



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Groups Teams and Organisations				
Module Code	UMOD3J-15-M	Level	M	Version	1.1
Owning Faculty	FBL	Field	Organisation Studies		
Contributes towards	MSc Coaching & Mentoring, Master of Business Administration; MA Leadership and Media Production Management				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	1 September 2011		Valid to	September 2017	

CAP Approval Date	26/7/12
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Part 2: Learning and Teaching	
Learning Outcomes	<p>Aim of the module:</p> <p>This module is designed to explore and facilitate students' understanding of the fundamental principles of group dynamics, and processes and their application to organisational contexts. It also offers an introduction to the application of psychodynamic ideas in the understanding of groups and teams. Finally, it aims at the development of the capacity for the observation of self and others and for reflecting upon both.</p> <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Critically evaluate relevant group and team literature against own experiences within organisations (Component A) • Show a critical awareness of how different conceptual approaches to groups and teams can offer insights to issues within organisations (Component A) • Identify and critically explore a variety of techniques appropriate to enhancing their capacity to develop relationships within and between groups(Component A) • Demonstrate an understanding of how established group and team techniques affect the development of organisations (Component A) • Critically review the type of environment that best facilitates effective group activities (Component A)
Syllabus Outline	<ul style="list-style-type: none"> • Theory and practice of groups and teams • Psycho-social approaches to groups and teams • Group dynamics, processes and practices

	<ul style="list-style-type: none"> ○ Roles ○ Emotion ○ Identification ○ Discourse and context <ul style="list-style-type: none"> ● Team relationships ● Group and Team development 										
Contact Hours	<p>The three-day fulltime (9am-5pm) course – formally scheduled - is structured as follows:</p> <p>Day 1: Theory – mainly lectures, although flexibility in the delivery accommodates for students’ own examples and allows time for students to engage with the delivered material critically.</p> <p>Day 2: Experience – multiple whole group, student driven experiential exercises are facilitated by staff to assist the group’s learning process.</p> <p>Day 3: Application – Students are given time to work by themselves on establishing a link between days 1 and 2 and the application of the newly learnt to their own work environment, especially with regards to preparing for the coursework. Staff gives one-to-one feedback. Group presentations with the same aim serve for the purpose of peer feedback.</p> <p>Apart from the three-day direct contact time, correspondence with students will be managed via Blackboard, email and contact hours that will be made clear in the module handbook. Additionally, a discussion group will be set up on Blackboard, where students can discuss issues of common interest. The staff can be invited into these discussions if the students so wish.</p>										
Teaching and Learning Methods	<p>The approach to teaching and learning is primarily student centred engaging students in practical exercises, personal study, and critical reflection upon the relationship between theory and experience. Where possible, students will be encouraged to draw upon their own experience and bring their own case studies to workshops. Various delivery methods will be adopted (e.g. block release, weekly sessions) depending upon the nature of the programme (e.g. open programme, executive programme). Readings and theoretical inputs provide students with knowledge and awareness of current thinking on groups and teams. The assessment is designed to provide an opportunity to reflect on learning about groups and teams, together with critical reflection upon the relationship between theory and practice.</p>										
Key Information Sets Information	<p>n/a for PG modules</p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="text-align: center;">Total assessment of the module:</td> </tr> <tr> <td style="text-align: right;">Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td style="text-align: right;">Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">100%</td> </tr> <tr> <td style="text-align: right;">Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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Coursework assessment percentage	100%										
Practical exam assessment percentage	0%										
	100%										

<p>Reading Strategy</p>	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant sources and services and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. A reading list will be provided but additional information from journals/newspapers/web sites will be made available as appropriate for specific tasks over the module.</p> <p>Essential reading</p> <p>The essential reading will be specified in the module handbook and on Blackboard at the start of the module. This is potentially subject to change at short notice and students should not purchase any text without the guidance of the module leader. The current core text for this module is:</p> <p>Levi, D. (2010). <i>Group Dynamics for Teams</i> (3rd). London: Sage</p> <p>This may change from year to year, students should check the module handbook before purchasing.</p>
<p>Indicative Reading List</p>	<p><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p>Belbin, R. (1981). <i>Management Teams: Why they Succeed or Fail</i>. London: Henemann</p> <p>Belbin, R. (1993). <i>Team Roles at Work: A Strategy for Human Resource Management</i>. Oxford: Butterworth-Hennemann</p> <p>Bion, W. (1961). <i>Experiences in Groups</i>. New York: Basic Books.</p> <p>Brown, R. (1988). <i>Group Processes: Dynamics Within and Between Groups</i>. Oxford: Blackwell.</p> <p>Cartwright, D. and Zander, A. (1968). <i>Group Dynamics: Research and Theory</i> (3rd ed.). London: Tavistock.</p> <p>LaFasto, F., & Larson, C. (2001). <i>When Teams Work Best</i>. Thousand Oaks, CA: Sage.</p> <p>Luft, J. (1984). <i>Group Processes: An Introduction to Group Dynamics</i> (3rd ed.). Mayfield Publishing.</p> <p>Stewart, G., Manz, C. and Sims, H. (1999). <i>Team Work and Group Dynamics</i>. New York: John Wiley and Sons.</p> <p>Wheelan, S. (2010). <i>Creating Effective Teams: A Guide for Members and Leaders</i> (3rd ed). London: Sage.</p> <p>Woodcock, M. and Francis, D. (1989). <i>Organisation Development through Teambuilding</i>. London: Gower.</p> <p>Indicative journals</p> <p>Academy of Management Review</p>

	Group and Organization Management Group Processes and Intergroup Relations Group Dynamics: Theory, Research and Practice Harvard Business Review Human Relations Journal of Leadership and Organizational Development Journal of Organizational Change Management Management Learning Organisational and Social Dynamics Organization Organizational Dynamics
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Part 3: Assessment	
Assessment Strategy	Summative assessment will require the student to identify a case study in group/ team interaction and critically evaluate it. There must be a selection and application of appropriate concepts and literature covered within the module with examples to illustrate argument. The structure must be clear and the argument must be clearly stated. Formative assessment will be carried out throughout the module by setting regular tasks for students that will assess their grasp of the material covered. Tasks will be reviewed as part of the sessions.

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 100%	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Assignment - Critically evaluate a group/ team interaction with reference to the relevant literature. (4000 words)	100%	
Component B Description of each element	Element weighting (as % of component)	
1.n/a		

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Assignment - Critically evaluate a group/ team interaction with reference to the relevant literature. (4000 words)	100%	
Component B Description of each element	Element weighting (as % of component)	
1.n/a		
If a student is permitted a retake of the module the assessment will be that indicated by the Module Description at the time that retake commences.		