MODULE DESCRIPTOR

TITLE	Organisations and Leadership			
SI MODULE CODE	44-7838-00S			
CREDITS	15			
LEVEL	7			
JACS CODE	*N200*			
SUBJECT GROUP	Organisational Behaviour & HRM			
DEPARTMENT	Management			
MODULE LEADER	Paul Stokes/Katherine Gardiner			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	25	*25*	*50*	*150*

MODULE AIM(S)

The aim of this module is to equip learners with a range of analytical tools and frameworks for looking at organisational leadership and HRM in a critically reflexive way. The module will focus on issues of concern to Leadership such as managing change effectively, developing commitment, dealing with peoples' emotions at work or recognising the impact that structure and culture can have on the satisfaction and well being of individuals and groups in the organisation. Learners will be encouraged to develop appropriate diagnostic skills and apply these tools and frameworks to their own approach to leadership as well as that of others and to draw out the implications for HRM theory and practice.

MODULE LEARNING OUTCOMES

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

1. Appreciate the critical importance of leadership and management in the field of HRM and how these impact not only upon the behaviour of people but on organisational success

2. Critically analyse the field of organisational theory drawing on a range of different perspectives

3. Assess & evaluate the different stakeholders in terms of their roles and responsibilities, and their influences on one another

4. Explore and explain the role that the external environment plays in influencing organisational designs and structures

5. Recognise the significance of organisational culture, as well as its impact on people, particularly as they attempt to lead and manage organisational change

6. Recognize the central role that commitment and the management of emotions plays in the leadership responsibility.

7. Explore the importance of effective team leadership for organisational success

8. Apply ideas concerning diversity, equality and organisational justice to their understanding of organisations

INDICATIVE CONTENT

- Study & Practice of Leadership
- Use of Organisational Metaphors
- Stakeholder Management & Engagement
- Leading Teams

- Org Design & Leadership
- Emotions
- Change Management
- Culture
- Commitment
- Ethical Leadership
- Power and Politics

LEARNING AND TEACHING 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 fields of organisational behaviour and organisational psychology

- Tutor facilitated tutorials providing the opportunity for student work groups to critically reflect on their own approaches to leadership and those of others

- Through the E-Learning platform (Blackboard) which provides research linked resources, opportunities for interaction and discussion via forums;

- By using student facilitated learning sets to develop learner autonomy and intra-dependent learning;

- By providing support and feedback at a number of points during the module to ensure students are maximising their learning through reflexive practice

- By the use of learning journals designed to help students reflect on their experiences and to successfully complete the module assessment.

ASSESSMENT STRATEGY AND METHODS

Task No.	TASK DESCRIPTION	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Time constrained assessment	EX	100	3 hrs	N

Task Descriptions and SI Codes

ASSESSMENT CRITERIA

Assessment Criteria	40-49%
Application and critical evaluation of the theories and methodologies which inform the module	Sufficient engagement with & application of organisational theory and its implications for leadership & leaders
Use of research examples, case studies and personal examples	Sufficient use of research examples, case studies and personal examples to demonstrate how relevant theory applies in an organisational context
Analysis of implications for the HR practitioner	Sufficient consideration given to what the applica of organisation theories mean for the HR practitioner's role within organisations
Analysis of implications for self	Sufficient consideration given to what the applica of organisation theories mean for the individual

FEEDBACK

The students will be given formative feedback throughout the semester on their performance within the module as well as skills support in terms of critical analysis of organisations and their approach to leadership. Support will also be given on exam technique and process. Summative feedback will be given in terms of a final grade but no feedback.

LEARNING RESOURCES (INCLUDING READING LISTS)

Students will be supported in the learning with videos, journal articles and a selection of books drawn from below:

Fineman, S, Gabriel, Y and Sims (2010) 'Organizing and organizations', London: Sage

Hatch, M.J. & Cuncliffe A (2006). 'Organization Theory. Modern Symbolic and Postmodern Perspectives'.2nd Edition, Oxford University Press.

Jackson, N & Carter, P (2007) 'Rethinking Organisational Behaviour', Prentice Hall.

Johnson, P. and Gill, J. (1993). 'Management Control and Organisational Behaviour'. Paul Chapman, London.

Martin, J. (2005). 'Organizational Behaviour.' 3rd Edition, Thomson Business Press

McAuley, J, Duberley, J and Johnson, P (2007) 'Organisational theory: challenges & perspectives' London: Prentice Hall
Morgan, G. (2006). 'Images of Organisations', Third Edition Sage. London

Mullins, LJ (2010) 'Management and Organisational Behaviour', 9th Edition, London :Pearson

Rollinson (2008) 'Organisational Behaviour and Analysis: An Integrated Approach', Harlow: FT Prentice Hall.

Watson, T (2006) 'Organising and Managing Work', 2nd Edition, London: Prentice Hall

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	Y / N
Level Change	Y / N
Credit Change	Y / N
Assessment Pattern Change	Y / N
Change to Delivery Pattern	Y / N
Date the changes (or new module) will be implemented	**09/2011**

MODULE DELIVERY PATTERN - *If the course will have 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	29/09/2011	20/01/2012
Course Intake 2	01/2012	05/2012
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

Does the Module (using Model A Assessment Pattern) Require Either*	
Overall Percentage Mark of 40%	Y
Overall Pass / Fail Grade	N

NB: Choose one of the above – Model A module <u>cannot</u> include both percentage mark and pass/fail graded tasks

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*

if YES complete table below

SINGLE REFERRAL PACKAGE DETAILS

Task No.	**TASK DESCRIPTION**	SI Code	**Task Weighting %**	**Word Count / Duration**
1	Time constrained assessment	EX	100	3hrs

Task Descriptions and SI Codes

REVISIONS

Date	Reason
July 2012	Assessment Framework review