy process;
2. Appreciate different consultancy typologies and the roles different consultants may play;
3. Evaluate your consultancy capability including a sense of appropriate development areas, consulting tools and methodologies;
4. Evaluate the different underpinning theories of consultancy and their implications for interventions in relation to relevant organisation theory.

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

- Perspectives on the nature and purposes, both positive and negative, of consultants and the consultancy relationship.
- The underlying dynamics of the developing relationship between consultant and client.
- The different modes of consultancy - generically known as “expert, doctor-patient, and process” - and their implications in the consultancy relationship.
- The key theories of consultancy - generically understood as Radical Structural, Radical Humanist, Psychodynamic, and the Corporatist approaches - and their implications in the consultancy relationship.
- The key ethical and professional issues in the consultancy relationship.
- Action research and other methodologies for diagnosis and understanding as they may be understood by consultants and shared with clients.

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

In line with the faculty’s postgraduate framework, the approach to teaching, learning and assessment emphasises links to research and adopts the philosophy that assessment is intended to support learning. Support will be offered through contact with the module team (by email or by phone) during the period of study and in working on assessment, and the course administrator and course leader will also be available to offer guidance.

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

There will be two aspects to the assessment. The first is that you will prepare a write-up of a number of the activities from the learning materials. These will reflect the learning that has been gained from the activity. Wherever possible we would

encourage peer feedback of these through the Blackboard Discussion Board site as they develop. This portfolio of items will provide opportunities for you to reflect on and theorise about consultancy. The second part of the assessment will be an assignment that will be a synthesising piece of written work in which participants will be expected to bring together the core learning issues in relation to their developed understanding of consultancy theory and process.

<b>Assessment Criterion</b>	<b>Pass</b>
Analyse the dynamic between the consultancy task and the process required to complete that task, including the stages of the consultancy process	Provide an operational analysis of the dynamic between the consultancy task and the process required to complete that task, and the stages of the consultancy process, that is theorised sufficiently to show understanding
Appreciate different consultancy typologies and the roles different consultants may play	Demonstrate an appreciation of different consultancy typologies and the roles different consultants may play that shows understanding of the theoretical and operational implications
Evaluate your consultancy capability including a sense of appropriate development areas, consulting tools and methodologies	Incorporate evidence of a sense of self in the identification of consultancy capability, and evidence of awareness of appropriate development areas, consulting tools and methodologies
Evaluate the different underpinning theories of consultancy and their implications for interventions in relation to relevant organisation theory	Show understanding of core issues through an evaluation of the different underpinning theories of consultancy and their implications for interventions

**TABLE A: 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>In-module retrieval available?</b>	<b>Individual task pass mark ONLY IF OVER 40%**</b>
Portfolio	100%	about 5,000 words	Yes	

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

Formative assessment will be offered through activities which you will undertake while studying the module and which you place on the Blackboard Discussion Board. Completed activities and the synthesising assignment will then be submitted, electronically or in hard copy, to the course administrator and summative feedback will be provided within four working weeks, in accordance with faculty policy.

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

The material for the module will be provided through a module Blackboard site which offers a sequence of activities, the sections of the module, with supporting material including readings (from e-books, digitalised texts or databases of academic articles), audio files and video files. The key texts for the module are:

- Neumann, J et al (1997) *Developing Organisational Consultancy* London: Routledge
- Block, P (2000) *Flawless consulting: a guide to getting your expertise used* San Francisco: Pfeiffer
- Clark, T, Fincham. R. (2002) *Critical consulting: new perspectives on the management advice industry* London: Wiley-Blackwell

Supporting material on approaches to learning, on skills development and on personal development planning will be provided through a course Blackboard site from which the module sites can be accessed.

In addition it is expected that, in applying concepts from the module, you will draw on materials from your workplace and/or other organisations with which you are familiar. You will also be able to contact the module team (via email or phone) to seek guidance on your learning, and issues raised regularly by students will be posted as Frequently Asked Questions to help future learners.

### 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>	Task No. 1
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### MODULE REFERRAL STRATEGY

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

### REVISIONS

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