Module Title:	Organisational Effectiveness	Level:	6	Credit Value:	20

Module code:	EDC631	Is this a new module?	YES	Code of module being replaced:	N/A

Cost Centre:	GAPE	JACS3 code:	X300

Trimester(s) in which to be offered:	3	With effect from:	December 18

School:	Social and Life Sciences	Module Leader:	David Thomas

Scheduled learning and teaching hours	24 hrs
Guided independent study	176 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
GUCCE Future Leaders – completion of modules EDC631 Organisational Effectiveness and EDC632 Leadership Skills. Aligned with BA Education Studies for QA and assessment purposes	✓	

Pre-requisites
None

Office use only
Initial approval June 17
APSC approval of modification   November 2018

Version 3

Have any derogations received SQC approval?   Yes ☐ No ☐ N/A ✓

Module Aims
This module explores current thinking on leadership, including the use of practical leadership tools and approaches that can be applied in diverse situations when working with and through others. Leadership is about collaboratively managing the challenges we face in our everyday work within organisations by motivating, engaging, developing, and inspiring people. The module includes a comprehensive introduction to organisations' effectiveness in education, including key elements, structures, processes and culture.

Intended Learning Outcomes

At the end of this module, students will be able to		Key Skills	
1	Critically analyse the role of paradox and ambiguity in leadership and Organisational Effectiveness	KS1	KS2
		KS3	KS6
		KS7	
2	Critically appraise group and organisational decision theory and the requirement for a strong strategic narrative to improve organisational effectiveness and employee engagement.	KS1	KS3
		KS5	KS9
3	Apply leadership principles and group dynamics to respond to and lead change to facilitate engagement and improved teamwork	KS8	KS2
		KS3	

Transferable/key skills and other attributes

1. Creatively apply problem solving and decision making skills to identify, formulate and solve organisational issues; the ability to create, identify and evaluate options.
2. Actively manage complex issues and make sound evidence-informed judgements and conclusions that they are able to communicate clearly to employees.
3. Learn practice skills associated with the management and leadership of an education organisation in changing and dynamic contexts where there is a focus on achieving positive end results.
4. Effectively develop core leadership competencies: communication, collaboration, critical analysis, cultural competence.

Assessment:

Assessment 1 – Working within an organisation with which they are familiar students will be asked to collaborate on a group presentation to review the effectiveness of group and organisation decision making process and how they support employee engagement. The group assignment will be to produce a presentation which provides recommendations and an action plan using leadership principles and group dynamics to respond to and lead change to facilitate engagement and improved teamwork within the organisation. This assessment will be facilitated by a group of academic and operation leaders from within Glyndwr University.

Assessment 2 – Students will be asked to analyze their experience of working on the group project to develop a reflection based of leadership and Organisation Effectiveness theories and research evidence.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	2, 3	Group presentation	50%	15 minutes plus panel Q & A	2,000
2	1	Reflective Practice Assignment	50%	N/A	1,000

Learning and Teaching Strategies:

The teaching and learning strategy aims to produce education professionals who are able to enhance organisation effectiveness through the knowledge and application of key theories, tools and techniques.

The teaching methods are designed as a blended learning programme, combining tutor moderated or led interactions with digital learning resources, access to self-study resources and networked and collaborative learning among students as part of the region's education community.

The syllabus for the module will be delivered over a four-week period. Students will be provided with access to study materials through Glyndŵr University's Virtual Learning Environment, Moodle including; Panopto Digital Lectures, Online Subject Guides, Learning Resources, Library Resources and Face-to-Face workshops and tutorials.

To achieve this 'future leaders' approach the strategy is to focus on enhancing the learner's knowledge of leadership responses through the application of analytical and evaluative skills, business awareness and interpersonal abilities.

Students are encouraged to take a collaborative approach to learning with peers from a wide range of backgrounds to enable them to benefit from their varied perspectives and contexts that exist.

Therefore, teaching and learning involve examination of knowledge, concepts and issues, and the discussion of current problems and emerging thinking. These activities are intended to challenge students by encouraging them to tolerate the complexity and ambiguity that must exist in real situations.

Syllabus outline:

The student will learn;
   •   The benefit of values based leadership
   •   How to build judgemental competence and conversational responsibility
   •   How to enhance social exchange and the benefits of doing so
   •   How to use language and action to prime conversations for change
   •   To consider education organisations and their context: key concepts, theories, principles, social structures, processes, behaviours, cultures
   •   Organisational decision-making theories and application in the education environment
   •   Linking leadership and management practices to structures, cultures and behaviours in the education sector organisations
   •   To apply group dynamics to improve team work and employee engagement

Bibliography:

Essential reading

Mullins, L. J. and Christy, G. (2013) *Management and Organisational Behaviour*. Pearson Education
Francis, H., Holbeche, L. and Reddington, M. (2012) *People and Organisational Development: A New Agenda for Organisational Effectiveness*. London, CIPD

Other indicative reading

Bush, T. (2013) *Leading and Managing People in Education (Education Leadership for Social Justice).* Sage
Chapman, C. (2011*) School Effectiveness and Improvement Research, Policy and Practice: Challenging Orthodoxy.* Routledge
Crawford, M. (2014) *Developing as an Educational Leader and Manager.* Sage
Hayes, J. (2014) *The Theory and Practice of Change Management* (4th Edition) Palgrave Macmillan
Kotter, J. P. (2012) *Leading Change.* Harvard Business Review Press.
Preedy, M. and Bennett, N. D. (2011) *Educational Leadership: Context, Strategy and Collaboration.* The Open University and Sage
Smith, R., King, D., Sidhu, R., Skelsey, D. and APMG (2014) *The Effective Change Manager's Handbook: Essential Guidance to the Change Management Body of Knowledge.* Kogan Page
Wilson, C. (2015) *Designing the Purposeful Organization: How to Inspire Business Performance Beyond Boundaries.* Kogan Page.

Journals
Journal of Organizational Effectiveness: People and Performance