**Sheffield Hallam University**

| TITLE | Organisation Analysis and Design |
|---|---|
| **SI MODULE CODE** | 44-7787-00S |
| **CREDITS** | 15 |
| **LEVEL** | 7 |
| **JACS CODE** | N600 |
| **SUBJECT GROUP** | OB/HRM |
| **DEPARTMENT** | Management |
| **MODULE LEADER** | Ian Storer |

| MODULE STUDY HOURS (based on 10 hours per credit)* | | | |
|---|---|---|---|
| **Scheduled Learning and Teaching Activities** | **Placement (if applicable)** | **Independent Guided Study** | **Total Number of Study Hours** |
| **30** | **NA** | **120** | **150** |

**MODULE AIM**

The aim of this module is to enable the development of the ability to critically evaluate those aspects of organisation theory that are closely related to organisation design and the human architecture of organisations. To be able to place those understandings in and international and multinational context and develop the students understanding of the key controversies in organisational design.

**MODULE LEARNING OUTCOMES**

By engaging successfully with this module a student will be able to;

- Critically evaluate contributions (and make judgements about negative effects) of the different schools that represent the history of Organisation Theory
- 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.
- Critically evaluate arguments about generative impulses (human will and consciousness or the "hidden hand") that lead to organisational design and organisational renewal.
- Critically evaluate current debates about modernism and post-modernism as key aspects of organisational design and develop their analysis of the implications for the emergence of new organisational design.

**INDICATIVE CONTENT**
- Organisational Theory
- Organisational Design: Classical, Modern, Post-modern and symbolic forms
- Methodologies for understanding complex organisations
- The design mind-set: dominant paradigms of Organisational Theory on design
- Organisation design and decision making, power and politics, control ideologies
- Introducing critical thinking to management
- Intra and Inter-organisational Relationships
- Organisation change and innovation

**LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**
Students will be supported in their learning, to achieve the above outcomes, in the following ways;

- Through taught sessions which introduce the concepts, theories and research in the field of organisation Analysis and Design
- Through the E learning platform (Blackboard) which provides research linked resources, opportunities for interaction and discussion via forums
- By using student debates to critically discuss as a group, key and challenging aspects of globalisation and issues relating to Organisation design in the different national, international and multinational environments
- By providing support and feedback at a number of points during the module to ensure students are maximising their learning through reflective practice.

**ASSESSMENT TASK INFORMATION**
The assessment is an individual research based assignment on a topic of relevance to organisational design and analysis. Students undertake critical analysis of case study material and receive peer and tutor based on and formative feed prior to undertaking the summative assignment,

| Task No.* | Short Description of Task | SI Code EX/CW/PR | Task Weighting % | Word Count or Exam Duration** | In-module retrieval available |
|---|---|---|---|---|---|
| 1 | An individual research assignment | CW | 100 | 4000 | N |

**FEEDBACK**
Students will receive feedback on their performance in the following ways:

- In classroom discussion with tutors and peers based on a critical analysis and review of the literature, research and case study materials;
- Through oral feedback from tutors and peers on the case study analysis;
- In self-managed learning forums designed to help students explore and discuss their research;
- Through the use of discussion boards via blackboard to disseminate research in the field;
- By using formative feedback and the marking grid for summative feedback to help with improving academic research capability and writing skills with accordance with the university timescales for providing feedback.

**LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

Students will be expected to utilise the research databases and case studies that are identified in the module guide to help in their research to identify the research objectives for the assignment.

Clegg, S., Kronnberger, M., & Pitis, T., (2011) Managing and Organisations 3rd ed. Sage Publications London

Daft, Richard L. (2010) Organization theory and design. Cincinnati, Ohio Thomson/South-Western, 2010. Edition 10th ed

Fineman, S., Sims, D., Yiannis G., (2005) Organizing and organizations. 3rd ed. London: SAGE,

Hatch, Mary Jo. (2012) Organization theory: modern, symbolic, and postmodern perspectives. Oxford: Oxford University Press, 2012.

Knights D, Willmott, H., (2011) Organisational analysis: essential readings. Andover: South-Western Cengage Learning, 2011.

McAuley, J., Duberley, J., Johnson, P., (2007) Organization theory: challenges and perspectives Harlow: Financial Times Prentice Hall, 2007.

Morgan, G., (2006) Images of organization London: SAGE, 2006.

Pugh, D.S., (ed) (2007) Organization theory: selected classic readings London: Penguin, 2007. 5th ed.

Pugh, DS., & Hickson, DJ., (1996) Writers on Organisations London Penguin 6th ed. (2007) Schniederjans, Marc J; (2005) Outsourcing and insourcing in an international context Armonk, N.Y.; London: M.E. Sharpe, 2005.

# SECTION 2    MODULE INFORMATION FOR STAFF ONLY

**MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION**

**MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE**

| | |
|---|---|
| NEW MODULE | Y |
| EXISTING MODULE - NO CHANGE | N |
| Title Change | N |
| Level Change | N |
| Credit Change | N |
| Assessment Pattern Change | N |
| Change to Delivery Pattern | N |
| Date the changes (or new module) will be implemented | **09/2013** |

**MODULE DELIVERY PATTERN -** *Give details of the start and end dates for each module.  If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.*

| | **Module Begins** | **Module Ends** |
|---|---|---|
| **Course Intake 1** | September 2013 | December 2013 |
| **Course Intake 2** | January 2014 | May 2014 |
| **Course Intake 3** | DD/MM/YYYY | DD/MM/YYYY |

| | | |
|---|---|---|
| **Is timetabled contact time required for this module?** | Y | |
| **Are any staff teaching on this module non-SHU employees?** | | N |
| **If yes, please give details of the employer institution(s) below** | | |
| | | |
| **What proportion of the module is taught by these non-SHU staff, expressed as a percentage?** | | |

**MODULE ASSESSMENT INFORMATION**

| | |
|---|---|
| **Indicate how the module will be marked** | |
| ***Overall PERCENTAGE Mark of 40%** | Y |
| ***Overall PASS / FAIL Grade** | N |

*\*Choose one only – module cannot include both percentage mark and pass/fail graded tasks*

**SUB-TASKS**

| | |
|---|---|
| **Will any sub-tasks (activities) be used as part of the assessment strategy for this module?** | N |

*If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval.  Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.*

**FINAL TASK**

| | |
|---|---|
| **According to the Assessment Information 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 Information Grid in Section 1 of the Descriptor)** | Task No. 1 |

**NON-STANDARD ASSESSMENT PATTERNS**

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|---|---|
| **MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.** <br> **NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.** | |