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|---|---|--|-----------------------------|---|--|
| <b>MODULE TITLE</b>   |   | Group Consultancy: Theory and Intervention |                             |   |  |
| <b>MODULE LEVEL</b>   |   | 6  |                             |   |  |
| <b>MODULE CREDIT POINTS</b>   |   | 20   |                             |   |  |
| <b>SI MODULE CODE (if known)</b>  |   | 25-6077-00L                                |                             |   |  |
| <b>MODULE JACS CODE</b>   |   | N200                                       |                             |   |  |
| <b>SUBJECT GROUP</b>  |   | SB00-44001                                 |                             |   |  |
| <b>MODULE DELIVERY PATTERN (✓ as applicable or give dates for non-standard delivery)</b><br>NB "Semester 3" ends on 31 July each year   |   |  |                             |   |  |
| <b>LONG (2 semesters)</b>   |   | <b>SHORT (1 semester)</b>                  |                             | <b>NON-STANDARD DELIVERY</b>              |  |
| Sem 1 & 2   | ✓ | Sem 1                                      |                             | Start Date                                |  |
| Sem 2 & 3   |   | Sem 2                                      |                             | End Date                                  |  |
|   |   | Sem 3                                      |                             |   |  |
| <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 - if choosing "Other" please give further details of assessment pattern in the blank space below. <i>"Other" should be chosen where, for example, a PSRB has specified an overall Module Pass Mark of higher than 40% - if so, give details below and specify higher pass mark. Or, eg, where PSRB has specified an Individual Task Pass Mark of higher than 40% give details in space below and complete final column in Table A, Section 5)</i> |   |  |                             |   |  |
| 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 (ie. 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  |   |  |                             |   |  |
| If status is 'Modified', please give date when modified version is to be available from   |   |  |                             | Modified Version Available from Sept 2010 |  |
| <b>Breakdown of notional study hours by type</b><br>(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> |
|   |   | 15   | 0                           | 185                                       | 200                                      |
| <b>OTHER COURSES FEATURING THIS MODULE (please list below)</b>  |   |  |                             |   |  |
|   |   |  |                             |   |  |
|   |   |  |                             |   |  |

## **1 AIM OF THIS MODULE**

Managers, professionals and other specialists operating in a business environment frequently find themselves operating as consultants, advisers or agents of change. It is important that those who do so have both a critical awareness of the academic and vocational field of consultancy, and a sound understanding of the factors that shape client-consultant relationships.

This module is designed to provide a structured exploration of the theory relating to consultancy activity as well as providing an opportunity for involvement in a 'live' consultancy intervention. The former is addressed in a taught element that acts as a prelude, and then as an ongoing support to work in the field. The latter is undertaken by students working in small teams on a major piece of consultancy work, normally for an external client carried out by students working in small teams. Reflection upon this practical experience is a key aspect of the module.

Each consultancy team will work with the guidance of an allocated academic supervisor, whose role is to establish initial client contact, to provide support and general advice to the team and to act as a liaison and point of contact at the University.

The taught element of the module aims to provide a foundation of consultancy theory upon which subsequent interventions in real-world organisations can draw.

The consultancy intervention itself will locate this theory in a practical context. The work will usually demand some integration of methods, techniques and approaches, drawn from across relevant modules within the fields of business and management. However the precise content of the work is driven by a negotiation of a balance between the client's requirements and academic expectations, and arriving at this agreement is seen as a key part of the task involved. In addition to placing demands upon students to deliver added value for their clients, the aim of the intervention is to enable students to put their learning about the consultancy process into practice, and to provide a vehicle for its critical examination.

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

1. demonstrate an understanding of the nature of consultancy processes and the factors which a consultant needs to consider to design and manage a successful intervention
2. use structured approaches, relevant concepts and theoretical frameworks to advise clients facing complex problem situations
3. demonstrate professional consultancy and group working skills appropriate to a role as management advisor or change agent
4. appreciate the challenges of managing relationships in consultancy practice - notably handling the pressures and dynamics within a consultancy team/group and the inevitable tensions of the client-consultant team relationship - from project inception to completion
5. evaluate the underpinning theories of consultancy and their implications for practical interventions

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

#### **In the taught element:**

- Intervention processes: frameworks for consultants. Client-centred consulting and consulting style.
- Role of the consultant. Managing consultancy: negotiation and contracting; organisational diagnosis; assembling the team; project management.
- Consulting competencies: interpreting and managing impressions; gathering information and facilitating learning; managing the team.
- Design choices in process interventions.
- Ethical and professional issues

#### **In the project element:**

Projects will be sought from external organisations. They will normally require significant analytical or technical skills, and will demand sound recommendations to be made to a client based upon a thorough diagnosis and appraisal. Students will be required to take their project from an initial negotiation over terms of reference through to a successful conclusion. They will subsequently be required to reflect upon this process and to draw general lessons from their intervention.

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

#### **In the taught element:**

Conceptual frameworks will be introduced through lectures. Tutorial sessions will be used to develop consulting skills and to explore issues faced in organisational interventions, including the consultancy project.

#### **In the project element:**

This will be student-centred with students working in teams of about five members on a project for an external client arranged by the module team. A member of staff will supervise the project and provide advice and support. The supervisor will normally only meet the client in the initial meeting and the presentation.

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

This module will be assessed wholly by coursework. Overall grade will be based upon the outcome of the intervention and upon students' reflections on their achievement, the latter drawing appropriately upon the theoretical frameworks introduced in the taught elements of the module. There are three assessment tasks: the group's report for the client (worth 25%), the presentation to the client (worth 25%) and an individual report (worth 50%). Marks for the group report and presentation may be adjusted following peer assessment and feedback from the supervisor. The individual report will involve reflecting on the project process and will also assess the taught element of the module. The cross-linking of this experience to the body of theory in the area and the students' ability to think critically about the consultancy process will be a key aspect of the assessment of these tasks.

| 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%** |
|-------------------------------------|------------------------------------|--|--------------------------------|--|
| Group Report and Group Presentation | 50                                 | 2000 words + 30 minutes                        | No                             |  |
| Individual Report                   | 50                                 | 2,000-2500 words                               | No                             |  |

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

Formative feedback will be provided by the academic supervisor as the project progresses, but the interventions will be fully managed by the student teams who will not be directed in this regard by the supervisor.

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

- R.M. Belbin, Management Teams, Butterworth-Heinemann, 1996.
- J. Bryant, Problem Management, Wiley, 1989.
- D. Buchanan and D. Boddy The Expertise of the Change Agent. Prentice-Hall, 1992.
- D. Buchanan and R. Badham. Power, Politics and Organisational Change. Sage, 1999.
- P. Cockman et al. Client-centred Consulting. McGraw-Hill, 1992.
- C. Eden and J. Radford (Eds.), Tackling Strategic Problems, Sage, 1990.
- J.E. Neumann, K. Kellner and A. Dawson-Shepherd, Developing Organisational Consultancy. Routledge, 1997.
- E.H. Schein, Process Consultation Revisited. Addison Wesley, 1999.
- D. Schon, The Reflective Practitioner, Avebury, 1991.

## REVISIONS

| Date      | Reason                      |
|-----------|-----------------------------|
| July 2012 | Assessment Framework review |
|           |                             |