

MODULE DESCRIPTOR

TITLE	Understanding and Managing Organisations			
SI MODULE CODE	25-5025-00S / 25-5025-H0S 25-5A25-00S			
CREDITS	20			
LEVEL	5			
JACS CODE				
SUBJECT GROUP	Organisational Behaviour / HRM			
DEPARTMENT	Management			
MODULE LEADER	Godfrey Craik / Ian Storer			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	34	22	98	154

MODULE AIM(S)

The aims of this module are to:

- develop a critical appreciation of the relationship between organisational systems, processes and structures and the people who have to manage in an organisational context;
- develop an awareness and ability to analyse how human behaviour shapes and influences the nature and culture of organisational life;
- help students understand how human resource management systems and policies enable managers to work effectively and efficiently in a range of different business environments;
- work in a collaborative environment and to understand how group processes influence and support organisational performance;
- motivate students to secure a placement opportunity in a desired sector and develop the inter-personal skills to be successful in interview situations

MODULE LEARNING OUTCOMES

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

1. Understand and critically analyse theory and research in the field of organisation behaviour and human resource management;
2. Apply knowledge and understanding through the practical application of human resource management policies and practices;
3. Using collaborative working practices explore the nature, value and purpose of the relationships experienced by people in organisations;
4. Develop a set of competencies based on skills and personal development to enable you to contribute to organisational life; and
5. Demonstrate through research, written work and discussion your understanding of how this area of study can be used in improving organisational performance.
6. Demonstrate the skills and attributes required to secure a successful placement or work-based learning opportunity.

INDICATIVE CONTENT

The indicative content of the module includes;

- The context for organisational behaviour;
- The background and development of human resource management practice;
- The processes involved in resourcing the organisation;
- The role of the individual in organisational life;
- Individual learning and development theory;
- Groups and organisational culture;
- Managing for performance;
- Power, conflict, influence and politics in organisational life;
- The principles of negotiation, communication, participation in the organisation;
- The nature of the changing work environment; and
- Leadership theory and practice
- Business & Customer awareness
- Interviewing and communication skills
- Research skills

LEARNING AND TEACHING METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways;

- Through a lecture series which introduce the concepts, theories and research in the fields of organisational behaviour and HRM;
- Through tutor led seminars and workshops using interactive exercises, case studies, DVD's and student led discussion
- Through the E-Learning platform (Blackboard) which provides weekly information sheets, research linked resources, opportunities for interaction and discussion via forums;
- In a series of skills based workshops designed to help students prepare for placement and work-based opportunities

ASSESSMENT STRATEGY AND METHODS

Task No.	TASK DESCRIPTION	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Coursework	CW	20	1500/2000	No
2	Coursework	CW	80	2500	No

ASSESSMENT CRITERIA**Task 1 - Journal**

There is a requirement to keep a journal during the first part of the module.

Assessment Criteria	Pass
Evidence of the application of research skills to developing an awareness of current sector specific business / customer requirements	There is clear evidence of a critical literature review which provides the findings on the research into a specific sector. The analysis of the findings provides evidence of an understanding of current business / customer requirements and demonstrates commercial awareness with respect to a particular sector
Evidence of critical reflection of personal and professional skills development in preparation for placement or work based experience.	There is clear evidence of feedback from tutors, peers and employers (where relevant) being applied to reflect critically on personal and professional skills development.
Evidence of an action plan that identifies short and medium term objectives for personal and professional development relating to inter-personal skills. There is also evidence of a knowledge of the resources available to help achieve the objectives.	There is clear evidence of an action plan that identifies personal and professional objectives relating to interpersonal skills. There is also good evidence of a knowledge of the resources available to support development.

Task 2 - Coursework Assignment

Assessment Criteria	40 - 49%
Critically analyse theory and research in the field of organisation behaviour and human resource management [OB/HRM] that is relevant to and explores the subject of the assignment	Some evidence of engagement with the research on OB/HRM but describes the material rather than applying and evaluating the theory in a critical way.
Applied the OB/HRM theory to show how the relevant theories support the answer to the assignment	Some evidence that the OB/HRM research literature has been applied to answering the question. You must provide real justification and support for the arguments used in the work.
Demonstrate through the use of examples and case studies the evidence that supports your solution to the assignment	Limited evidence of examples and case studies. You should avoid just describing the research. Make sure to use real life examples in your work.
Develop a sound conclusion that clearly summarises and analyses the most important findings from carrying out this research.	Limited evidence of a summary and conclusions which sums up the findings. Make sure you check you have answered the question.
Logical structure / clear presentation of research / consistent referencing using the Harvard System Evidence of own views and analysis.	Some evidence of a clear structure and presentation of research. Inconsistent & minimal referencing. Limited personal views.

FEEDBACK

Students will receive feedback on their performance in the following ways;

- Formative tutor and peer feedback via class-based exercises and activities e.g. peer and tutor feedback on interviewing skills, presentation and discussion in the weekly activities.
- Tutor and peer to peer support built into classes around the development of the assignment e.g. presentation of the plan for the assessment and feedback provided on this.
- Time is built into the module to provide guidance on the assessment task requirements and some of the more pertinent practices needed for success e.g. referencing. Tutors show students extracts from past examples of work and detailed guidance, some verbal and some written.
- Summative formal feedback and feed forward on the assignment. The module utilises a detailed marking grid based on the learning outcomes and assessment criteria. Feedback points are provided around the stronger areas and then feed forward points to expand on the data from the marking grid.

LEARNING RESOURCES (INCLUDING READING LISTS)

In conjunction with Pearson Education, the module tutors have developed a core text. This text will offer a "one stop shop" for readings from a selection of sources to support your learning on the module. As with all "one stop shops", - it will only provide the minimal amount of information.

The core text is arranged to follow the programme outlined in this guide. There may be occasions when the module delivered does not follow the book. In the circumstances you should look for the appropriate topic. Whilst we have provide a text specifically for the module there is an expectation that you will not rely on one single source but will read more widely and use a variety of sources and references in your research for the assignment and presentation. Additional sources of information can be found in this guide, in the lecture notes and by diligent research on your part. Each lecture suggests additional reading to that which is in the core text. The bibliography of the individual chapters is a good starting point for you additional research.

Supplementary texts

- Daft R.L., & Marcic D., (2009) Management: The new workplace. 6th edition Cengage Learning
- Finchham R., & Rhodes P., (1999) The Principles of Organisational Behaviour 2nd Edition McGraw Hill
- Greenberg J., & Baron R.A., (2008) Behavior in Organizations 9th edition Prentice Hall
- Huczynski A., & Buchannan D., (2004) Organisational Behaviour: An Introductory Text. 5th Edition Prentice Hall
- Mullins L.J., (2007) Management and Organisational Behaviour 8th Edition. Prentice Hall
- Morgan G., (1997) Images of organisation 2nd Edition Sage Publications
- Martin J., (2001) Organisational Behaviour. Thomson Learning 2nd edition
- Rollinson D., (2002) Organisational Behaviour and Analysis 2nd Edition Prentice Hall

SECTION 2 'MODEL A' MODULE (INFORMATION FOR STAFF ONLY)**MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION****MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE**

NEW MODULE	N
EXISTING MODULE - NO CHANGE	Y
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	Y
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	September 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	DD/MM/YYYY	DD/MM/YYYY
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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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?	
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MODULE ASSESSMENT INFORMATION

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

***NB: Choose one of the above – Model A module cannot 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. 2
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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