MODULE DATA

MODULE TITLE	Leadership and Organisation Development
MODULE LEVEL	7
MODULE CREDIT POINTS	15
SI MODULE CODE (if known)	44-7E41-00C
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

To develop understanding of the dynamics of management and leadership in enabling or disabling the processes of Organisation Development in organisations and the role of Organisation Development in developing leaders and managers.

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

1. Explore and explain theories of leadership and management in contemporary organisations.

2. Critically evaluate the role of leaders and managers in relation to change management.

3. Critically evaluate the dynamics of Organisation Development in relation to its potential impact on leadership and management in organisations.

4. Analyse the opportunities for Organisation Development as an approach to the management of change that would be of particular significance to managers and leaders.

5. Critically evaluate both the positive and the negative dimensions of Organisation Development as an intervention for the development of leaders and managers.

3   THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

- Theories of leadership and management in contemporary organisations:
    - Constructing and deconstructing the significance of leadership and management in contemporary organisations
    - An evaluation of dominant theories of leadership such as Trait, Contingency, Situational and Constitutive theories.
    - The relationship between management and leadership.
    - The contribution of psychoanalytic theory to the understanding of leadership and management.
    - Leadership as artistic endeavour and/or rational enterprise.
    - Leaders, management and democracy in organisations.
    - The role of leaders and managers in relation to change management:
    - The rise of and issues concerning the concept of Transformational Leadership
    - The rise of and issues concerning the concept of Managerialism as change agency.
- Concepts of trust and change management.
- The dynamics of Organisation Development in relation to its potential impact on leadership and management in organisations:
- The relationship between different models of Organisation Development and approaches to leadership and management. Should there be compatibility between the model of OD and the leadership/management style or are there opportunities for difference?
- Organisation Development as an approach to the management of change that would be of particular significance to managers and leaders:
    - The implications of the conventional view that Organisation Development is requires the commitment of leadership/senior management.

- o The characteristics of Organisation Development that give added value to processes of change.
- o Organisation Development as a process of change that requires engagement at all levels of the organisation.
- o The positive and the negative dimensions of Organisation Development as an intervention for the development of leaders and managers:
- o Organisation Development approaches to management/leadership development.

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

- Lectures are 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' or participants' direct experience) are 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 facilitation in the context of change agency.*
- There will be a BlackBoard site that contains all relevant materials including Talis reading list and opportunities for discussion before and after delivery of the module

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

Summative assessment will be through a synthesising essay that will be designed to enable students to explore the complex relationships between leadership/management and organisation development. 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.

Students will be assessed on:	Pass
1	Select and explain concepts, theories and models from the literature on leadership and management that shows an understanding of the significance of leadership/management to different types of organisation design (from autocracy to democracy, if you will)
2	Undertake a critical appraisal of the significance of leadership and management to the management of change.
4.	Develop a synthesis of the potential relationship between leadership/management and Organisation Development
5	Develop an analysis of the ways in which different concepts of Organisation Development can be of appeal to different understandings of leadership and management
6	Evaluate the effectiveness of Organisation Development as a vehicle for management/leadership development

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	Yes	

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 through full discussion of the assessment and the informal presentation.

- 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.

- Provide formative feedback on group performance in the informal presentation.

- 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 and other resources etc. A Talis Reading list will be established for the module.

- These are some of the indicative readings for the module:

Grint, K (2005) *Leadership: limits and possibilities* Basingstoke: Palgrave Macmillan, 2005.
Grint, K. (2000) *The Arts of Leadership* Oxford: Oxford University Press
Rickards T., Clark M (2006) *Dilemmas of leadership* **London:** Routledge, 2006
Kets de Vries M. F. R., Korotov, K. and Florent-Treacy, E.(2007) *Coach and couch: the psychology of making better leaders* Basingstoke: Palgrave Macmillan

Kets de Vries M. F. R. (2006) *The leadership mystique: leading behavior in the human enterprise (2nd Edition)* Harlow: FT Prentice Hall

Kellerman B (2008) *Followership: how followers are creating change and changing leaders* Boston, Mass.: Harvard Business Press

Storey, J. (Ed) (2004) *Leadership in organizations: current issues and key trends* London: Routledge

Greiner, L. E., Schein, V. E. (1988) *Power and organization development: mobilizing power to implement change* Addison-Wesley,

Kotter, J. P. (1990) *A Force for change: how leadership differs from management* Free Press,

Kets de Vries M. F. R (1993) *Leaders, fools and impostors; essays on the psychology of leadership* Jossey-Bass.

Mabey, C. Finch-Lees (2008) *Management and leadership development* Los Angeles, Calif.; London: SAGE.

Argyris C (1999) *On organizational learning (2nd Ed.)* Oxford: Blackwell Business, 1999.

Carter, L., Ulrich, D., Goldsmith, M. (Eds) (2005) *Best practices in leadership development and organization change: how the best companies ensure meaningful change and sustainable leadership* San Francisco: Pfeiffer.

There are also a number of journals, but specifically to this module there is:
Leadership and organization development journal MCB University Press

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

REVISIONS

Date	Reason
July 2012	Assessment Framework review