



# **MSc Professional HR**

## **Student Handbook January 2014**

Contact  
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Director of Postgraduate Programmes: Dr Sally-Ann Burnett  
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## FOREWORD

### Welcome by the Dean of the Business School

BPP has a long, diverse history and today one of Europe's biggest academic and professional educational provider. BPP University is also the UK's 1st private sector educational body with the privilege to award degrees. At BPP Business School we offer a range of professional and academic programmes, including the MSc Management with Streams, which will prepare you for your chosen career.

The business school is uniquely positioned by virtue of the involvement of professional as well as academic experts and strong industry relationships. The school has a strong focus on employability and developing individuals into successful professionals. Our flagship Academic and Career Skills module is a good example of our commitment to students in preparing them for the future and to the business world in providing them highly skilled professionals.

All our tutors and support staff are here to support you through your academic journey and make it a remarkable success. We expect all our students to adhere to the highest standards and put their best efforts to achieve the academic success. It is our endeavour to continuously improve the quality of education and student experience at the school. And I welcome your comments and suggestions on improving the overall student experience.

I hope you will find the student journey at the school memorable and fruitful. I wish you good luck with your studies.



**Tim Stewart**

Dean of the BPP Business School

January 2014

## **A Welcome from the Director of Postgraduate Programmes**

Welcome to your MSc Professional HR programme. You have chosen a challenging and intellectually rewarding journey leading to a highly respected qualification.

We have carefully crafted a programme of study to reflect best practices in both academic thinking and the workplace. The modules you will study have been devised and developed around advanced management theories and the practical application of well known, tried and tested, HR models and frameworks.

You have made a significant financial investment in choosing this programme of study. Whilst we cannot guarantee success, we will support you in all possible ways we can, towards the achievement of your award. We will endeavour to provide you with many learning opportunities and support services towards your goal of this award from BPP University. For your part, you need to engage with all the requirements of study. That will require sustained efforts and application by you. It will require regular attendance at lectures and a commitment to undertake work in-between. If, from the minute you join us you engage with our study-culture and take advantage of all the student support services we offer, then you will have a great start to what we all hope will be a very successful journey.

For you to succeed, you will also need to understand the information in this handbook and to use it to help you progress through the course. Within the following pages you will, for instance, find details of the programme regulations. There are also sections on each individual module, outlining their content, assessment patterns and marking schemes. Take note as this will guide you with what is required of you during your study period with us.

I wish you well in your studies. This should be one of the most interesting and challenging periods of your life and I hope you will use it to develop personally and professionally.



Dr Sally-Ann Burnett DBA, PhD

Director of Postgraduate Programmes

January 2014

*BPP's commitment to you:*

- Provide professional tutors at all times.
- Provide you with the course syllabus and explain study learning hours for each unit.
- Provide you with a copy of your schemes of work so you have the best chance to prepare for classes such as reading ahead.
- Provide you with guidance on where to find the relevant study syllabus and reading lists online.
- Make you aware of resources available from BPP and the CIPD to support your studies.
- Inform you of study centre submission deadlines for assessments and/or where your exams will take place.
- Provide direction on the rules and regulations as determined by the General Academic Regulations and Manual of Policies and Procedures.
- Provide online resources to facilitate and enhance teaching.

*Your commitment to BPP:*

- Attend classes and submit work in accordance with the rules and regulations as outlined by BPP. This includes all assessments (formative and summative).
- Review recommended reading and prepare for class or online discussions.
- Proactively participate in discussions either in class or online.
- Demonstrate a high level of competence when undertaking group work, taking a proactive and participative role in order to encourage effective outcomes.
- Communicate complex ideas and information effectively, selecting format and media with discernment.
- Demonstrate effective decision making even in the absence of complete information and/or data, which you are able to defend with expertise.
- Complete any homework assigned by your tutor in accordance with the rules and regulations as outlined by BPP.
- Commit to studying in your own time. The amount of study is recognised as varying from person to person and module to module. You will take responsibility for ensuring you allocate sufficient time to study for all modules on your programme of study.
- Act ethically and professionally with a demonstrated commitment to continuous personal and professional development which contributes to enhancing employability.

*Your commitment to the CIPD:*

- Maintain a membership status with the CIPD throughout your period of study with BPP.
- Ensure you are up to date in the field of HR, both theory and best practise.
- Adhere to the BPP student code of conduct at all times.
- Adhere to the CIPD professional code of conduct at all times.

## INTRODUCTION TO THE PROGRAMME

## Details

Programme Title	Professional HR Masters
Qualification	MSc Professional HR MSc Professional HR (Performance & Talent Management) MSc Professional HR (Employment Law) MSc Professional HR (Employee Relations) MSc Professional HR (Global HR Management) Interim Exit Awards: Postgraduate Certificate in Professional Human Resource Postgraduate Diploma in Professional Human Resource
Awarding Body	BPP University

## Overview of Programme

The Professional HR Masters and streams has a three stage programme structure which allows you to enter the course and progress through the programme in such a way that you maximise your individual and professional needs.

The overall aim of the award(s) is to develop the next generation of senior professionals in the human resource field who can thrive in dynamic and complex business environments. It provides for your intellectual development where you will function effectively, within a wide range of business sectors, by the enhancement and development of a stronger human resource perspective alongside general management skills and knowledge.

This is done by combining the academic theory of human resource with a practical perspective that closely reflects 'real life' human resource issues and situations. The programme aims to develop a sound understanding of human resource activities, and specialisms related to these, and to extend existing knowledge, whether from previous study or practical experience.

The techniques and skills gained on the programme will enable an accelerated start to, or continuation of, career paths in human resource leadership and will be applicable to human resource activities within all types of organisations. This will be achieved by the critical evaluation of key human resource strategies and practices, and by learning how these help to shape organisations within the evolving global business environment.

Utilising theory, practice and cutting-edge approaches you will develop skills that will enhance your employability, both as a professional in your field and as a human resource leader applicable to a wide range of organisations and industries. This is enhanced by the provision of a choice of elective subjects and specialist awards that reflect the current diversity in contemporary human resource practice.

The programme provides a comprehensive education at the Certificate stage in subjects which are at the very core of modern human resource management e.g. analysing Emerging Themes within the world of HR and HR Strategy – Application and Implementation. Students who progress their studies into the Diploma stage will develop their knowledge and skills in human resource activity further but will also have the opportunity to start to specialise in specific areas.

At the final stage, students will apply the knowledge and skills gained through the programme and combine these with their experience through a practical 'Leading Innovations in HR' project and/or alternatively develop their chosen specialism in greater depth.

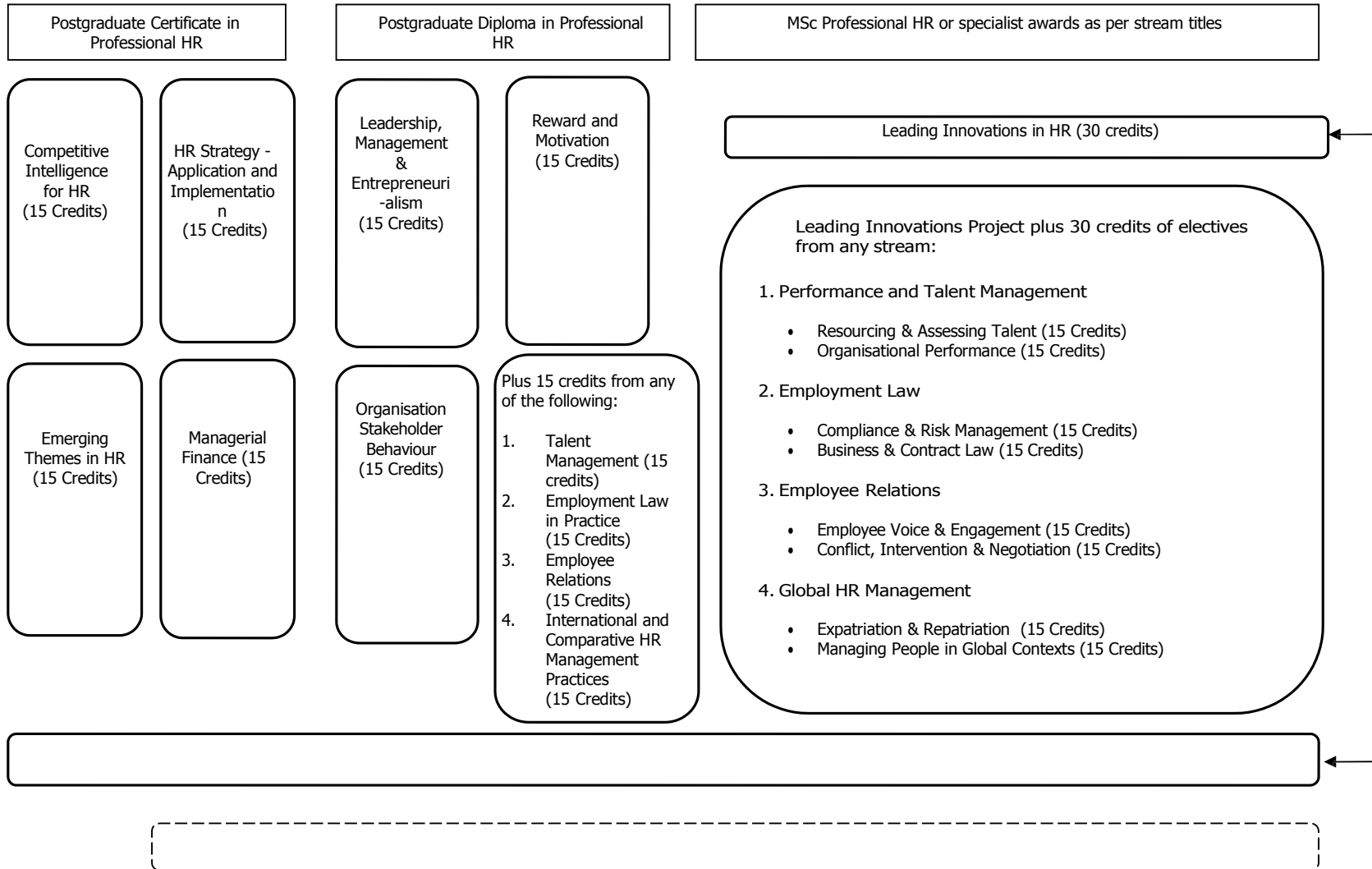
In summary therefore whilst the traditional framework of a postgraduate human resource degree remains, there are in addition a number of innovative elements that will enhance employment skills. Examples include:

- A 'Leading Innovations in HR' module, where students will work within industry on a defined project.
- Continuous professional development, in conjunction with others, through the use of an e-Portfolio.
- 'Future proofing' through 'real life' case studies and the use of guest lecturers from industry.
- Specialist electives that focus on specific functional areas of human resource practice.

The programme(s) can therefore also carry, depending upon the pathways chosen (and subject to approval), the benefit of dual award status with possible exemption from; the Chartered Institute of Personnel and Development (CIPD) Advanced Diploma in Human Resource Management, the Institute of Leadership and Management (ILM) Diploma in Executive Management and the American Senior Professional in Human Resources (SPHR<sup>®</sup>) certification from the HR Certification Institute.

On completion of the full programme, you will gain a recognised academic and professional qualification which will enhance your professional status, increase your ability to discuss and implement effective human resource solutions and thereby enhance your employability, as well as develop your personal and professional confidence within a senior human resource role.

Outline: MSc Professional HR



## **AIMS AND LEARNING OUTCOMES**

### **PROGRAMME AIMS**

The aims of the Professional HR Masters qualifications are designed to provide you with an integrated academic and professional development environment that has been conceived and structured to enable you to gain the knowledge, understanding and skills to pursue and sustain careers related to human resources.

This programme equips you to:

- Develop an integrated and comprehensive understanding of human resource, corporate strategy and related specialist areas and the challenges they bring to Human Resource professionals across a wide range of industries and organisational types and structures.
- Investigate research opportunities and develop a critical understanding of the human resource strategies, structures, policies and practices across a range of organisations in different industries and contexts.
- Critically evaluate the factors that influence human resource strategy, its management, related specialists areas and their practice within a wide range of organisations.
- Recognise the need for pro-activity in your professional development to enhance individual career development and employability.

### **Programme Learning Outcomes**

Learning outcomes describe what you should know and be able to do if you make full use of the opportunities for learning that the Programme provides. If you successfully complete the Programme:

#### **Knowledge and Understanding**

Ref	A. Students should be able to demonstrate a:
K1	Comprehensive understanding of the values and techniques of the advanced interdisciplinary study and practice of strategic human resource and its component parts.
K2	High level of comprehension of current and developing issues related to human resources as informed by leading edge research.
K3	In-depth knowledge and understanding of a variety of ethical and responsible approaches related to human resources in order to effectively inform business practice.
K4	Comprehensive and detailed knowledge of leading edge theory and innovative practice in human resource disciplines and functions in order to effectively inform interaction within human resource activity and other business disciplines.

#### **Cognitive Skills**

Ref	B. Students should be able to:
C1	Critically analyse complex situations holistically by removing boundaries across disciplines and functions in order to provide robust solutions to human resource problems.
C2	Critically assess the impacts on effective human resource practices and the differences required between organisations and across different industry sectors.
C3	Critically evaluate human resource practices through the effective analysis of relevant

	information and data in order to identify appropriate development and improvement strategies.
C4	Pro-actively source and apply research to inform operational and strategic human resource decisions in different organisational contexts.

### Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Undertake managerial research of a high quality in which data may be gathered from a wide range of sources to aid human resource decision making.
P2	Improve human resource effectiveness through the solution of complex and unstructured problems.
P3	Critically evaluate a range of alternative courses of action in order to solve problems and implement decisions which result in achievable and appropriately viable outcomes for specific organisations.
P4	Proactively contribute to the development of actionable change management initiatives which demonstrate sensitivity to stakeholders and achieve effective and sustainable outcomes.

### General Transferable Skills

Ref	D. Students should be able to:
T1	Act ethically and professionally with a demonstrated commitment to continuous personal and professional development which contributes to enhancing employability.
T2	Communicate complex ideas and information effectively, selecting format and media with discernment.
T3	Demonstrate effective decision making even in the absence of complete information and data that they are able to defend with expertise.
T4	Demonstrate a high level of competence when undertaking group work, taking a proactive and participative role in order to encourage effective outcomes.

These Learning Outcomes reflect those that will be achieved for the MSc Professional HR and specialist areas. Exceptionally, if a student exits earlier in the programme, they may be awarded a Postgraduate Certificate or Postgraduate Diploma, depending on their achievement. In each case, students will have achieved the learning outcomes as listed for that award.

## Diagram of Outcomes Leading to Award

**Term 1 & 2 (Postgraduate Certificate in Professional Human Resources) – Part-time student: 30 credits per term**

MSc Professional HR 180 Credits 60 Stage 1, 60 Stage 2, 60 Stage 3		Assessment		
Module	Credit Rating	Work for Assessment	Requirement for Award	Weighting for Classification
Competitive Intelligence for HR [HRS7019]	15 Credits Level 7	<p><i>Formative</i></p> <ol style="list-style-type: none"> <li>1000 word literature review and bibliography</li> <li>Formulating research questions, hypothesis and sampling task</li> </ol> <p><i>Summative</i></p> <ol style="list-style-type: none"> <li>3000 word assignment (Project proposal) [100% of module grade]</li> </ol> <p>Please Note: Students must be awarded a pass in all summative elements to be awarded a pass in the module.</p>	Compulsory	8.3% of Masters 12.5% of PGDip 25% of PG Cert
Emerging Themes in HR [HRS7020]	15 Credits Level 7	<p><i>Formative</i></p> <ol style="list-style-type: none"> <li>Assignment outline, no more than 2000 words</li> </ol> <p><i>Summative</i></p> <ol style="list-style-type: none"> <li>3000 word assignment [100% of module grade]</li> </ol> <p>Please Note: Students must be awarded a pass in all summative elements to be awarded a pass in the module.</p>	Compulsory	8.3% of Masters 12.5% of PGDip 25% of PG Cert
HR Strategy - Application and Implementation [HRS7021]	15 Credits Level 7	<p><i>Formative</i></p> <ol style="list-style-type: none"> <li>2000 word assignment on strategic options</li> <li>Group presentation of HRM application</li> </ol> <p><i>Summative</i></p> <ol style="list-style-type: none"> <li>3 hour unseen assessment based on a pre-seen case study [100% of module grade]</li> </ol> <p>Please Note: Students must be awarded a pass in all summative elements to be awarded a pass in the module.</p>	Compulsory	8.3% of Masters 12.5% of PGDip 25% of PG Cert
Managerial Finance [HRS7022]	15 Credits Level 7	<p><i>Summative</i></p> <ol style="list-style-type: none"> <li>3 hour unseen assessment. [100% of Module Grade]</li> </ol>	Compulsory	8.3% of Masters 12.5% of PGDip 25% of PG Cert
Students who successfully complete 60 Credits and wish to leave the programme may be awarded a Postgraduate Certificate in Professional HR				

**Term 3 & 4 (Postgraduate Diploma in Professional Human Resources) - Part-time student: 30 credits per term**

Module	Credit Rating	Assessment	Requirement for Award	Weighting for Classification
Leadership, Management & Entrepreneurialism [7023]	15 Credits Level 7	<i>Formative</i> 1. 2000 word report on leadership <i>Summative</i> 1. A 3 hour unseen exam based on a pre-seen case study Please Note: Students must be awarded a pass in all summative elements to be awarded a pass in the module.	Compulsory	8.3% of Masters 25% of PGDip
Organisational Stakeholder Behaviour [HRS7024]	15 Credits Level 7	<i>Formative</i> 1. Learning Portfolio (3000 words) 2. Mock examination <i>Summative</i> 1. 3 hour exam based on pre-seen case study[100% of module grade] Please Note: Students must be awarded a pass in all summative elements to be awarded a pass in the module.	Compulsory	8.3% of Masters 25% of PGDip
Reward and Motivation [HRS7025]	15 Credits Level 7	<i>Formative</i> 1. 1500 word written assignment <i>Summative</i> 1. 3 hour unseen assessment [100% of module grade] Please Note: Students must be awarded a pass in all summative elements to be awarded a pass in the module.	Compulsory	8.3% of Masters 25% of PGDip
Plus 15 credits from the following:				
Employment Law in Practice [HRS7026]	15 Credits Level 7	<i>Formative</i> 1. 1500 word practice essay 2. Smaller tasks <i>Summative</i> 1. 3000 word report [100% of Module Grade] Please Note: Students must be awarded a pass in all summative elements to be awarded a pass in the module.	Elective	8.3% of Masters 25% of PGDip
Employee Relations [HRS7027]	15 Credits Level 7	<i>Formative</i>	Elective	8.3% of Masters 25% of PGDip

Module	Credit Rating	Work for Assessment	Requirement for Award	Weighting for Classification
		1. 2500 word Report 2. Individual Presentation <i>Summative</i> 1. 3 hour unseen assessment based on pre-seen case study [100% of module grade] Please Note: Students must be awarded a pass in all summative elements to be awarded a pass in the module.		
Learning and Development [HRS7028]	15 Credits Level 7	<i>Formative</i> 1. 1500 word report 2. Individual Presentation <i>Summative</i> 1. 3 hour unseen assessment based on pre seen case study [100% of module grade] Please Note: Students must be awarded a pass in all summative elements to be awarded a pass in the module.	Elective	8.3% of Masters 25% of PGDip
International and Comparative HR Management Practises [HRS7029]	15 Credits Level 7	<i>Formative</i> 1. Weekly Problem Sets <i>Summative</i> 1. 3000 word investigative assignment [100% of Module Grade]: Please Note: Students must be awarded a pass in all summative elements to be awarded a pass in the module.	Elective	8.3% of Masters 25% of PGDip
Talent Management (Note – this module will not lead to any specialisation) [HRS7030]	15 Credits Level 7	<i>Formative</i> 1. Group presentation. <i>Summative</i> 1. 3000 report on a Case study or organisation [100% of Module Grade]: Please Note: Students must be awarded a pass in all summative elements to be awarded a pass in the module.	Elective	8.3% of Masters 25% of PGDip

Students who successfully complete 120 Credits (60 credits in Stage 1 & 60 credits in stage 2) and wish to leave the programme may be awarded a **Postgraduate Diploma in Professional HR.**

For MSc Professional HR – 30 Credits from a specific module stream indicated below plus Leading Innovations in HR Module (30 credits)				
<b>Term 5 : 30 credits (2x15 credits modules) of the following specialist track</b>				
<b>30 Credits from the following Performance &amp; Talent Management stream:</b>				
Resourcing and Assessing Talent [HRS7031]	15 Credits Level 7	<p><i>Formative</i></p> <ol style="list-style-type: none"> <li>Group Exercise</li> <li>Individual Report (1000 words Max)</li> </ol> <p><i>Summative</i></p> <ol style="list-style-type: none"> <li>3000 word written assignment [100% of module grade]</li> </ol> <p>Please Note: Students must be awarded a pass in all summative elements to be awarded a pass in the module.</p>	Elective	8.3% of Masters
Organisational Performance [HRS7033]	15 Credits Level 7	<p><i>Formative</i></p> <ol style="list-style-type: none"> <li>1000 word outline</li> </ol> <p><i>Summative</i></p> <ol style="list-style-type: none"> <li>3000 written assignment (proposal for introducing a 360-degree feedback programme)</li> </ol> <p>Please Note: Students must be awarded a pass in all summative elements to be awarded a pass in the module.</p>	Elective	8.3% of Masters
<b>OR 30 Credits from the following Employment Law stream:</b>				
Compliance & Risk Management [HRS7034]	15 Credits Level 7	<p><i>Formative</i></p> <ol style="list-style-type: none"> <li>1000 word practice essay</li> </ol> <p><i>Summative</i></p> <p>Two part assessment:</p> <ol style="list-style-type: none"> <li>Written Assignment (1500 words) [40% of module grade]</li> <li>Written Assignment (max 2500 words) [60% of module grade]</li> </ol> <p>Please Note: Students must be awarded a pass in all summative elements to be awarded a pass in the module.</p>	Elective	8.3% of Masters

MSc Professional HR		Diagrams of Outcomes Leading to Award		
Business & Contract Law [HRS7035]	15 Credits Level 7	<p><i>Formative</i></p> <p>1. 1500 word max practise essay</p> <p><i>Summative</i></p> <p>1. 3 hour unseen assessment based on pre-seen case study [100% of module grade]</p> <p>Please Note: Students must be awarded a pass in all summative elements to be awarded a pass in the module.</p>	Elective	8.3% of Masters
<b>OR 30 Credits from the following Employee Relations stream:</b>				
Employee Voice & Engagement [HRS7036]	15 Credits Level 7	<p><i>Formative</i></p> <p>1. Presentation</p> <p><i>Summative</i></p> <p>1. 3000 word assignment based on a case study [100% of module grade]</p> <p>Please Note: Students must be awarded a pass in all summative elements to be awarded a pass in the module.</p>	Elective	8.3% of Masters
Conflict, Intervention & Negotiation [HRS7037]	15 Credits Level 7	<p><i>Formative</i></p> <p>1. Presentation based on 'Collective Bargaining' activity</p> <p>2. Role-Play activity (Negotiation)</p> <p><i>Summative</i></p> <p>1. 3 hour unseen assessment based on pre-seen case study [100% module grade]</p> <p>Please Note: Students must be awarded a pass in all summative elements to be awarded a pass in the module.</p>	Elective	8.3% of Masters
<b>OR 30 Credits from the following Global HR Management stream:</b>				
Expatriation & Repatriation [HRS7038]	15 Credits Level 7	<p><i>Formative</i></p> <p>1. Weekly problem sets/ class discussions</p> <p><i>Summative</i></p> <p>1. 3000 word assignment based on a case study [100% of module grade]</p> <p>Please Note: Students must be awarded a pass in all summative elements to be awarded a pass in the module.</p>	Elective	8.3% of Masters
Managing People in Global Contexts [HRS7039]	15 Credits Level 7	<p><i>Formative</i></p> <p>1. Weekly problem sets/ class discussions</p> <p><i>Summative</i></p> <p>1. 3,000 word assignment based on a given case study scenario [100% of Module Grade]:</p>	Elective	8.3% of Masters

<b>Term 5 &amp; 6 (MSc Professional HR)</b>				
<b>Module</b>	<b>Credit Rating</b>	<b>Work for Assessment</b>	<b>Requirement for Award</b>	<b>Weighting for Classification</b>
Leading Innovations in HR [HRS7031]	30 Credits Level 7	<i>Formative</i> 1. Project Proposal (Revision of 'Competitive Intelligence' proposal if studied) 2. Project Summary Outline and Proposed Approach to Evaluation (900 words max) <i>with</i> Reflective e-portfolio ( <i>PebblePad</i> )	Compulsory	16.6% of Masters
		<i>Summative</i> 1. An 8000 to 10,000 word seen assessment related to Leading Innovations in HR [100% of Module Grade ]  Please Note: Students must be awarded a pass in all summative elements to be awarded a pass in the module.		
Students who successfully complete 180 Credits (60 at Stage 1, 60 at Stage 2 and the relevant 60 at stage 3 from above) will be awarded MSc Professional HR or MSc Professional HR (Performance & Talent Management) or MSc Professional HR (Employment Law) or MSc Professional HR (Employee Relations) or MSc Professional HR (Global HR Management)				

## OVERALL LEARNING AND TEACHING STRATEGY

### Learning and Teaching Strategy

This section provides you with a short description of how you will be taught on the Programme.

### Modes of Study

The programme is designed to allow you to participate through the different pathways of full time or part time (day-time, evening or weekend) all of which are fully supported by extensive learning resources available online to all students.

In all cases the different modes are the same and:

1. Are designed to achieve identical learning outcomes.
2. Contain the same material in the respective sessions.
3. Have the same online learning resources to provide guidance and support to the programme.
4. Are identically assessed.

### Teaching and Learning

The overall learning and teaching strategy is directed towards producing senior HR practitioners at postgraduate level who have achieved outcomes appropriate to their choice of specialism and while achieving personal and career development.

The strategy is explicitly designed to contribute to the achievement of the intended learning outcomes at programme and module level and to provide opportunities and support for all students to develop intellectual, subject-specific and key skills.

As the programme has been developed with emphasis on producing practical, proactive strategic HR professionals, our teaching methods are specifically geared toward encouraging participation, self-development and team-working.

At the heart of our teaching and learning it is the intention to nurture your practical business and HR skills and to allow you to develop personally in an environment that brings the best out in you as a business person.

We place great emphasis on personal development and throughout the programme there will be a partial focus on active learning with activities outside the 'taught' component. You will therefore be required to prepare thoroughly, to attend and participate, and to consolidate your learning afterwards.

You are therefore expected to take full responsibility for your own intellectual development and thus demonstrate attainment of the professional and transferable skills which are expected of postgraduate practitioners.

Opportunities will be included for you to reflect on your knowledge, experience and practice, particularly through a process of peer interaction with, where appropriate, students expected to capitalise on their current and prior experiences.

The general approach to the learning process for most modules is one which involves:

- A structured workshop programme;
- A reading programme; and,
- Independent study (including use of a Virtual Learning Environment).

However, due to the variety of modules included in the programme, there may be different approaches adopted that are appropriate for particular subjects.

#### Workshops:

1. These provide coverage of the essential subject matter, literature review, and summaries of the key debates, as well as supplying guidance for further study or library work which will vary according to the intended outcomes of the particular course or session.
2. They consolidate, supplementing lectures and reinforces the above by enabling students to practise and develop their analytical, problem-solving and research skills.

#### The Reading Programme:

Considerable emphasis is placed on personal study and reading, often in preparation for seminars, workshops and lectures.

Each module provides guided reading and indicative bibliography. Throughout the programme, considerable emphasis is placed on independent study and research work, often in preparation for seminars, workshops and lectures.

#### Independent Learning:

Students are expected to undertake independent learning through a variety of means such as case study analysis, role play, and peer group led presentation, computer software, and business simulations. Given that many students are in part-time or full-time employment these employment experiences, whenever possible, will be utilised as part of the learning and teaching approaches.

A virtual learning environment (VLE) will be utilised where students can access workshop materials and engage with staff, other students and the wider Business School community.

Specific examples of the manner in which the above areas will be developed are as follows:

- Knowledge and understanding development is achieved through a blended approach of tutor led workshops, self-study, electronic materials, e-discussion, textbooks and other subject resources.
- Course members are encouraged to explore the relationships between the various areas of knowledge covered in the programme and to find the critical connections that affect business performance.
- Practical and teamwork skills are developed through using appropriate coursework exercises, often working in groups.

Participants are encouraged to actively engage as members of a learning team of fellow participants. Collaboration within these teams is encouraged, for example at workshops, through on-line activities and through other informal contact.

- Research skills are developed to a professional level on the research level module, and through the design and production of an independent business implementation project which involves quantitative and qualitative techniques and also serves to integrate knowledge and skills acquired throughout the programme.
- Key/transferable skills are developed throughout the programme by the range of assignments requiring students to undertake research and literature searches, provide written reports and demonstrate competence in the utilisation of various communication methods.

- Course members are expected to reflect upon their own experience in each module and to display how the concepts and models they have been presented within the course material relate to their own experience.
- Personal development is considered an integral part of the programme, although the outcomes are not summatively assessed as such and personal development may be supported in different ways. For example, Personal Tutors (see below) are available to provide support, guidance and feedback to individual programme members in their personal development.

#### Pre-Work

Students will come to the course from diverse backgrounds; as such, there is a requirement that you undertake a range of non-credit bearing pre-work courses designed to ensure that all students come prepared to be successful on the programme, focusing on the areas required in management and reinforced throughout the programme.

The pre-term courses are Financial Accounting, People Management, Economic Principles and Maths and Statistics.

#### Student Support and Guidance

This will be available to students where they will be able to discuss academic progress and any matters of concern.

All full-time students will be allocated a Personal Tutor (Advisor) from amongst the teaching staff, whom it is intended should remain with the individual throughout their period of study. Personal Tutors will make contact with their students periodically to check on academic progress and discuss matters of concern to either party. Students are encouraged to let their Personal Tutor know of any difficulties which they are experiencing and which may affect their studies, so that students are enabled to achieve their full academic potential.

Part time students will be encouraged to let the Programme Leader know of any difficulties which they are experiencing and which may affect their studies, so that they too are enabled to achieve their full academic potential.

#### Assessment Strategy

The Assessment Strategy for the MSc Professional HR has been designed to provide you with a variety of challenges appropriate to a vocationally orientated, academic postgraduate programme.

Assessments are designed to test whether the learning outcomes for each module have been met through the assessment of both knowledge and skills relevant to the pursuit and development of a career as senior HR management/leader.

They establish clear links with the underlying philosophy of the learning and teaching strategy and the programme overall which is student-centred and professionally-orientated.

The assessments will include unseen, seen and part-seen assessments, group and individual work, written work and presentations. For 15-credit taught modules, there will be one summative assessment and for 30-credit taught modules, there will be a maximum of two summative assessments.

For the Leading Innovations in HR Project the precise focus will be decided between yourself and your supervisor. For Continuing Professional Development you will be expected to submit a portfolio of evidence that will be assessed accordingly.

Care has been taken to include formative (non- assessed and developmental) and summative assessments (contributing to the module grade but also developmental) with these being constructed to enable you to demonstrate mastery in understanding and application of the subject rather than recall of information.

Examples of the assessment methods employed are:

- Case studies to analyse a given system or environment, draw appropriate conclusions and suggest modifications or enhancements.
- Feasibility reports to assess your ability to analyse requirements, construct specifications and devise implementation plans.
- Research investigations to develop your capability to explore new ideas and concepts and relate them to developmental activities.
- Application exercises to assess your practical ability to utilise concepts and frameworks and to apply these creatively and appropriately.

Participants will receive feedback in written and/ or verbal form with staff using other relevant exercises to provide additional formative feedback.

All assessments are marked according to the standard marking criteria which can be found at the end of the handbook.

The assessment strategy for the programme as a whole therefore seeks to:

- Utilise a range of assessment methods relevant to the subject area.
- Place emphasis upon those methods that closely simulate the demands of the human resource environment to improve application ability and employability.
- Provide timely feedback in order to assist you in your progress on the intellectual journey.

Assessment strategies will also be kept under constant review to ensure that they are helping to secure the objectives of the learning and teaching strategy and the characteristics of the student cohort

## CODE OF CONDUCT

### **As an individual I will:**

- Strive for excellence at all times.
- Exemplify the highest standards of behaviour and performance.
- Remain accountable for my actions.
- Take personal responsibility for my development.
- Strive to keep up to date with best practice and on-going developments within my fields of study.
- Safeguard any confidentiality I am exposed to and not seek personal advantage from these.
- Act reasonably and justifiably in identifying and resolving conflicts of values, including those of an ethical nature.

### **In my relationship with others I will:**

- Treat other students on an equitable basis, without discrimination, recognising their specific needs, pressures and problems.
- Support other students to understand fully their responsibilities.
- Seek to develop the skills and qualities within any teams you are involved with and recognise individual achievements within these.
- Foster a culture of openness and transparency, where issues may be addressed in a frank and timely manner.
- Encourage and assist other students to develop their skills and progress their education, valuing the contribution which each may make.
- Respect matters of faith, conscience and diversity in their widest sense.
- Communicate clearly, effectively and openly with all people I encounter within the Business School.

### **For the Business School where it is within my power, authority or influence to do so, I will:**

- Uphold its policies and practices.
- Identify, support and communicate relevant policies, practices and information as appropriate.
- Be accountable for achieving the objectives, projects and tasks that I undertake to deliver.
- Safeguard the reputation and assets of the Business School.
- Exhaust all available internal remedies for dealing with matters I perceive to be improper before resorting to public disclosure.
- Uphold its integrity and good standing, and refrain from conduct which detracts from its reputation.
- Promote its professional image and standing.
- Observe the standards of conduct and practice as set out in this Code, as they may be reviewed and reissued from time to time.

**For the wider community I will:**

- Ensure that I am aware of, and comply with, all relevant legislation and regulations.
- Be honest, open and truthful in all external communications.
- Respect the customs, practices and reasonable ambitions of others, where these may differ from my own.

## MANAGEMENT SKILLS DEVELOPMENT

### Introduction

This module is designed to ensure you gain valuable transferable skills that can be applied along with the theoretical knowledge gained throughout your education. You will learn skills which will help you develop, whether it is learning how to manage time better or how to enhance your writing skills, for use throughout your studies and professional life. It will encourage you to critically assess your personal skills and judge what areas you can improve on. In order to complete the Professional HR Masters, you will need to have taken 30 out of 40 of the sessions, including all of the Management Research sessions.

The topics covered are detailed below:

### Group Work

#### Team building exercise

- Gauge and develop the effectiveness of work groups through an exploration of exercises relating to online team work.

#### Group dynamics

- In this course participants will examine the dimensions of team communications and assess attributes that are unique to team or group performance.
- Students will be encouraged to reflect on the way their group has been working until now and formulate strategies for change.
- Students will ascertain the challenges with changing group behaviour and build it into the strategy.

#### A different role?

- Various students will have different parts to play as members of a group.
- Reading of group theories and critical analysis of group theories.
- This unit will help members assess their role within a group and critically assess alternative roles and their relevance for group work.

#### Managing diverse teams

- Harnessing the power of diversity.
- Reducing the problems that come with diversity.
- The relationship between diversity, heuristics and communication.

#### Building Dynamic Teams

- A final opportunity to reflect on team performance and to plot the journey of their study group through the course.
- What does good team communication look like?
- Review methods for improving and maintaining team relationships.

### Effective Managerial Communication

#### Synchronous online communication

- Further develop the effectiveness of work groups through an exploration of the challenges and opportunities presented by online synchronous business activities through a range of exercises.

#### Communicating for Business through new media

- Critical evaluation of the effectiveness of a range of contemporary media for business communication.
- Critical analysis of the use of language in contemporary business communication.

#### Presentation skills

- Use of technology.
- Preparation.
- Effective communication with your audience.

#### Negotiation

- The basics of negotiation.
- Creating win-win situations.
- Time, information, power, and forces of influence.

#### Effective meetings

- What determines a meeting's effectiveness?
- Differences in language and behavioural practices.

#### Advanced presentation skills

- This course will build on the knowledge gained during the original session. Here the focus will be on developing presentation skills for a professional or corporate audience.

#### Critical Thinking Skills

##### What is Critical Thinking and how does it affect managers?

- Exercises to assist you in discovering what critical thinking is, how to achieve it, what relationship it has to the Professional HR Masters and how it affects managerial practice.
- This section acts as a powerful way of reinforcing the values of M-level study.

#### Careers Development

##### Self-Assessment of existing Career Planning Strategy

- Construction and assessment of students' current career plans as they imagine them.

##### Completing a Personal Development Plan

- Further development and formalisation of their career plans.
- Giving and receiving feedback on other members of the cohort's career plans.
- Refinement of career plans – objectives and their relationship with the contemporary career.

##### Psychometric testing

- What is psychometric testing and why do employers use it?
- What does it tell you about yourself?
- Am I really that person?
- Effective psychometric testing.

##### Your Brand

- What does it say about you? What do others see when they see you?
- What is your brand?
- How to improve and capitalise upon your brand.
- Changing your brand.

##### CV Writing

- What do employers look for in a good CV?
- Making your CV right for the job.
- Quick writing session and feedback.

##### Preparing for Interview

- Commercial Awareness.
- Assessment of the forces that act on each organisation.
- Using this information when picking careers and deciding on roles.
- Preparing for interview with the use of information.

## Effective Management Research

### Quantitative methods

- Provide an overview of quantitative research approaches and their application to decision making in complex organisations.
- Ascertain the qualities of positivist research and its relationship with quantitative methods.

### Qualitative Methods

- Provide an overview of qualitative research approaches and their application to decision making in complex organisations.
- Ascertain the qualities of interpretivist research and its relationship with quantitative methods.

### The reliability and validity of research

- Types of reliability.
- Types of validity.
- Their impact on the manager.
- Assessing the quality of research.

### The ethics of management research

- Why are ethics important?
- Who does research effect?
- How can the effects be minimised?
- The differences between commercial and academic research.

### Writing a research proposal

- How to decide on a useful project.
- What should a research proposal contain?
- Quick writing session with group feedback.

### Analysing your data

- Turning data into something useful.
- Methods of analysis.

### Presenting the results of research

- The end user.
- Accounting for and countering problems.
- How to present the data.

## Business Intelligence

### How to read The Financial Times

- Guest lecture from expert speaker, incorporating critical thinking and reasoning.
- Students to reflect on their previous effectiveness of consuming the business media.

### Cross-cultural communications

- This course prepares participants to demonstrate an awareness of communication stereotypes and prejudices. The focus of this course is on political correctness and demographic identification.

### Presenting yourself

- The basic secrets of good personal presentation.
- Business communication effectiveness.
- Building the audience into the presentation.

#### Relationship building

- What does a good business relationship look like?
- How do you build a good business relationship?

#### Effective networking

- Its role in career development.
- Reputation building.
- Your brand.

#### Work Life Balance

- Does work-life balance even exist?
- Ensuring happiness at work and home.
- The impact of one on the other.

#### Conducting effective interviews

- The other side of the table
- Questions to solicit detailed answers to key questions.
- Examination of the hiring process, the interview process, and types of interviews.
- Contextualised with reference to their knowledge of HR.

#### Enhancing customer satisfaction

- This course introduces participants to the concept of customer satisfaction. Participants will examine the nature and motivation of a customer and discuss the benefits of customer satisfaction.

#### Enhancing Managerial Effectiveness

##### Time Management

- Using time effectively to accomplish goals.
- A reflection on previous actions looking at literature in this area to contextualise materials.
- Plan of action and reflection on how effective it is likely to be.

##### Providing relevant feedback

- In this course, participants examine the importance of feedback in organisational relationships. Participants also explore different feedback techniques and their relationship to work performance.

##### Creativity Workshop

- What is the role of creativity in business?
- How do you harness and enhance creativity in the workplace?
- What stifles or prompts creativity?
- Using creative thinking to improve decision making.
- Critical evaluation of a range of ways to get the creative juices flowing.

##### Resolving Conflict

- Discuss personal responsibility for resolving conflict.
- Conflict triggers.
- Resolution alternatives.

##### Effective Delegation

- The four functions for effective delegation.
- Planning.
- Organising
- Motivating.
- Controlling.

##### Stress Management

- What is stress and how does it affect business?
- Vital resources needed to deal with stress at work and home.

Sales techniques

- What is selling and who needs to be able to do it?
- How is everyone in the company a salesperson?

**PROGRAMME STAGES****STAGE ONE**

## POSTGRADUATE CERTIFICATE IN PROFESSIONAL HR

## Introduction

The postgraduate certificate in HR is designed to assist existing HR professionals (either professionally or experientially qualified) to achieve career progression and personal and professional development.

The programme provides the opportunity to better evaluate existing and potential HR activities and to develop HR strategies that contribute to the achievement of organisational outcomes appropriate for varied business environments. In addition, studying this programme you will develop a solid understanding of the theoretical underpinnings of research to allow information to be integrated and applied in different contexts to achieve a significant contribution to your employer or business sector.

The modules and elements described below are subject to more detailed briefing papers and bibliographies issued at appropriate points throughout the programme.

In some instances information regarding content of a module is indicative, and actual module content will be determined according to considerations (for example, regarding opportunities for work with specific external partners or developments in the field) which are taken into account closer to the point of delivery.

Module	Requirement	Credits	Page
Competitive Intelligence for HR	Compulsory	15 Credits	p. 30
Emerging Themes in HR	Compulsory	15 Credits	p. 46
HR Strategy – Application and Implementation	Compulsory	15 Credits	p. 62
Managerial Finance	Compulsory	15 Credits	p. 80
Interim Exit Award: Postgraduate Certificate in Professional HR			

## Educational Aims

The Post Graduate Certificate in Professional HR aims to equip its graduates to:

- Have a critical understanding of the practice and theory of strategic HR and its influences.
- Develop their research skills to enable them to communicate effectively and sensitively with others in an HR environment.
- Integrate and synthesise information from a variety of sources to bring clarity to and justify HR decisions across a range of organisations.
- Utilise and critically evaluate a range of HR tools and techniques that are employed by HR managers to enhance organisational effectiveness and strategic success.

## Learning Outcomes

Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:
K1	In-depth level of knowledge and understanding of the appropriate tools required to critically analyse the organisation, its markets and external environments to inform the development of realistic HR strategies.
K2	In depth knowledge and critical understanding of emerging HR themes to ensure robust HR actions are undertaken and solutions achieved.
K3	Systematic understanding of strategic HR theory and research based knowledge to be able to develop innovative and solution focused strategies that are applicable in practice and support effective decision making.
K4	Deep and systematic knowledge of a variety of ethical and responsible approaches within organisational contexts in order to inform relevant HR strategies and solutions.

Cognitive Skills

Ref	B. Students should be able to:
C1	Synthesise, with a critical awareness, HR information in a manner that may be innovative utilising knowledge or processes from the forefront of strategic HR practice.
C2	Demonstrate initiative and originality in problem solving while acting autonomously in planning and implementing tasks at a professional or equivalent level.
C3	Critically evaluate HR practices through the effective analysis of relevant information and data in order to identify appropriate development and improvement strategies.
C4	Pro-actively source and apply research to inform operational and strategic decisions in different organisational contexts.

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Critically analyse complex issues using appropriate analytical tools and techniques while anticipating future trends to argue alternative approaches to solving HR issues.
P2	Effectively improve HR effectiveness through the solution of complex and unstructured problems.
P3	Critically evaluate a range of alternative courses of action in order to make and implement decisions which are both achievable and useful to a specific organisation.
P4	Proactively contribute to the development of actionable Strategic HR initiatives which demonstrate sensitivity to stakeholders and achieve effective outcomes.

General Transferable Skills

Ref	D. Students should be able to:
T1	Adopt a proactive approach to personal development for the purpose of continuous improvement which contributes to enhancing employability.
T2	Effectively communicate complex ideas and information, selecting appropriate format and media with discernment.
T3	Demonstrate effective decision making even in the absence of complete information and data that they are able to defend with expertise.
T4	Demonstrate a high level of competence when undertaking group work, taking a proactive, participative and professional role in order to encourage effective outcomes.

**MODULE OUTLINES**

## Introduction

The modules and elements described below are subject to more detailed briefing papers and bibliographies issued at appropriate points throughout the programme.

In some instances information regarding content of a module is indicative and actual module content will be determined according to considerations (for example, regarding opportunities for work with specific external partners or developments in the field) which are taken into account closer to the point of delivery.

## Competitive Intelligence for HR

### General Information

School	Business School	
Level	Level 7 (Masters Level)	
Credit Value	15 Credits	
Contact Hours	30 Hours	
Programme(s)	MSc Professional HR	
Module Leader	Dr. Phil Seaman	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	The Chartered Institute of Personnel & Development	

### Introduction

*"A man should look for what is, and not for what he thinks should be."*

(Albert Einstein)

The purpose of this core module is three fold: to introduce you to the array of information that Human Resource (HR) Practitioners utilise; knowledge management; and theory underpinning the practice of business research. Knowledge is critical for businesses to enable them to add value and gain competitive advantage; consequently, knowledge management has developed into an academic field. We will introduce you to the latest academic thinking on knowledge management and discuss the types of secondary information businesses use and data they collect to aid decision making in particular, HRM.

We will then introduce you to the theoretical principles underpinning business research and focus on refining your research skills to enable you to develop a research proposal on an emerging human resource management theme. Specifically, we will take you through the research process from: identifying, sourcing and synthesising literature; to selecting a research approach and design; formulating research questions and hypotheses; choosing appropriate research methods; and selecting a sample. As part of this we will discuss how different philosophical views influence your approach to research, from design to analysis and access and ethical issues that you may encounter during the research process.

By the end of the module you will have the knowledge, confidence and practical skills you require to be able to trace a range of academic and industry sources using electronic databases and critically evaluate the methodological approaches, reliability and validity of the data. You will also be able to plan your own research project making suitable choices drawing on your theoretical and practical knowledge of research methods. The module will culminate with you drawing this knowledge and skill set together in a research proposal that includes a literature review on an emerging human resource management theme.

## Educational Aims

This module aims to:

- Provide you with an appreciation of the array of information that human resource practitioners draw on and commission and the concept of knowledge management.
- Give you the knowledge to reflect on different philosophical views and how these impact on the practice of business research.
- Refine your research skills to enable you to plan qualitative, quantitative and mixed method research designs to solve academic and real life problems.
- Give you an understanding of the ethical and practical issues of conducting research.
- Encourage you to seek out new and emerging human resource management themes and research practices in business research to improve your employability in the workplace.
- Provide you with a set of practical research skills including appropriate vocabulary that you can use in academic and business contexts.

## Learning Outcomes

### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a: (subject specific)
K1	Sophisticated understanding of the concept of knowledge management and its importance in a knowledge based economy.
K2	Comprehensive understanding of deductive and inductive research approaches, paradigms and a selection of research designs in relation to business research.
K3	Breadth of understanding of qualitative, quantitative and mixed methods research designs applied in business with a systematic understanding of sampling theory and practice.
K4	Critical awareness of emerging human resource management themes and research practices impacting on theory and practice in the human resource management field.

### Cognitive Skills

Ref	B. Students should be able to:
C1	Identify a series of sources of data and information; both internal and external to the organisation and critically analyse how these can be utilised with other primary and secondary sources of information to inform human resource management practice.
C2	Demonstrate a critical understanding of the inter-relationships between deductive and inductive approaches, paradigms, research designs and the research process in relation to business research.
C3	Formulate and apply research designs using suitable research methods in a range of academic and practical contexts and reflect on the implications of adopting a specific approach.
C4	Apply with sophistication, their knowledge and understanding of contemporary human resource management themes and research methods in a research proposal that seeks to consider its significance on an organisation or business sector; to include application of referencing in a range of situations.

### Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Demonstrate a broad appreciation of the need for information in human resource management, its role in the overall field of human resources and how this knowledge can be managed in the 21 <sup>st</sup> century business.

P2	Independently use electronic databases and other search tools to identify a breadth of relevant sources of information and synthesise them in a literature review on a human resource management topic.
P3	Demonstrate understanding of the importance of using a range of research designs, acknowledging authors' ideas and applying them in practice using appropriate referencing.
P4	Demonstrate critical awareness of their professional and personal responsibilities to identify potential and actual ethical issues during the research process and apply solutions in accordance with professional codes of conduct and legislation.

#### General Transferable Skills

Ref	D. Students should be able to:
T1	Lead and work as a member of a group to undertake seminar tasks at a professional level, demonstrating the ability to assign responsibilities and negotiate and manage conflict.
T2	Manage multiple sources of data and information utilising appropriate ICT and understand how these can be combined in different situations.
T3	Reflect on own performance and identify their personal learning needs with respect to research and address these through their self-directed learning and continuous personal development.
T4	Demonstrate aptitude and capability for undertaking literature searches and primary research, understand their limitations and be able to know when and how to seek professional advice in support of their own learning.

## Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Elements].

In addition to the summative elements, the module contains two (2) tasks to assist you in evaluating your progress in the module [the Formative Elements].

### Formative Elements

Please Note: These elements do not count towards your final module grade.

1. Initial draft literature search and bibliography (1,000 words).

Students should have identified and read a minimum of 5 papers on their chosen human resource management theme. They should have mapped this literature, either free-hand or using a piece of free software.

*Hand-in during Week 6 seminar:* Students must hand in a summary of their initial literature search in the form of a 1 page graphic. They must also hand in a short document that includes: Their name, programme, the human resource management theme they have chosen, key search terms and electronic databases and other search engines they have used and a bibliography of the papers they have mapped using Harvard Referencing.

Feedback: Students will receive feedback from the tutor by *Week 8*.

2. Formulating research questions and hypotheses and Sampling task

*Week 6 :* First, read this paper which discusses issues with current research in HR and suggests a different approach: Alvesson, M. & Sandberg, J. (2011) Generating research questions through problematization, *Academy of Management Review*, Vol. 36, No. 2, pp. 247-271 and then read this short paper: Voss, G.B. (2003) Formulating interesting research questions, *Journal of the Academy of Marketing Science*, Vol. 31, No. 3, pp. 356-359.

For each of the papers you have reviewed in your draft literature search, use Voss' model to categorise them. You should present your findings as a table with the full reference of the paper or report in column 1, a classification of the type of question in column 2 and your justification for this choice in column 3.

*Week 8:* Students must hand in the completed task during the seminar in week 8. They will receive informal feedback from the tutor by *week 10*.

*Week 9:* Students will complete a series of sampling tasks during the week 9 seminar. They will have the opportunity to complete these in their own time during the remainder of the week and if required, to seek advice from the tutor either face to face, by email or synchronously using the VLE.

*Week 9:* During week 9 the solutions to sampling problems will be posted on the VLE to enable students to self-mark their work.

### Summative Elements

Please Note: You must achieve a pass in the following element(s) to pass the module.

1. Project Proposal [100% of Module Grade]:

Prepare a 3,000 word research proposal on a human resource management theme that is of strategic relevance to an organisation of your choice. The proposal should include:

- a literature review synthesising key academic and practitioner literature (approx. 2,000 words)
- proposed research design and approach
- research objectives or hypotheses for the project
- proposed research methods for collecting data
- sampling strategy
- draft schedule of research
- identification of ethical issues
- bibliography.

*Word count:* 3,000 words (excluding title, bibliography, references and quotations in the text)

*Coursework Handout:* Week 1

*Coursework Due Date:* Week 12

The formative and graded elements are awarded a percentage grading according to the Level 7 (Masters) Marking Criteria contained in your programme handbook.

Each assessment is marked on a percentage basis and combined as a final module grade. For the classification of your degree (Distinction, Merit, Pass) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

## Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

### Seminal Works

Creswell, J.W. (2009) *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3e. London: Sage Publications.

Anderson, V. (2009) *Research Methods in Human Resource Management*, 2e. London: CIPD. Books and

### Texts

Bryman, A. (2008) *Social Research Methods*, Oxford: Oxford University Press.

Cassell, C. & Symon, G. (2004) *Essential Guide to Qualitative Methods in Organizational Research*, London: Sage Publications.

Cottrell, S. (2008) *The Study Skills Handbook*, 3e. Basingstoke: Palgrave Macmillan.

Creswell, J.W. (2007) *Qualitative Inquiry & Research Design Choosing Among Five Approaches*, 2e. London: Sage Publications.

Fink, A. (2009) *How to Conduct Surveys A Step by Step Guide*, 4e. London: Sage Publications. Gill, J. &

Johnson, P. (2010) *Research Methods for Managers*, 4e. London: Sage Publications.

Keegan, S. (2009) *Qualitative Research: Good Decision Making Through Understanding People, Cultures and Markets (Market Research in Practice)*, London: Kogan Page.

Silverman, D. (2010) *Doing Qualitative Research*, 3e. London: Sage Publications.

Yin, R.K. (2008) *Case Study Research: Design and Methods, (Applied Social Research Methods)*, 4e. London: Sage Publications.

### Journals such as:

Human Resource Management

Human Resource Management Review

International Journal of Market Research

Journal of Management Studies

Qualitative Market Research: An International Journal

The International Journal of Human Resource Management

### Academic and Professional Articles

Alvesson, M. & Sandberg, J. (2011) Generating research questions through problematization, *Academy of Management Review*, Vol. 36, No. 2, pp. 247-271.

Bednall, D.H.B et al. (2010) Ethics in practice using compliance techniques to boost telephone response rates, *International Journal of Market Research*, Vol. 52, Issue 2, pp. 155-168.

Edvardsson, I.R. (2008) HRM and Knowledge Management, *Employee Relations*, Vol. 30, Issue 5, pp. 553-561.

Hair, N. & Clark, M. (2007) The ethical dilemmas and challenges of ethnographic research in electronic communities, *International Journal of Market Research*, Vol. 49, Issue 6, pp. 781-799.

Minbaeva, D., Foss, N. & Snell, S. (2009) Guest Editor's introduction: bringing the knowledge perspective into HRM, *Human Resource Management*, Vol. 48, No. 4, pp. 477-483.

Pastor, I.M.P., Santana, M.P.P. & Sierra, C.M. (2010) Managing knowledge through human resources practices: empirical examination on the Spanish automotive industry, *International Journal of Human Resource Management*, Vol. 21, Issue 13, pp. 2452-2467.

Voss, G.B. (2003) Formulating interesting research questions, *Journal of the Academy of Marketing Science*, Vol. 31, No. 3, pp. 356-359.

#### Online Resources

- <http://www.cipd.co.uk>
- <http://www.socialresearchmethods.net>
- <http://www.mrs.org.uk>
- <http://www.esomar.org/>
- <http://www.onlineqda.hud.ac.uk/>

**INDICATIVE SCHEME OF WORK**

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Competitive Intelligence for HR

**Syllabus**

- The role of research in human resource management
- Knowledge management
- Using electronic databases in a human resource management context
- Deconstructing and critiquing literature
- Inductive v deductive research
- 'World views' – epistemology, ontology & methodology
- Qualitative, quantitative and mixed methods research designs
- Formulating research questions and hypotheses
- Gathering primary and secondary data
- Sampling strategies and procedures
- Ethical and access issues when conducting research
- Referencing to avoid plagiarism

Week	Content	Learning and Teaching Strategy
Head Start	<p><u>Introduction to Research</u></p> <p>The head start week content is focused on your own reading to prepare you for week 1 of teaching.</p>	<p><u>Preparation for Week 1:</u></p> <p>First, read Chapter 1 'The Nature of Research in HR' and pp. 159-170 in Anderson, V. (2009) <i>Research Methods in Human Resource Management</i>, 2e. London: CIPD and make a list of the key types of research that are most often undertaken in the field of HRM.</p> <p>Second, think about a range of organisations (profit, not for profit, private and public sector) that you have worked or volunteered for or had a great deal of interaction with and make notes on:</p> <ol style="list-style-type: none"> <li>The types of external research they draw on to help them evaluate their own performance.</li> <li>The types of data that the organisation collects and how they use it to inform decision making.</li> <li>How they manage 'knowledge' within the organisation (i.e. how they store it, share it and use it).</li> <li>Any ethical issues they may have to consider during data collection storage of data and publication of findings.</li> </ol> <p>Make notes and bring these to Week 1 when we will discuss your findings.</p>
Week 1	<p><u>Critical evaluation of the role of research in the organisation</u></p> <p>In this first week we will discuss information that exists inside and outside organisations and commissioned research and how this knowledge is managed and applied in businesses decision making.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Evaluating different types of information</li> <li>Discussing Knowledge Management, Knowledge Information Systems, HR Information Systems, applied v pure research</li> <li>The role of research in organisations and decision making</li> </ul>	<p><i>Workshop Activity 1:</i> Introduction to module and briefing on summative assignment. This will be followed by a Q&amp;A session with the tutor.</p> <p><i>Workshop Activity 2:</i> Discussion based on independent reading and reflection students will have completed during Head Start Week.</p> <p><i>Workshop Activity 3:</i> Interactive lecture on information and knowledge management in organisations and the relationship with HRM.</p> <p><u>Independent Study:</u></p> <p><i>Task 1:</i> Read the following articles to reinforce your understanding of the relationship between knowledge management and HRM.</p>

Week	Content	Learning and Teaching Strategy
		<ul style="list-style-type: none"> <li>• Edvardsson, I.R. (2008) HRM and Knowledge Management, <i>Employee Relations</i>, Vol. 30, Issue 5, pp. 553-561.</li> <li>• Minbaeva, D., Foss, N. &amp; Snell, S. (2009) Guest Editor's introduction: bringing the knowledge perspective into HRM, <i>Human Resource Management</i>, Vol. 48, No. 4, pp. 477-483.</li> <li>• Pastor, I.M.P., Santana, M.P.P. &amp; Sierra, C.M. (2010) Managing knowledge through human resources practices: empirical examination on the Spanish automotive industry, <i>International Journal of Human Resource Management</i>, Vol. 21, Issue 13, pp. 2452-2467.</li> </ul>
Week 2	<p><u>Conducting literature reviews and referencing</u></p> <p>This week we will be focusing on an important academic and professional skill, identifying and critically evaluating information sources.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Focus on what a literature review is and how to plan, manage and execute a review.</li> <li>• Compare and contrast meta-analyses with literature reviews.</li> <li>• Talk about free software that can help you to organise your ideas.</li> <li>• Discuss why we need to reference and the cultural differences regarding referencing and plagiarism.</li> </ul>	<p><i>Workshop Activity 1:</i> Interactive lecture on types of literature reviews</p> <p><i>Workshop Activity 2:</i> This will be a practical workshop where you will learn how to reference correctly by conducting referencing exercises. We will also discuss cultural differences regarding referencing and the consequences of not referencing original sources.</p> <p><u>Independent Study:</u></p> <p><i>Task 1:</i> Complete in-class referencing tasks.</p> <p><i>Task 2:</i> Read a minimum of 2 of the following 3 sources</p> <ul style="list-style-type: none"> <li>• Chapter 2, Review of the literature in Creswell, J.W. (2009) <i>Research Design Qualitative, Quantitative, and Mixed Methods Approach</i>, 3e. London: Sage Publications to consolidate your understanding of how to plan and conduct a literature review.</li> <li>• Chapter 4 'Reviewing and evaluating existing knowledge' in Anderson, V. (2009) <i>Research Methods in Human Resource Management</i>, 2e. London: CIPD.</li> <li>• Chapter 2 of Gill, J. &amp; Johnson, P. (2010) <i>Research Methods for Managers</i>, 4e. London: Sage Publications which gives a different perspective and HRM examples.</li> </ul>
Week 3	<p><u>An introduction to inductive and deductive research</u></p> <p>This week we will introduce you to the differences between an inductive and deductive approach to research, the philosophical assumptions behind</p>	<p><i>Workshop Activity 1:</i> Interactive lecture on inductive and deductive research.</p>

Week	Content	Learning and Teaching Strategy
	<p>Each of them and how they influence your choice of research design, tools and analysis.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Define and discuss deductive and inductive research.</li> <li>• Introduce a selection of paradigms: e.g. positivism, pragmatism, constructivism, interpretivism and advocacy/participatory.</li> <li>• Discuss how paradigms influence the research design, your choice of research questions or hypotheses and the research techniques you employ.</li> </ul>	<p><i>Workshop Activity 2:</i> Short Q&amp;A session on reading from Week 2 followed by an interactive workshop. First we will have a group discussion on how to select key words and Boolean phrases to build trees when conducting literature reviews. After a short in-class demonstration you will be set a task in pairs to identify literature on human resource management themes such as: diversity; flexible working; globalisation; ethics; and leadership. We will reconvene at the end of the workshop to discuss your progress and brief you on your tasks for next week.</p> <p><u>Independent Study:</u></p> <p><i>Task 1:</i> Conduct a web-based search of different types of free software that you can use to map your literature review. Select the one that you think will be most user-friendly and download it.</p> <p><i>Task 2:</i> Read the article by O'Reilly, D. (2011) Reviewing the arts marketing literature, <i>Arts Marketing: An International Journal</i>, Vol. 1, Issue 1 (available online). Select a HRM theme that interests you and using the electronic databases available at BPP identify 5 articles that you consider to be 'key' and create your own mind map as O'Reilly has done.</p> <p><i>Task 3:</i> Read Chapter 2, 'First stages in the HR project' in Anderson, V. (2009) <i>Research Methods in Human Resource Management</i>, 2e. London: CIPD and/ or Chapter 3, The role of theory in management research, in Gill, J. &amp; Johnson, P. (2010) <i>Research Methods for Managers</i>, 4e. London: Sage Publications to consolidate your understanding of today's lecture.</p>
Week 4	<p><u>Research designs</u></p> <p>We will build on last week's insights into inductive and deductive research by examining a range of research designs and their inter-relationships with inductive and deductive approaches and researchers' world views.</p> <p>This will concentrate on evaluating the strengths, weaknesses and implications of using:</p> <ul style="list-style-type: none"> <li>• Qualitative research designs: phenomenology, case studies, ethnography, grounded theory; narrative/historical research; action</li> </ul>	<p><i>Workshop Activity 1:</i> Short feedback session reviewing progress on your mind maps.</p> <p><i>Workshop Activity 2:</i> Interactive lecture on research designs</p> <p><i>Workshop Activity 3:</i> You will be given a range of HRM scenarios and in small groups will discuss what research approach you would consider to be most appropriate for each scenario. We will end the workshop as a group with the tutor giving feedback on students' proposals.</p>

Week	Content	Learning and Teaching Strategy
	<p>research.</p> <ul style="list-style-type: none"> <li>• Quantitative research designs: scientific, experimental designs</li> <li>• Mixed method research designs: sequential and concurrent.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Task 1:</i> Following Week 4's lecture you should read Chapter 1, The selection of a research design in Creswell, J.W. (2009) <i>Research Design Qualitative, Quantitative, and Mixed Methods Approach</i>, 3e. London: Sage Publications and pp. 134-141 and pp. 146-147 of Anderson, V. (2009) <i>Research Methods in Human Resource Management</i>, 2e. London: CIPD</p> <p><i>Task 2:</i> You will be asked to prepare for the workshop in Week 5 by critiquing a selection of papers on HRM themes that have adopted different research designs and methodologies.</p>
Week 5	<p><u>Qualitative, quantitative and mixed methods research</u></p> <p>This week we will critically evaluate the strengths and weaknesses of qualitative, quantitative and mixed methods research to enable you to critique published sources on HRM employing these techniques and plan and execute your own research.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Discuss the characteristics of qualitative, quantitative and mixed methods research.</li> <li>• Critically evaluate the strengths and weaknesses of qualitative, quantitative and mixed methods research.</li> </ul>	<p><i>Workshop Activity 1:</i> Interactive lecture on the characteristics of qualitative, quantitative and mixed methods research</p> <p><i>Workshop Activity 2:</i> You will have critiqued the papers given to you in Week 4. During this workshop you will be formed into groups of 4/5 students when you will compare and contrast the different research designs.</p> <p><u>Independent Study:</u></p> <p><i>Task 1:</i> Read Chapter 5, Designing Research: The Introduction in Creswell, J.W. (2009) <i>Research Design Qualitative, Quantitative, and Mixed Methods Approach</i>, 3e. London: Sage Publications and pp. 134-139 of Anderson, V. (2009) <i>Research Methods in Human Resource Management</i>, 2e. London: CIPD to consolidate your understanding of different research approaches.</p> <p><i>Also see tasks set for Reading week.</i></p>
Reading week	<p><u>Reading week</u></p> <p>This week should be used to consolidate learning from the first 5 weeks of the module and to complete formative tasks that are designed to help you complete your summative assignment.</p>	<p><i>Task 1:</i> Find at least 5 more articles on your chosen human resource management topic, read them and as a result develop your mind map. Remember to consider the different aspects of the paper that you should be critically evaluating: the conceptual framework; what the construct is and how it is being measured; research approach; and design. Compare and contrast the different approaches and consider the strengths and weaknesses of the different papers and how thoughts have developed over</p>

Week	Content	Learning and Teaching Strategy
		<p>time. This is your first formative assignment and must be handed in at the beginning of your lecture in Week 6.</p> <p><i>Task 2:</i> Catch up with any of the reading from Weeks 1 to 5 that you have not completed.</p> <p><i>Task 3:</i> Bring 2 of the papers or research reports that you have selected for your literature review to the lecture in Week 6 – if possible, one should have research questions and the other one hypothesis.</p>
Week 6	<p><u>Research questions and hypotheses</u></p> <p>This week we will examine the differences between research questions and hypotheses, formulate them and discuss the inter-relationship with the research design.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Define research questions and hypotheses.</li> <li>• Discuss how you choose whether to use research questions or hypotheses.</li> <li>• Attempt to formulate research questions and hypotheses.</li> <li>• Examine the relationship between the research design, research questions and hypotheses.</li> </ul>	<p><i>Workshop Activity 1:</i> Interactive lecture on research questions and hypotheses</p> <p><i>Workshop Activity 2:</i> Practical workshop where you will work in pairs to complete 2 tasks: (1) formulating research questions and hypotheses and (2) discussing why the authors of the papers you have brought into the lecture have chosen to use research questions and hypotheses and how they have used the literature (or not) to formulate these.</p> <p><u>Independent Study:</u></p> <p><i>Task 1:</i> Following today's lecture Read Chapter 7, Research questions &amp; hypotheses in Creswell, J.W. (2009) <i>Research Design Qualitative, Quantitative, and Mixed Methods Approach</i>, 3e. London: Sage Publications.</p> <p><i>Task 2:</i> First, read this paper which discusses issues with current research in HR and suggests a different approach: Alvesson, M. &amp; Sandberg, J. (2011) Generating research questions through problematization, <i>Academy of Management Review</i>, Vol. 36, No. 2, pp. 247-271.</p> <p>Then read this short paper which has identified similar issues in marketing: Voss, G.B. (2003) Formulating interesting research questions, <i>Journal of the Academy of Marketing Science</i>, Vol. 31, No. 3, pp. 356-359.</p> <p>Now complete this short exercise which you must hand in at the beginning of the Week 8 lecture. For each of the papers you have reviewed in your draft literature review, use Voss's model to categorise them. You should</p>

Week	Content	Learning and Teaching Strategy
		Present your findings as a table with the full reference of the paper or report in column 1, a classification of the type of question in column 2 and your justification for this choice in column 3.
Week 7	<p><u>Individual and group interviewing</u></p> <p>This week we will be discussing two of the most common types of qualitative research, group and individual interviews.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The characteristics, advantages &amp; disadvantages of a range of types of interview.</li> <li>• How to conduct an interview.</li> <li>• The principals of analysing qualitative data.</li> </ul>	<p><i>Workshop Activity 1:</i> Interactive lecture on individual and group interviewing</p> <p><i>Workshop Activity 2:</i> You will take part in a focus group as participants, observers and critical reviewers. This will initially be facilitated by the Tutor but you will be required to take part in role-plays.</p> <p><u>Independent Study:</u></p> <p><i>Task 1:</i> Following today's lecture read Chapter 9, Qualitative Methods in Creswell, J.W. (2009) <i>Research Design Qualitative, Quantitative, and Mixed Methods Approach</i>, 3e. London: Sage Publications and Chapter 7 in Anderson, V. (2009) <i>Research Methods in Human Resource Management</i>, 2e. London: CIPD.</p>
Week 8	<p><u>Principles of survey design</u></p> <p>This week we will focus on the advantages and disadvantages of using surveys and the types of data that can be collected using this method. We will also discuss the importance of questionnaire design on the reliability and validity of your data.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Discuss how to plan and manage a survey.</li> <li>• Focus on the importance of questionnaire design including writing unbiased questions, using appropriate questions and scales and harmonising questionnaires with other data sources.</li> <li>• Introduce you to key vocabulary associated with questionnaire design and data analysis.</li> <li>•</li> </ul>	<p><i>Workshop Activity 1:</i> Interactive lecture on the principles of survey design</p> <p><i>Workshop Activity 2:</i> You will take part in a practical activity designing questions for an online survey.</p> <p><u>Independent Study:</u></p> <p><i>Task 1:</i> After this week's lecture Read Chapter 8, Quantitative Methods in Creswell, J.W. (2009) <i>Research Design Qualitative, Quantitative, and Mixed Methods Approach</i>, 3e. London: Sage Publications and Chapter 9 in Anderson, V. (2009) <i>Research Methods in Human Resource Management</i>, 2e. London: CIPD to consolidate your understanding.</p>
Week 9	<p><u>Selecting your sample</u></p> <p>This week we will focus on sampling when conducting qualitative, quantitative and mixed methods research.</p>	<p><i>Workshop Activity 1:</i> Interactive lecture on sampling</p> <p><i>Workshop Activity 2:</i> You will undertake a series of practical tasks</p>

Week	Content	Learning and Teaching Strategy
	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Discuss key vocabulary associated with sampling.</li> <li>• The most appropriate sampling strategy for qualitative, quantitative and mixed methods research.</li> <li>• Sample size and why it is important.</li> <li>• Incidence rates, confidence limits and sampling errors.</li> </ul>	<p>Individually and collectively to reinforce your understanding of sampling. This is your 3<sup>rd</sup> formative task.</p> <p><u>Independent Study:</u>  <i>Task 1:</i> Read pp. 201-203 and pp. 249-253 of Anderson, V. (2009) <i>Research Methods in Human Resource Management</i>, 2e. London: CIPD.</p> <p><i>Task 2:</i> Read the following 2 articles in preparation for Week 10 when you will discuss the ethical dilemmas of conducting different types of research.</p> <ul style="list-style-type: none"> <li>• Bednall, D.H.B et al. (2010) Ethics in practice using compliance techniques to boost telephone response rates, <i>International Journal of Market Research</i>, Vol. 52, Issue 2, pp. 155-168.</li> <li>• Hair, N. &amp; Clark, M. (2007) The ethical dilemmas and challenges of ethnographic research in electronic communities, <i>International Journal of Market Research</i>, Vol. 49, Issue 6, pp. 781-799.</li> </ul>
Week 10	<p><u>Ethical and access issues</u></p> <p>This week we will be focusing on the ethical and access issues that you may face when planning and conducting research.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• How can you obtain access to people, organisations and documents?</li> <li>• What ethics are and what ethical issues could arise during a piece of research?</li> <li>• What additional issues do you need to consider when undertaking specific types of research?</li> <li>• Where do you go to get more advice on ethics?</li> </ul>	<p><i>Workshop Activity 1:</i> Interactive lecture on ethical and access issues when conducting research</p> <p><i>Workshop Activity 2:</i> In small groups discuss the ethical dilemmas that can arise in ethnographic versus survey research drawing on the 2 papers you were asked to read and your own research. Has the internet led to new ethical dilemmas for the researcher?</p> <p><u>Independent Study:</u>  <i>Task 1:</i> Read chapter 3, 'Ethics &amp; HR' Research in Anderson, V. (2009) <i>Research Methods in Human Resource Management</i>, 2e. London: CIPD.</p> <p><i>Task 2:</i> Work independently on your summative assignment.</p>

Week	Content	Learning and Teaching Strategy
Extension & Consolidation	You should be consolidating your knowledge and practice of research skills through the summative assignment.	<p><u>Independent Study:</u>  <i>Task:</i> You should be reading from the core and other text books on your reading list to consolidate your understanding of the research process and your chosen human resource management theme. You will also find that the research methods books on your reading list and Cottrell's book will take you through the different stages and give you advice on preparing a research proposal.</p>
Revision Week	<p>Assignment            Students will be using the reading week to complete their literature reviews.</p>	<p><u>Assignment and revision:</u>  <i>Task:</i> Complete the summative assignment drawing on learning from weeks 1 to 10 and your own self-directed reading.</p>

## **Emerging Themes in HR**

### General Information

School	Business School	
Level	Level 7 (Masters Level)	
Credit Value	15 Credits	
Contact Hours	30 Hours	
Programme(s)	MSc Professional HR	
Module Leader	Jennifer Park	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	The Chartered Institute of Personnel & Development	

### Introduction

*“Because things are the way they are, things will not stay the way they are”.*

(Bertolt Brecht)

Change is not only likely, it's inevitable. As organisational change becomes the norm, HR professionals need an up-to-date overview and analysis of the diverse and complex issues they face. Adopting a critical approach the module reviews theories, concepts and developing issues related to human resources and applies these principles to emerging issues that exemplify the dynamic working environment confronting organisations and HR professionals today.

The identification and analysis of themes is supported by examples and 'real world' cases to provide you with a functional knowledge and appreciation of current human resource issues. The exploration highlights the challenges for HR professionals who are increasingly expected to provide leadership in the management of employees as a key source of organisational competitive advantage.

By exploring the strategic aspects of effective management of people and organisations, an understanding will be developed of HR's role in shaping the overall strategy of the organisation and the decisions that flow from it in terms of human capital.

This module is to provide an understanding of the emergent strategic issues in Human Resource Management and the impact of these on organisation strategy and HR practice.

## Educational Aims

This module aims to:

- Develop a deep understanding of the emerging themes within human resource management.  
To include :
  - HR within the international dimension
  - The impact of the world of virtual work
  - Systematic understanding of the war for talent
  - The challenges of technology and employment
  - Career Management in the 21<sup>st</sup> century
  - Measuring the effectiveness of HR within organisations
  - The ethical challenges facing HR  
(From CSR, governance, citizenship to monitoring and surveillance)
  - Approaches to crisis and risk management
- Critically evaluate themes and assess their impact on HR practice.
- Apply a range of techniques to critically evaluate the appropriateness of existing HR policies and practices.
- Assess HR's role in leading the management of employees as a key source of organisational competitive advantage.
- Provide practice in application through assessment of organisational impact of emergent themes and the development of strategies and policies to manage change.

## Learning Outcomes

### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a: (subject specific)
K1	Deep and systematic understanding of emerging themes in HR as informed by research and the marketplace.
K2	Critical awareness of the tools and techniques available for the evaluation of HR trends in an organisational context.
K3	Critical understanding of the tools and techniques available to the HR professionals to manage changing trends in HR context.
K4	Deep and systematic understanding of emerging trends and related concepts relevant to the field of different human resource areas, with a detailed understanding of the relevant contexts.

### Cognitive Skills

Ref	B. Students should be able to:
C1	Critically analyse evolving trends in human resource management in order to provide robust strategic solutions to organisations.
C2	Critically assess the impacts on effective human resource practices and the differences required between organisations and across different industry sectors.
C3	Critically evaluate human resource practices through the effective analysis of relevant information and data in order to identify appropriate development and improvement strategies.
C4	Proactively source and apply research to inform operational and strategic human resource decisions in different organisational contexts.

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Undertake research of a high quality, from a wide range of sources to aid human resource decision making.
P2	Improve human resource effectiveness through the development of strategies to address emerging trends.
P3	Critically evaluate a range of alternative courses of action in order to solve problems and implement decisions which result in achievable and appropriately viable outcomes for specific organisations.
P4	Contribute to the development of actionable change management initiatives which demonstrate sensitivity to stakeholders and achieve effective and sustainable outcomes.

General Transferable Skills

Ref	D. Students should be able to:
T1	Demonstrate a high level of professionalism and competence when undertaking group work, taking a proactive and participative role in order to encourage effective outcomes.
T2	Reflect on own performance and identify their personal learning needs with respect to research and address these through their self-directed learning and continuous personal development.
T3	Manage multiple sources of data and information and understand how these can be combined in different situations
T4	Communicate complex ideas and information effectively, selecting format and media with discernment in support of identifying organisational problems and developing strategies to facilitate effective resolution.

## Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Elements].

In addition to the summative elements, the module contains one (1) task to assist you in evaluating your progress in the module [the Formative Elements].

### Formative Elements

Please Note: These elements do not count towards your final module grade.

#### 1. Assignment outline

This task will involve the development of a justified assignment outline, to include:

- Assignment title
- Rationale
- Company outline
- Analysis of relevance of 2 emerging themes

To be no more than 2000 words (excluding appendices). Assignment must link 2 of emerging themes, exploring the themes and their impact on the HR function within an identified organisation. Making recommendations as to how these can be addressed to provide competitive advantage.

Formative Assessment Handout: *Week 2*  
Formative Assessment Due Date: *Week 6*

### Summative Elements

Please Note: You must achieve a pass in the following element(s) to pass the module.

#### 1. Assignment based: Exploring linkage and impact of emerging themes in HR [100% of Module Grade]

Assignment based task, set by the tutor.

Assignment must link 2 of emerging themes, exploring the themes and their impact on the HR function within an identified organisation. Making recommendations as to how these can be addressed to provide competitive advantage.

Max 3,000 words (excluding appendices).

Summative Assessment Handout: *Week 7*  
Summative Assessment Due Date: *Week 12*

The formative and graded elements are awarded a percentage grading according to the Level 7 (Masters) Marking Criteria contained in your programme handbook.

Each assessment is marked on a percentage basis and combined as a final module grade. For the classification of your degree (Distinction, Merit, Pass) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

### Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

#### Seminal Works

Contemporary Human Resource Management: Text and Cases [Book] by Tom Redman, Adrian Wilkinson.

Contemporary Issues in Human Resource Management, Pieter A Grobler, OU Press

Beardwell J, Clayton T, *Human Resource Management: A Contemporary Approach*, 6<sup>th</sup> Edition (2010), Prentice Hall

Armstrong M, *Armstrong's Essential Human Resource Management Practice: A Guide to People Management* (2010) Kogan Page

#### Books and Texts

WAYNE MONDY R, *Human Resource Management*, (2010), Pearson Education, Limited MARCHINGTON, M. and WILKINSON, A. (2008) *Human Resource Management At Work; People Management and Development*, 4<sup>th</sup> edition, London, Chartered Institute of Personnel and Development

Aspatore HUGHES, M, *Capitalizing on Hr Trends 2010: Leading Hr Executives on Managing Health Care Changes, Building Workforce Flexibility, and Retaining Long-term Talent, Change Management*. London: Chartered Institute of Personnel and Development

BEARDWELL, J. and CLAYDON, T. (eds). (2007) *Human resource management: a contemporary approach* 4th ed. Harlow: Financial Times/Prentice-Hall.

HUTCHINSON, S. and PURCELL, J. (2007) *Line Managers in reward, learning and development*. London: Chartered Institute of Personnel and Development.

SCHEIN E H (2010), *Organisational culture and leadership*, 4th ed., San Francisco: Jossey-Bass.

Marvin T. Brown, *Corporate Integrity: Rethinking Organizational Ethics and Leadership*, Cambridge Press, 2005

#### Academic and Professional Articles

Wesley A. Scroggins, Philip G. Benson, (2010) "International human resource management: diversity, issues and challenges", *Personnel Review*, Vol. 39 Iss: 4, pp.409 - 413

E Bennett, *The Coming Paradigm Shift: Synthesis and Future Directions for Virtual HRD* *Advances in Developing Human Resources*, December 2010 vol. 12 no. 6 pp 728-741

Bert H.J. Schreurs, Fariya Syed, (2011) "Battling the war for talent: an application in a military context", *Career Development International*, Vol. 16 Iss: 1, pp.36 - 59

MAERTZ, C. P., WILEY, J. W., LeROUGE, C. and CAMPION, M. A. (2010), *Downsizing Effects on Survivors: Layoffs, Offshoring, and Outsourcing*. *Industrial Relations: A Journal of Economy and Society*, 49: 275–285

Isabel Rimanoczy, Tony Pearson, (2010) "Role of HR in the new world of sustainability", *Industrial and Commercial Training*, Vol. 42 Iss: 1, pp.11 – 17

Sturges J, Conway N, Liefoghe A, Organizational Support, Individual Attributes, and the Practice of Career Self-Management Behavior, Group Organization Management , February 2010 vol. 35 no. 1 108-141

Guest D, Conway N, The impact of HR practices, HR effectiveness and a 'strong HR system' on organisational outcomes: a stakeholder perspective, The International Journal of Human Resource Management , Volume 22, Issue 08, 2011, pages 1686-1702

Ball K, Workplace surveillance: an overview, Labor History, Volume 51, Issue 1, 2010, pages 87-106

Kelliher C and Anderson D, Doing more with less? Flexible working practices and the intensification of work, *Human Relations* 2010 63: 83

Lengnick-Hall C, Beck T , and Lengnick-Hall M' Developing a capacity for organizational resilience through strategic human resource management , Human Resource Management Review, Volume 21, Issue 3, September 2011, Pages 243-255

Bartlett C A and Ghoshal, S (2000). Going Global. Harvard Business Review. Vol. 78 (2), p132-142.  
Barney J B (1991). Firm resources and sustained competitive advantage. Journal of Management. Vol. 17, pp 99-120.

#### Key Journals

European Management Journal

Financial Times

Harvard Business Review

Journal of Human Resources

International Journal of Human Resource Management

Career Development International

Human Resource Development

Journal of Management

#### Online Resources

Websites:

[www.peoplemanagement.co.uk](http://www.peoplemanagement.co.uk)

[www.personneltoday.com](http://www.personneltoday.com)

[www.cipd.co.uk](http://www.cipd.co.uk)

[www.bized.co.uk](http://www.bized.co.uk)

[www.businessballs.com](http://www.businessballs.com)

[www.cipd.co.uk](http://www.cipd.co.uk)

[www.garyhamel.com](http://www.garyhamel.com)

[www.mintzberg.org](http://www.mintzberg.org)

Blogs:

<http://www.fistfuloftalent.com/>

<http://strategic-hcm.blogspot.com/>

<http://mcarthursrant.blogspot.com/>

<http://www.xperthr.co.uk/blogs/employment-intelligence/>

<http://www.personneltoday.com/blogs/human-resources-guru/>

<http://workblogging.blogspot.com/>

Case Studies:

<http://www.hrcasestudies.blogspot.com/>

<http://www.casestudyinc.com/hr-case-study>

Use may also be made of:  
Social Networking Sites  
Video Sharing Sites

**INDICATIVE SCHEME OF WORK**

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Emerging Themes in HR

**Syllabus**

- The leadership and strategic role of HR and its evolving paradigms
- HR within the international dimension , including off-shoring & outsourcing
- The impact of the world of virtual work
- The war for talent
- The challenges and future directions of technology and employment
- Career Management in the 21<sup>st</sup> century
- Measuring effectiveness of HR within organisations
- Ethical challenges facing HR
- Crisis and risk management
- Developing patterns of work for competitive advantage

Week	Content	Learning and Teaching Strategy
Head Start	<p><u>Introduction to Emerging Themes</u></p> <p>Focus is on introducing the students to emerging themes that are impacting on HR management practices. To begin to develop an understanding of the impact of these trends.</p>	<p><u>Preparation for module:</u></p> <p>Key reading: Chapters 1 and 2 of Beardwell J, Clayton T, <i>Human Resource Management: A Contemporary Approach</i>, 6<sup>th</sup> Edition (2010), Prentice Hall</p> <p>Task: Read the case study at the end of Part 1 and complete the activity</p>
Week 1	<p><u>The evolution of HR and the leadership role of HR</u></p> <p>Assess role of HR in an organisational and wider context. Critically assess the relationship between HR and organisational performance and other evolving paradigms.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Introduction to strategic human resource management (SRHM).</li> <li>• The leadership role of SRHM.</li> <li>• SRHM and organisational performance.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Key Reading:</i> Chapter 3 of Beardwell J, Clayton T, <i>Human Resource Management: A Contemporary Approach</i>, 6<sup>th</sup> Edition (2010), Prentice Hall</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> An interactive lecture to introduce students to the module. The lecturer will explore the key concepts of SHRM and consider its evolving role within organisations.</p> <p><i>Workshop Activity 2:</i> Working in small groups, students will draw on their pre-reading as well as previous knowledge, to discuss and critically assess Case Study 1 from seminal text.</p> <p><u>Independent Study:</u></p> <p>Students to research their own firm or to understand the role of HR within their organisation. To compare this with competitors and those from other sectors. Students need to be prepared to discuss findings with fellow students throughout the module. Tutor to ensure varied companies are explored and students have access to an organisation for assignment activity.</p>
Week 2	<p><u>International HRM</u></p> <p>Consider the role of international HR networks and critically assess the impact of globalisation on HR practices.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The impact of international strategic context.</li> <li>• Divergence and convergence of employment in different territories.</li> <li>• Assess the impact of globalisation, including off-shoring and outsourcing.</li> </ul> <p><u>Brief on formative assessment</u></p>	<p><u>Independent Study:</u></p> <p><i>Key Reading: Part 5, particularly Chapter 17</i> of Beardwell J, Clayton T, <i>Human Resource Management: A Contemporary Approach</i>, 6<sup>th</sup> Edition (2010), Prentice Hall</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Interactive lecture combining a range of academic perspectives on the impact of the international marketplace on SHRM.</p> <p><i>Workshop Activity 2:</i> Groups to review different examples of off-shoring and outsourcing and identify organisational impact, short and long term.</p>

Week	Content	Learning and Teaching Strategy
		<p>Feedback to group.</p> <p><u>Independent Study:</u>  <i>Task:</i> Review case studies in Part 5 of seminal text and prepare response to questions on VW case study, for the next session.</p>
Week 3	<p><u>The impact of the world of virtual work</u>  An assessment of how working virtually changes an organisations approach to HR practices. Evaluates the impact of this on the employee and the organisation.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Working virtually and types of virtual workplace.</li> <li>• Evaluation of the impact of working virtually on HR practice.</li> <li>• Critical assessment of the benefits of the virtual workplace.</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading: Part 4 of</i> Beardwell J, Clayton T, <i>Human Resource Management: A Contemporary Approach</i>, 6<sup>th</sup> Edition (2010), Prentice Hall  E Bennett, The Coming Paradigm Shift: Synthesis and Future Directions for Virtual HRD  <i>Advances in Developing Human Resources</i>, December 2010 vol. 12 no. 6 pp 728-741</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> To review prepared response to questions on VW case study and group discussion to link to virtual workplaces. Identify organisations for assignment activity and to discuss in groups role of virtual working and feedback on key forms e.g remote working, teleworking etc.</p> <p><i>Workshop Activity 2:</i> Interactive lecture exploring the world of virtual work with best practice examples and review of the impact on the organisation and the individual.</p> <p><u>Independent Study:</u>  <i>Task:</i> Research the world of virtual work and to post links of videos and articles on student discussion forum e.g. Manpower video:  <a href="http://www.youtube.com/watch?v=6IooIn4b9VY">www.youtube.com/watch?v=6IooIn4b9VY</a>  <a href="http://www.readwriteweb.com/.../virtual_worlds_work_tools.php">www.readwriteweb.com/.../virtual_worlds_work_tools.php</a></p>
Week 4	<p><u>The challenges of technology and employment</u></p> <p>This session provides an understanding of the many dimensions of technological change in the workplace.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Managing employee voice (e.g social media).</li> <li>• Influence on working practices.</li> <li>• Examining the impact of the proliferation of information and its immediacy.</li> </ul>	<p><u>Independent Study</u>  <i>Key Reading: Chapter 9 and 13, Armstrong M, Armstrong's Essential Human Resource Management Practice: A Guide to People Management ( 2010) Kogan Page</i></p> <p><i>Chapter 14 Beardwell J, Clayton T, Human Resource Management: A Contemporary Approach, 6<sup>th</sup> Edition (2010), Prentice Hall</i></p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Student debate firmly rooted in the analysis of existing practice. How is technology impacting on the HR function and employment practice? What step can organisations take to ensure technology enhances:</p>

Week	Content	Learning and Teaching Strategy
		<p>- the efficient delivery and support of HR activity and processes  - employee communications and engagement  - the changing role and skills of HR and other managers.</p> <p><i>Workshop Activity 2:</i> Followed by an interactive lecture that assesses technological impact on HR practice, reviews best practice case studies and examines future technologies, followed by Q&amp;A.</p> <p><u>Independent Study:</u>  <i>Task:</i> Examine how technology could improve identified organisations' SHRM.</p>
Week 5	<p><u>The war for talent</u>  The need to attract, retain, motivate and develop individuals is key as organisations seek to do more with less. This session assesses how organisations can create and sustain a talent pool to meet future requirements.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Assessment of buying versus growing talent.</li> <li>• Best practice examples of talent management.</li> <li>• Critically evaluate approaches to talent management.</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading: Part 2, Chapter 5 of Beardwell J, Clayton T, Human Resource Management: A Contemporary Approach, 6<sup>th</sup> Edition (2010), Prentice Hall</i>  <i>Task: Prepare case study for discussion</i></p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Interactive lecture which opens with Q&amp;A, exploring the issues identified in the case. Students will share their knowledge and learning from their reading of the concept and benefits of whole organisation vs selected pool approach to talent management.</p> <p><i>Workshop Activity 2:</i> Individual exercise to develop proposed talent management approach for their identified organisation with supporting rationale. To then be shared in groups and key learning pulled through in tutor facilitated feedback session.</p> <p><u>Independent Study:</u>  <i>Task:</i> Research articles linking talent management to organisational performance. Particularly focusing on ways in which this can be clearly evidenced.</p>
Reading Week	<u>Reading Week</u>	<u>Consolidation</u>

Week	Content	Learning and Teaching Strategy
		<p><i>Key Reading: Part 3 and 4 of Beardwell J, Clayton T, Human Resource Management: A Contemporary Approach, 6<sup>th</sup> Edition (2010), Prentice Hall</i></p> <p>Review articles, online resources and case studies on indicative reading list.</p> <p><i>Task: Completion of formative assessment. Reading and preparation for debate regarding impact of technology on employment practices.</i></p>
Week 6	<p><u>Career Management</u></p> <p>Significant and rapid changes are redefining the nature of work, jobs and careers. Critically evaluating the impact of this is key for SHRM, from both an organisational and employee perspective.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Changes in labour marketplace and key drivers.</li> <li>• Role of career management in employment.</li> <li>• Why organisations should support career management.</li> </ul> <p><u>Formative assessment due</u></p>	<p><u>Independent Study:</u> <i>Key Reading: Part 2 Beardwell J, Clayton T, Human Resource Management: A Contemporary Approach, 6<sup>th</sup> Edition (2010), Prentice Hall</i></p> <p><i>Task: Prepare to discuss case study Part 2: teacher shortages</i></p> <p><u>Session 1:</u> Workshop activity 1: Interactive lecture that examines the paradigm shift, a momentum for career management as result of the changing context and demands on workers in the 21<sup>st</sup> century, its benefits and the impact on the organisation.</p> <p><i>Workshop Activity 2: Activity to review Australian Blueprint for career management and group discussion on identifying skills deficit from an organisational perspective. Q&amp;A on prepared case study.</i></p> <p><u>Independent Study:</u> <i>Task: Sturges J, Conway N, Liefoghe A, Organizational Support, Individual Attributes, and the Practice of Career Self-Management Behavior, Group Organization Management , February 2010 vol. 35 no. 1 108-141</i></p>
Week 7	<p><u>Flexible work practices.</u></p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• deep and systematic understanding of different concepts of flexibility</li> <li>• a critical understanding of principles and frameworks of the flexible firm</li> <li>• Critical analysis on the evolving trends and approaches to flexibility</li> <li>• Critical assessment on the impact of approaches to flexibility on organisational</li> </ul>	<p><u>Independent Study:</u></p> <p>Beardwell and Claydon (2010) Human Resource Management A Contemporary Approach</p> <p>Using Dawsonera in the online library read pages 114 - 118 of</p> <p>Derek Torrington, Laura Hall, Stephen Taylor (2007) Human resource management 7th ed.</p> <p>Workshop Activity 1:</p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>• success</li> <li>• Critical evaluation on different types of flexibility through the effective analysis</li> </ul> <p><u>Direction on summative assessment and feedback on formative</u></p>	<p>Using Atkins (1984) Model of the Flexible firm as set out in the Torrington and Hall pre-reading, analyse the types of flexibility that exist within your own organisation or one you are familiar with.</p>
Week 8	<p><u>The Ethical challenges facing HR and Crisis Management</u></p> <p>1) Ethical challenges facing HR The complexities of business and our social society makes corporate ethics important and vital.</p> <p>This will concentrate on evaluating:</p> <ul style="list-style-type: none"> <li>• HR's relationship to corporate ethics and some of the emerging challenges practitioners face.</li> <li>• Role of HR in corporate social responsibility.</li> <li>• Emerging ethical challenges e.g. monitoring &amp; surveillance in the workplace.</li> <li>• Governance and the implications for corporate citizenship.</li> </ul> <p>2) Crisis management</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Impact of crises on HR and associated risks.</li> <li>• Preparing human capital for a crisis.</li> <li>• Managing the impact and recovery approaches.</li> </ul>	<p>1) For Ethical Challenges facing HR <u>Independent Study:</u> <i>Key Reading: Chapter 6, Armstrong M, Armstrong's Essential Human Resource Management Practice: A Guide to People Management ( 2010) Kogan Page</i></p> <p><i>Task: Research examples of ethical violations from a HR perspective.</i></p> <p><u>Session 1:</u> <i>Workshop Activity 1: Tutor led exercise using given and researched examples of corporate ethical violations, group discussion to explore impact of these on the organisation and identify ways in which these could be averted.</i></p> <p><i>Workshop Activity 2: Interactive lecture assessing emerging ethical challenges facing HR, including its role in CSR, clashes between employee well-being and corporate interest. Followed by Q&amp;A relating to student/practitioner experience.</i></p> <p><u>Independent Study:</u> <i>Task: Read Ball K, Workplace surveillance: an overview, Labor History , Volume 51, Issue 1, 2010 , pages 87-106</i></p> <p>2) For Crisis Management <u>Independent Study:</u> <i>Key Reading: Part II (chp 8&amp;9), Armstrong M, Armstrong's Essential Human Resource Management Practice: A Guide to People Management ( 2010) Kogan Page</i></p> <p><u>Session 1:</u> <i>Workshop Activity 1: Tutor led discussion to define an understanding of what constitutes crisis and risk from a HR perspective. To view short videos: Crisis Management, Got Bad News, Spit It Out and Exxon Oil Spill to</i></p>

Week	Content	Learning and Teaching Strategy
		<p>contextualise discussion on role of HR in crisis and risk management.</p> <p><i>Workshop Activity 2:</i> Followed by interactive lecture to examine approaches to crisis and risk management, impact on human capital and on the organisation of crises and explore potential recovery methodologies.</p> <p><u>Independent Study:</u>  <i>Task:</i> Read Lengnick-Hall C, Beck T , and Lengnick-Hall M: Developing a capacity for organizational resilience through strategic human resource management , Human Resource Management Review, Volume 21, Issue 3, September 2011, Pages 243-255.</p>
Week 9	<p><u>The Knowledge economy and knowledge workers</u></p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Demonstrate a deep and systematic understanding of the concept of the knowledge economy and knowledge workers</li> <li>• Critically analyse approaches to managing knowledge workers</li> <li>• Demonstrate a critical and systematic understanding of developing issues related to knowledge workers</li> <li>• Demonstrate a deep and systematic understanding of emerging trends and related concepts with regards to the knowledge economy and knowledge workers</li> <li>• Critically assess the impact of practices for managing knowledge workers</li> <li>• Improve HR effectiveness through strategic approaches to managing knowledge workers</li> <li>• Critically evaluate a range of alternative approaches to managing knowledge workers.</li> </ul>	<p><u>Independent Study:</u></p> <p>Hislop D, 2008 Conceptualizing Knowledge Work Utilizing Skill and Knowledge-based Concepts The Case of Some Consultants and Service Engineers Management Learning November vol. 39 no. 5 579-596  McDermott, M. (2005). Knowledge Workers: You can gauge their effectiveness." Leadership Excellence, 22.10, pp.15-32</p> <p>Sharkie, R (2003) 'Knowledge creation and its place in the development of sustainable competitive advantage', Journal of Knowledge Management, 7, 1, pp 20–31</p> <p>Wilson and Cattell (2005) Chapter 7, Knowledge Management pp 111 - 134 in Human Resource Development (Eds) J Wilson, Kogan Page. accessed via Dawsonera online library</p>
Week 10	<p><u>HR Evaluation and adding value through people</u></p> <p><u>1)Developing patterns of work for competitive advantage</u>  This session identifies the concepts and models of competitive advantage. Critically evaluates current and emergent human resource practices that impact on the employee's performance.</p>	<p>1) For Developing Patterns of work for competitive advantage</p> <p><u>Independent Study:</u>  <i>Key Reading: Part 4 – the employment partnership</i> Beardwell J, Clayton T, <i>Human Resource Management: A Contemporary Approach</i>, 6<sup>th</sup> Edition (2010), Prentice Hall</p>

Week	Content	Learning and Teaching Strategy
	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Creating competitive advantage through people.</li> <li>• Identifying practices to create value through people.</li> <li>• HR best practice for competitive advantage.</li> </ul> <p>2) <u>Measuring the effectiveness of HR</u>  Arguably you can only improve what you can measure. This session explores the developments in HR metrics and evaluates their role in SHRM.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Fundamental HR metrics and an evaluation of the role they play.</li> <li>• Developments in alignment of strategic objectives and how HR can evidence contribution.</li> <li>• Critically evaluate contribution of metrics to organisational development.</li> </ul>	<p>or  Chapter 14,15,16 Armstrong M, <i>Armstrong's Essential Human Resource Management Practice: A Guide to People Management</i> ( 2010) Kogan Page</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Interactive lecture examining how competitive advantage can be gained through managing people and evaluating current and emergent practice, with exemplification of best practice.</p> <p><i>Workshop Activity 2:</i> Exercise to evaluate emergent practices in relation to students' own organisations.</p> <p><u>Independent Study:</u>  <i>Task:</i> Read Bartlett C A and Ghoshal, S (2000).Going Global. Harvard Business Review. Vol. 78 (2), p132-142. Barney J B (1991). Firm resources and sustained competitive advantage. Journal of Management. Vol. 17, pp 99-120.</p> <p>2) For Measuring the effectiveness of HR  <u>Independent Study:</u>  <i>Key Reading:</i> Guest D, Conway N, The impact of HR practices, HR effectiveness and a 'strong HR system' on organisational outcomes: a stakeholder perspective, The International Journal of Human Resource Management , Volume 22, Issue 08, 2011, pages 1686-1702</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> 2 teams review Times 100 Best Companies to work for and Great Places to Work rankings and identify methodology and evaluate impact on those organisations listed. Tutor facilitated discussion on metrics used in their own organisation and how this would assist or not in participation of recognition activity.</p> <p><i>Workshop Activity 2:</i> Followed by an interactive lecture evaluating HR theory regarding metrics and reviewing evolution of HR operational measurements through to evidencing strategic contribution, including role of balance scorecard. Q&amp;A on the impact of this on the HR function.</p> <p><u>Independent Study:</u>  <i>Task:</i> To identify ways in which their selected organisation could improve measuring the effectiveness of HR.</p>

Week	Content	Learning and Teaching Strategy
Extension & Consolidation	This week will allow students to build upon the knowledge gained throughout the module and concentrate on the completion of their assignment.	<p><u>Independent Study:</u></p> <p>Key Reading: Review and reflect upon directed reading and course activities during weeks 1-10 and feedback on formative assignment.</p>
Revision Week	<p>Assignment</p> <p>Students will be using the reading week to prepare their assignment.</p>	<p><u>Assignment and revision:</u></p> <p><i>Task:</i> Complete the summative assignment drawing on learning from weeks 1 to 10 and your own self-directed reading.</p>

## HR Strategy - Application and Implementation

### General Information

School	Business School	
Level	Level 7 (Masters Level)	
Credit Value	15 Credits	
Contact Hours	30 Hours	
Programme(s)	MSc Professional HR	
Module Leader	Darryl-Louise Crowley	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	The Chartered Institute of Personnel & Development	

### Introduction

"As HR becomes a more *insight-driven* function and as organisations try to keep evolving, the ability to create a more adaptable "living strategy" both in the organisation and for HR becomes a driver of competitive advantage."

(CIPD Time for change – towards a Next Generation HR)

The skills needed in the HR function have changed rapidly since 2003, and as the above quote from the professional institute shows, the strategic role of HR is still evolving and becoming more integrated with core business strategies and drivers. The world itself has become more dynamic and complex requiring HR specialists to work far closer with their businesses to ensure HR policies, procedures and practices facilitate the pace of change and support the development and management of people.

This module initially examines how different organisations approach the development of formal or emergent strategies, exploring key strategic tools and a variety of external influences and drivers that impact on strategic choice. It then examines the support required from the HR function in shaping and realising business strategies, how HR is structured to provide that support and how its contribution to the organisation is measured. It also examines the important role of the HR practitioner as a change agent in the introduction of new working practices.

Throughout the module you will explore contemporary and traditional theories pertaining to this area of study and be invited to challenge, explore and develop alternatives as you assess the relevance of established academic theory in terms of practical application. Through the study of recent articles and research reports, you will gain an insight into the increasingly significant role that HR practitioners can play by combining an understanding of business drivers with their expertise in the area of people management.

## Educational Aims

This module aims to:

- Develop a deep understanding of the issues surrounding the role of the HR function in shaping and supporting the development and delivery of business strategies.
- Assess the impact of external factors on organisations and their strategic intent and direction.
- Apply techniques to critically evaluate an organisation's current competencies, competitive advantage and the appropriateness of its existing HR policies and practices.
- Critically evaluate a range of structures for delivering effective and efficient HR services within a variety of types and sizes of organisation.
- Utilise and apply a range of change management and communication tools to assist with understanding the varying perspectives of different stakeholders in respect of strategic change, the likely impact of that change on the workforce and the vital role of HR as change agent in delivering change.
- Provide you with a range of opportunities to practice the application of strategic management tools in developing HR strategies and policies which support business change.

## Learning Outcomes

### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a: (subject specific)
K1	Critical understanding of the values and techniques of the advanced interdisciplinary study of strategy development and strategic management in contemporary and global organisations.
K2	Critical awareness of external environmental influences and their influence on current and developing issues related to legislative, competitive, ethical, demographic and sustainability aspects of strategic and human resource management.
K3	Critical understanding of the ways in which the human resource function can be structured to meet the needs of a wide range of differing organisations.
K4	Deep understanding of the way in which strategic human resource management needs to be aligned to corporate strategy and the ability to use HR policies and practices to support its effective delivery.

### Cognitive Skills

Ref	B. Students should be able to:
C1	Critically analyse evolving and complex business strategies in order to provide human resource management solutions to deliver those strategies, particularly where there is a significant element of transformational change.
C2	Critically assess the factors which impact on effective human resource practices, devise responses to them and appreciate the differences in approach required between organisations and across industry sectors.
C3	Critically evaluate human resource practices through the effective analysis of relevant information and data in order to identify appropriate development and improvement strategies.
C4	Proactively source and apply research to inform operational and strategic human resource decisions in different organisational contexts.

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Undertake managerial research of a high quality in which data may be gathered from a wide range of sources to aid human resource decision making.
P2	Improve human resource effectiveness through the solution of complex and unstructured problems.
P3	Critically evaluate a range of alternative courses of action in order to solve problems and implement decisions which result in achievable and appropriately viable outcomes.
P4	Proactively contribute to the development of actionable change management initiatives which demonstrate sensitivity to stakeholders and achieve effective and sustainable change.

General Transferable Skills

Ref	D. Students should be able to:
T1	Lead and work as a member of a group to undertake seminar tasks at a professional level, demonstrating the ability to assign responsibilities and negotiate and manage conflict.
T2	Reflect on own performance and identify their personal learning needs with respect to research and address these through their self-directed learning and continuous personal development.
T3	Demonstrate creativity, flexibility and clear judgement, supported by the ability to professionally communicate ideas.
T4	Analyse multiple sources of data and information utilising appropriate ICT and understand how these can be combined in different situations.

## Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Elements].

In addition to the summative elements, the module contains two (2) tasks to assist you in evaluating your progress in the module [the Formative Elements].

### Formative Elements

Please Note: These elements do not count towards your final module grade.

1. Report on the selection of strategic options

This task will involve the critical analysis of strategic options based around a case study. A 2,000 word assignment will be due in immediately following the reading week. Week 6.

2. Presentation of HRM approaches

This task will involve the development in groups of a presentation, to the Board, of the options and recommendations for application of best practice/best fit HRM practices to one of four interrelated case study scenarios. It will also involve the critical analysis of the presentations delivered by the other groups.

To be delivered in workshop 2 *Week 9*.

### Summative Elements

Please Note: You must achieve a pass in the following element(s) to pass the module.

1. A controlled assignment [100% of Module Grade]:

A 3 hour controlled assignment during which you answer a mandatory unseen question based on a case study, key details of which will be issued one week before to allow market-specific research to be undertaken. The student will be able to take into the controlled environment prepared personal notes of no more than four sides of A4 which cover the main concepts and on which they will build their answer. The question will relate to both the development of business strategies and the implications and implementation responsibilities of the HR function in their delivery.

*Summative Assessment Handout: One week before*

*Summative Assessment Due Date: Week TBC*

The formative and graded elements are awarded a percentage grading according to the Level 7 (Masters) Marking Criteria contained in your programme handbook.

Each assessment is marked on a percentage basis and combined as a final module grade. For the classification of your degree (Distinction, Merit, Pass) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

### Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

#### Seminal Works

MARCHINGTON, M. and WILKINSON, A. (2008) *Human Resource Management At Work; People Management and Development*, 4<sup>th</sup> edition, London, Chartered Institute of Personnel and Development

#### Books and Texts

ADAIR J (2006) *Leadership and motivation: the fifty-fifty rule and the eight key principles of motivating others* London Kogan page Limited

ARMSTRONG, M. (2006), *A handbook of human resource management practice*, London: Kogan Page.

ARMSTRONG, M. and BARON, A. (2004) *Performance management: action and impact*. London: Chartered Institute of Personnel and Development.

ASTON CENTRE FOR HUMAN RESOURCES. (2008) *Strategic human resource management: building research-based practice*. London: Chartered Institute of Personnel and Development.

BACH, S. and SISSON, K. (eds). (2000) *Personnel management: a comprehensive guide to theory and practice*. 3rd ed. Oxford: Blackwell.

BEARDWELL, J. and CLAYDON, T. (eds). (2007) *Human resource management: a contemporary approach*. 4th ed. Harlow: Financial Times/Prentice-Hall.

CLUTTERBUCK, D. (2004) *Everyone needs a mentor*. 4th ed. London: Chartered Institute of Personnel and Development.

HANDY, C. (1993) *Understanding organisations*. 4th ed. Harmondsworth: Penguin.

HUGHES, M. (2006) *Change Management*. London: Chartered Institute of Personnel and Development

HUTCHINSON, S. and PURCELL, J. (2007) *Line Managers in reward, learning and development*. London: Chartered Institute of Personnel and Development.

MINTZBERG H (2000), *The rise and fall of strategic planning*, New York, Free Press.

SCHEIN E H (2010), *Organisational culture and leadership*, 4th ed., San Francisco: Jossey-Bass.

SMITH, G. (2004) *Leading the professionals*. London: Kogan Page.

TAYLOR, S. (2008) *People resourcing*. 4th ed. London: Chartered Institute of Personnel and Development.

WINSTANLEY, D. (2005) *Personal effectiveness*. London: Chartered Institute of Personnel and Development.

WORTHINGTON I and BRITTON C (2009) *The Business Environment* 5<sup>th</sup> edition London, Prentice Hall

Key Journals

European Management Journal  
 Financial Times  
 Harvard Business Review  
 IDS studies  
 Journal of Management  
 Journal of International Management  
 People Management  
 Personnel Today  
 Sloan Management Review

Academic and Professional Articles

- Bartlett C A and Ghoshal, S (2000). Going Global. Harvard Business Review. Vol. 78 (2), p132-142.
- Barney J B (1991). Firm resources and sustained competitive advantage. Journal of Management. Vol. 17, pp 99-120.
- Ford, J and Ford, L (2009) Decoding resistance to change Harvard Business Review April 2009. Vol 87 Issue 4 pp 99-103
- George, B. (2003) Managing stakeholders v responding to shareholders Strategic Leadership vol 31 No 6 2003 pp36049
- Ghoshl, S. Miles and Snow: Enduring Insights for Managers Academy of Management Executive, vol 17 No4, pp 109-114.
- Goodman, J. And Truss, C: The medium and the message: communicating effectively during a major change initiative Journal of Change Management Vol 4, no3 p217-228 September 2004
- Greiner L (1998). Evolution and revolution as organisations grow. Harvard Business Review. May-June 1998 Vol. 76(3), pp. 55-64.
- Hoskisson R E, Hitt M A, Wan W P & Yiu D (1999). Theory and research in strategic management: swings of a pendulum. Journal of Management. Vol. 25(3), pp 417 – 456.
- Johnson G (2000). Strategy through a cultural lens: learning from a managers' experience. Management Learning. Vol. 31(4), pp 403-426.
- Leading people through change: How to Manage your most valuable asset Strategic Direction vol 23 no5 2007, pp20-23
- Levitt, T. Marketing success through differentiation – of anything Harvard Business Review January-February 1980, p83-91
- Maguire, H. (2002), Psychological contracts: are they still relevant?, Career Development International, vol 7/3, 167-180
- Matthew, W., Rutherford, R., Buller Paul, F and McMullen Patrick, R. (2003) Human Resource Management Problems over the Life Cycle of Small to Medium sized firms Human Resource Management, vol 42 No 4, pp321-335
- Mintzberg H (1994). The fall and rise of strategic planning. Harvard Business Review. Vol. 72(1), pp. 107-115.
- Mintzberg H and Waters J A (1984) Of strategies, deliberate and emergent Strategic Management Journal vol6, 257-272 1985

Porter M E (1996). What is strategy? Harvard Business Review. Nov/Dec, pp 61–78.

Yip G S (1989). Global strategy in a world of Nations? Sloan Management Review. Fall. Vol.31 (1), pp 29-41.

Online Resources

[www.bized.co.uk](http://www.bized.co.uk)

[www.businessballs.com](http://www.businessballs.com)

[www.cipd.co.uk](http://www.cipd.co.uk)

[www.garyhamel.com](http://www.garyhamel.com)

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**INDICATIVE SCHEME OF WORK**

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: HR Strategy - Application and Implementation

**Syllabus**

- Contemporary organisations, their environments and their approaches to strategy and business planning.
- How organisational and HR strategies are shaped by and developed in response to internal and external factors.
- The organisational environment in which HR professionals work.
- The aims and objectives of HRM and HRD functions in organisations and how these work in practice.
- The different types of contribution made by HRM and HRD specialists in contemporary organisations.
- The impact of globalisation and international forces and how organisations respond.
- The impact and influence of demographic, social and technological trends.
- The impact and influence of government policy and legal regulation.
- The impact and influence of market and competitive environments.

Week	Content	Learning and Teaching Strategy
Head Start	<p><u>Preparatory reading:</u></p> <p>This headstart week is focussed on introducing the student to the basic concepts of corporate strategy, the context in which strategic decisions are made, and what this might mean for different organisations.</p>	<p><u>Independent Study</u></p> <p><i>Task:</i> Students should also familiarise themselves with chapters 1 and 2 in Kew and Stredwick, 2008 <i>Business environments: managing in a strategic context</i>, 2<sup>nd</sup> edition, for key background to organisations and their environments and in particular their competitive environment</p>
Week 1	<p><u>Organisations and how they plan their future</u></p> <p>This week will provide a grounding in the concepts of strategy and strategic management and an understanding of their importance as well as providing an insight into the ways that organisations develop strategies in order to respond to their changing environments:</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Key strategic planning tools including McKinsey's 7s model.</li> <li>• Planned and emergent strategy development.</li> <li>• The perspective of different stakeholders, including the impact of corporate ethics and sustainability approaches.</li> <li>• Power influence and politics in organisations and their significance for HR.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Key Reading:</i> Kew and Stredwick 2008 chapter 10 Strategic Management and p282-306 stakeholders, ethics and sustainability.</p> <p>Hughes, M. (2010) <i>Managing Change</i> Chapter 15 Power, politics and organisational change</p> <p>Significance of emergent strategies - "The Honda Effect " available at <a href="http://findarticles.com/p/articles/mi_m0FWH/is_n5_v110/ai_n27541373/">http://findarticles.com/p/articles/mi_m0FWH/is_n5_v110/ai_n27541373/</a></p> <p><u>Session 1</u></p> <p><i>Workshop Activity 1:</i> An interactive lecture to introduce students to the module. The lecturer will explore the major concepts of corporate strategy, contrast the use of planned and emergent strategies, consider the perspectives of different stakeholders when making strategic choices and review the impact of politics in the making of organisational decisions.</p> <p><i>Workshop Activity 2:</i> Working in small groups, students will draw on their pre-reading as well as previous knowledge, to work through Case Study 1 to identify available strategic options, different stakeholders reactions to those options and will present persuasive arguments back to Group from different stances, at the end of which the Group will make the strategic decision for the way ahead.</p> <p><u>Independent Study</u></p> <p>Students to research their own firm or to understand the vision, mission, objectives and strategies for the firm alongside internet research to contrast those against a selected company from retail, manufacturing or services sectors</p>

Week	Content	Learning and Teaching Strategy
		of private industry, the voluntary sector or a government agency. Students need to be prepared to discuss findings with fellow students and the tutor at the first workshop in week 3. Tutor to ensure varied companies are explored which expand sector knowledge of individual students.
Week 2	<p><u>The impact of the external environment including globalisation and international forces on strategic choice</u></p> <p>This week's session will look at contemporary organisations and their principal environments and the ways in which organisational strategies are shaped by and developed in response to internal and external environmental factors.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The various environments with which organisations interact.</li> <li>• Why strategies need to be acceptable, suitable and feasible and to whom.</li> <li>• The impact of global markets and internationalisation.</li> <li>• The market and competitive environments of organisations and how organisational leaders respond to them.</li> <li>• The validity of the resource-based view in the current climate.</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Kew and Stredwick Chapter 3 The world economy and research around the role of the European Union and its institutions, current initiatives and concerns.            Marchington and Wilkinson Chapter 1 Link between strategy and HRM, including global HRM.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> An interactive lecture which will commence with an informal Q &amp; A session exploring students' knowledge and testing the decision taken on case study 1, then concentrating on examples of real life organisations who have profited or lost out as a result of misreading the market, elements of relative risk of strategic and marketing choices, covering international and global market issues of transferability and adaptation.</p> <p><i>Workshop Activity 2:</i> Students use Case Study 2 to develop and make a selection from strategies developed from a market-led perspective or a resource-based view perspective and feedback to the group as a whole. Students then work on a series of questions designed to reveal difficulties that would impose for different organisations in different stages of their life cycle.</p> <p><u>Independent Study:</u>            Review of company profile section of the CIPD resources for a variety of companies in the five sectors referred to in the independent study from workshop 1. Tutor to organise group to explore different sectors between them. Students to continue with the task for workshop 1 in week 3</p>
Week 3	<p><u>How organisations communicate their aspirations and direction</u></p> <p>This week focuses on the managerial and business environment in which</p>	<p><u>Independent Study:</u>            Marchington and Wilkinson Chapter 10 Managing worker voice.</p>

Week	Content	Learning and Teaching Strategy
	<p>HE professionals work. It considers the way in which an organisations stance is communicated to its stakeholders, including the directors and senior managers who have to deliver it and also to its staff and customers.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The mission, vision and values.</li> <li>• The value HR adds to communication of messages.</li> <li>• Consultation with customers and staff, including union involvement.</li> <li>• Acceptance of the need for organisational change.</li> <li>• Implications for HR managers of implementing new strategies.</li> </ul>	<p>Armstrong 2006 <i>Handbook of human resource management practice</i> Chapter 20 Engagement and Commitment</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Students will be given time to discuss their research around key questions which will then be fed back to the Group and developed to explore the reaction of their competitors, staff and customers to those strategies and potential barriers to bringing them in. Discussion as to what might happen in the external environment to make them review the direction that they have settled on.</p> <p><i>Workshop Activity 2:</i> An interactive lecture will then discuss employee relations and staff engagement implications for HR of bringing in new strategies, the problems of fixed mindsets and skills development implications, the need to skill up managers to support their staff, the role of change agents in an organisation, the role of communication and the need for champions of change.</p> <p><u>Independent Study:</u>  Communications tutorial at <a href="http://pirate.shu.edu/~yatesdan/Tutorial.htm">http://pirate.shu.edu/~yatesdan/Tutorial.htm</a>  Hughes (2010) chapter 11 Communicating change and chapter 17 organisational learning.  Read selected sections in Vecchio, R P (2007) <i>Leadership, understanding the dynamics of power and influence in organisations</i>, 2<sup>nd</sup> revised ed., University of Notre Dame.</p>
Week 4	<p><u>Developing and delivering organisational strategies for change</u></p> <p>This week's session will focus on the process of change, change models, change plans and the concept of change management.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Change and change management.</li> <li>• Change models.</li> </ul>	<p><u>Independent Study</u></p> <p>Key Reading: Beer M, (1990), Why change programs don't produce change, Harvard Business Review, Vol 68(6), pp 158-66.</p> <p>Key Reading: Hughes (2006) Change Management, London, Chartered Institute of Personnel Development Chapter,7 and12 Strategic change and resistance to change.</p> <p>Chapter 18 Implementing strategy: managing the change programme <i>Strategic</i></p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>• Change plans.</li> <li>• Governance including the use of project management.</li> </ul>	<p><i>Management Process, Content, &amp; Implementation, 2000, p209-218.</i></p> <p><u>Session 1</u></p> <p><i>Workshop Activity 1:</i> An interactive lecture which discusses the different types of organisational change, the range of types of change affecting all or part of the organisation, the size and extent of change and their effect on the way change is implemented, the timescales and staging of change initiatives and the governance of change initiatives through project and programme initiatives.</p> <p><i>Workshop Activity 2:</i> Students, in pairs or small groups, to prepare a change plan for an organisation familiar to them taking into account the need for appropriate resources, capabilities, skills and motivations for its execution. The solutions are to be fed back to the rest of the class in the form of mini presentations and then further debated by the class as a whole.</p>
Week 5	<p><u>High commitment HRM and its relationship with performance</u></p> <p>This week concentrates on the extensive research that has been undertaken based on the concept of high commitment HRM, including discussion as to whether or not High Commitment HRM has been proved to work and what it comprises.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The practicalities of introducing High Commitment HRM.</li> <li>• The concept of “best practice” approaches using Purcell’s Black Box studies.</li> <li>• Measuring its success.</li> </ul> <p>Its suitability for all types and sizes of organisation.</p>	<p><u>Independent Study</u></p> <p>Hughes (2010) Chapter 18 HR and managing change.</p> <p><i>Task:</i> Students to continue to work together to prepare for the formative assessment.</p> <p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Marchington and Wilkinson Chapter 3 High Commitment HRM and Performance</p> <p>Armstrong 2006 Chapter 13 High performance work systems</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> An interactive lecture which will commence with an informal Q &amp; A session exploring students’ knowledge and learning from their reading of the concept and benefits of horizontal alignment of HR policies and</p>

Week	Content	Learning and Teaching Strategy
		<p>practices, current interpretation of the research to date and implications for organisations, fit with different types, sizes of organisations and implications arising for their position in the life-cycle and using Miles and Snow typologies</p> <p><i>Workshop Activity 2:</i> Students will use either Case Study 1 or 2 to develop ideas around the way HR policies and practices could support the delivery of the strategy at the stage when the change had been fully implemented, discuss which practices, unless changed, could pull in a different direction, and which need not be there at all. During feedback to discuss the cost and implications of having some of these practices in place in terms of employee constraint and opportunity costs.</p> <p><u>Independent Study:</u> DTI Achieving best practice in your business: High Performance work practices: linking strategy and skills to performance outcomes which studies ten high performing organisations. Students to locate key CIPD factsheets and reports that summarise the black box studies and the best practice developed as a result.</p>
Reading Week	<u>Consolidation of knowledge of corporate strategy, its influences and the making of strategic choices</u>	<i>Key Reading/task:</i> Students to review what they have learnt to date to understand how stakeholders, competitors and environmental factors affect strategy and strategic choice and work on the assignment for submission at the next session.
Week 6	<p><u>Designing HRM to fit organisational goals</u></p> <p>This week concentrates on the alternative approach, the alignment of HRM to corporate strategy and the value of analysing the links between HRM and organisational goals and then goes on to explore the concepts of staff engagement and organisational culture and their potential to act as barriers to change.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The concept of 'best fit'.</li> <li>• The delivery of business strategies through a combination of best practice and best fit.</li> </ul>	<p><i>Workshop Activity 2:</i> Students to use a variety of case studies including case study 2 to critically analyse how the best fit approach fits with different organisations, how the organisational response could be improved by using an integrated or sequential approach to developing HR policies. How the extent and ease of introduction of change is affected by the culture of the organisation.</p> <p><u>Independent Study:</u> Students to research the car industry, UK government support in recent years and the union support across Europe provided to manufacturing companies to change terms and conditions in order to avoid plant closure and transnational relocation of production starting with <a href="http://news.bbc.co.uk/1/hi/business/7853883.stm">http://news.bbc.co.uk/1/hi/business/7853883.stm</a></p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>• The nature of organisational culture and cultural change.</li> <li>• The market and competitive environments of organisations and how organisational leaders and the HR function respond to them.</li> </ul>	<p><a href="http://www.telegraph.co.uk/finance/newsbysector/transport/8604485/Ford-chief-calls-for-new-plan-to-boost-UK-industry.html">http://www.telegraph.co.uk/finance/newsbysector/transport/8604485/Ford-chief-calls-for-new-plan-to-boost-UK-industry.html</a></p> <p><i>Task:</i> Students will be given the first formative assessment to be handed in at the first workshop on Week 6. This will involve a 2,000 word assignment based on a case study reviewing strategic options and making recommendations designed to assist students to understand what is expected of them in the final controlled assessment.</p> <p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Marchington and Wilkinson Chapter 4 Designing HRM to fit organisational goals</p> <p>Armstrong 2006 <i>Handbook of human resource management practice</i> Chapter 22 Culture</p> <p>Matthew, W., Rutherford, R., Buller Paul, F and McMullen Patrick, R. (2003) Human Resource Management: Problems over the Life Cycle of Small to Medium sized firms <i>Human Resource Management, vol 42 No 4, pp321-335</i></p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> An interactive lecture discussing the importance of the best fit approach, ways in which organisations use best practice and best fit approaches in sequence or use them to create. Hybrid solutions, discussion of organisational culture and its implications for organisational performance, the role of middle and line managers and the importance of leadership from the top, the meaning of culture and its significance.</p> <p><i>Task:</i> Students will be given details of the second formative assessment to be undertaken at the second workshop in Week 9. This will involve working in allocated groups to develop a presentation 'The HRM options and my recommendations to the Board' based on case studies with interrelated facts and themes.</p>
Week 7	<p><u>The HR function and the changing models of HR Service Delivery</u></p> <p>This week focuses on the aims and objectives of the HRM and HRD</p>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> ARMSTRONG, M. (2006), <i>A handbook of human resource</i></p>

Week	Content	Learning and Teaching Strategy
	<p>functions in organisations and how they are met in practice. consideration of how organisational and HR strategies are shaped by and developed in response to internal and external environmental factors and how HR functions should be organised to best respond to those demands alongside an assessment of the differing contributions that these functions can made in different types of organisation.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The different aspects of HR functions and different HR structures.</li> <li>• How HR strategies are affected by internal and external environments.</li> <li>• The transition from transactional to strategic HR and its implications.</li> <li>• The legal frameworks in which HRM operates.</li> <li>• The implications for HRM of the changing nature of work and employment.</li> <li>• Issues and concerns for strategic HR as a result of the distribution of HR responsibilities throughout the organisation.</li> </ul>	<p><i>management practice</i>, London: Kogan Page. Chapter 1 The practice of human resource management.</p> <p>Marchington and Wilkinson Chapter 2 Forces shaping HRM at work and Chapter 5 Changing models of HR service delivery.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> An interactive lecture to introduce students to the range of activities that commonly now come under the HR umbrella, and the basic principles underpinning the Ulrich model and the take-up and experience of the use of that module and where it might still lead.</p> <p><i>Workshop Activity 2:</i> In pairs or groups, students will seek to apply the Ulrich model to a case study scenario and develop arguments for and against its introduction in the given scenario. Students will then feedback to the group as part a wider group discussion.</p> <p><u>Independent Study:</u>  Investigate recent critiques of the Ulrich model and how it works in practice starting with Crush, P Is Ulrich still right? <i>Human Resources</i> June 2008 pp38-41.  Ulrich D and Brockbank W Lessons learnt <i>Human Resources</i> Dec 2008 p30-32.  Research the Civil Service approach to NextGeneration HR as a part of its efficiency measures. CIPD Next Generation HR report.</p>
Week 8	<p><u>The role of HR in the delivery of both organisational performance and organisational change</u></p> <p>This session concentrates on the value that HR functions, especially from either the organisational design and development, or the learning and development perspectives, can add to business effectiveness and the delivery of business drivers, particularly business change.</p> <p>This session concentrates on:</p>	<p><u>Independent Study:</u>  Ford, J and Ford, L (2009) Decoding resistance to change <i>Harvard Business Review</i> April 2009. Vol 87 Issue 4 pp 99-103</p> <p>Burns (2010) Chapters 10 and 17 Leadership of change and change agents</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> An interactive lecture which will commence with an informal Q &amp; A session exploring students' knowledge and learning of current</p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>• The aims and objectives of the HRD and HRM functions.</li> <li>• The nature and benefits of workforce planning and job design.</li> <li>• The importance of developing organisational leaders and managers.</li> <li>• Workforce capability, motivation and performance.</li> <li>• Demonstrating that HRM and HRD add value.</li> </ul>	<p>strategies for implementing market-led change and will explore the role of the HRD and HRM functions, assessing how the value added can be demonstrated. The tutor will develop ideas around the HR contribution to a change initiative contained in a case study, assessing the reaction of staff to the proposed changes and determining how you will know that the change has been successfully implemented and how to address resistance to change.</p> <p><i>Workshop Activity 2:</i> This workshop will involve working in groups to make final preparations for the formative assessment in workshop 2 of week 9. Students will be expected to have completed relevant research prior to this session and to make arrangements to complete work between them during the coming week as no further time will be available in week 9 to do this.</p> <p>ARMSTRONG, M. (2006), <i>A handbook of human resource management practice</i>, London: Kogan Page. chapter 23 Organisational design and chapter 24 Organisational Development</p> <p><i>Task:</i> Students to continue to work together to prepare for the formative assessment.</p>
Week 9	<p><u>The implications of competition, demographic and other influences on strategic choices</u></p> <p>In this fast-changing world, nothing is static. This session looks at demographic, social and technological trends, globalisation and international forces, government and legal regulation and how all of these shape and impact on organisational HR strategies and practices.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Keeping abreast of changes in the external environment.</li> <li>• The importance of customer insight.</li> <li>• The impact of demographic and other influences on HRM decisions.</li> <li>• The ability of an organisation to influence its environment.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Key Reading:</i> Kew and Stredwick chapters 2, 6 and 7 The competitive environment, demographics and social trends</p> <p><i>Task:</i> Understand current demographic trends through research, particularly the use of the national statistics online data and CIPD research reports. What has been the effect of the current economic climate on jobs? Has it affected all sectors of the population and all areas of the country equally? The lecture will discuss a topical example e.g. the implications of government policy changes in the higher/ further education sectors and the market response to those changes.</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> An interactive lecture starting with a quiz of topical trends and issues that might cause an organisation to change its corporate strategy or</p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>The impact of government regulation on decision-making.</li> </ul>	<p>might make the HR strategy more difficult to deliver, which then discusses how organisations manage their customer relations, the influence of demographics on recruitment and the relocation, outsourcing and other organisational decisions in response to them, the effect of government regulation and the ability of organisations to influence what is going on in the outside world.</p> <p><i>Workshop Activity 2:</i> This workshop will involve the delivery of presentations developed over the previous three weeks by each of the groups "The HRM options and my recommendations to the Board" based on case studies with interrelated facts and themes. It will involve critical questioning and analysis of the presentations delivered by other groups. This activity is the second of the formative assessments designed to assist students to prepare for the summative assessment.</p> <p><u>Independent Study:</u> Review topical articles about decisions to outsource or relocate organisations within or beyond national boundaries. Kew and Stredwick chapters 4 and 5 Government policy and regulation.</p>
Week 10	<p><u>Delivering strategic change at team and individual level</u> This final session focuses on the implications for change management of the Ulrich model, delegating to line managers, across the organisation, responsibility for performance and change management.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>The need for a central HR team to drive and monitor the operation of these processes.</li> <li>The review, support and maintenance of these systems by HR.</li> <li>Aligning HR policies and practices to fast-changing strategic change and the consequential people issues.</li> </ul>	<p><u>Independent study</u> Marchington and Wilkinson Chapter 7 Performance Management Hughes Chapters 8 and 9, Group and team-level change, Individual level change.</p> <p><u>Session 1</u> <i>Workshop Activity 1:</i> An interactive lecture which will commence with an informal Q &amp; A session exploring students' knowledge and relevant learning and then discuss the need for corporate views of where the organisation is, the potential for misalignment between departments and the issues of support, development and ensured commitment to what the organisational strategies are trying to deliver. What needs to happen, in terms of corporate intelligence, influence and adaptability to ensure that HR is involved in addressing turbulent change, will also be discussed.</p>

Week	Content	Learning and Teaching Strategy
		<p><i>Workshop Activity 2.</i> This session will concentrate on preparing for the controlled assignment, guidance on the preparation of the notes to be taken into the exam room and the use that should be made of them, the integration of all topics learnt into a cohesive answer to the question posed.</p> <p><u>Independent study</u>  <i>Task:</i> To prepare the notes to be taken into the controlled assignment.</p>
Extension & Consolidation during revision week	This week will allow students to build upon the knowledge gained throughout the module and concentrate on further development of key syllabus components in preparation for the controlled assignment.	Key Reading: Review and reflect upon directed reading and course activities during weeks 1-10 and feedback on 2 formative assignments.
Revision Week	<p>Assignment</p> <p>Students will be using the reading week to prepare for their assessment.</p>	<p><u>Assignment and revision:</u></p> <p>Task: Complete the summative assessment drawing on learning from weeks 1 to 10 and your own self-directed reading.</p>

## Managerial Finance

### General Information

School	Business School	
Level	Level 7 (Masters Level)	
Credit Value	15 Credits	
Contact Hours	30 Hours	
Programme(s)	MSc Management, MSc Professional Marketing and specialism's, MSc Professional HR and specialism's	
Module Leader	Ioannis Mantzaris	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body (if appropriate)	The Chartered Institute of Personnel & Development	

### Introduction

This module will help you to develop the skills needed to analyse financial information for strategic planning, control and decision making. An emphasis on practice and application will allow you to gain an understanding of the fundamentals of accounting and finance, financial reports and the regulatory environment. Further the module provides you with the tools and techniques to assess the value of proposals that you may make or examine within an organisational setting. These skills should help you to make useful contributions to organisational sustainability and future development.

### Educational Aims

This module aims to:

- To provide an understanding of the fundamentals of accounting and finance with special emphasis on practice and application.
- To develop an understanding of financial reports and relevant accounting and regulatory environment.
- To develop skills in accountancy and finance leading to an understanding of financial planning.
- To develop the ability to apply techniques in the analysis of relevant financial information required for strategic planning, control and decision making.

## Learning Outcomes

Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:
1	A systematic understanding of the objectives and techniques of financial accounting in order to record and analyse business performance.
2	A broad understanding of management accounting techniques for the purpose of decision making and financial control in complex situations.
3	A comprehensive understanding of the techniques used by businesses to make investment and financing decisions.

Cognitive Skills

Ref	B. Students should be able to:
1	Apply investment appraisal techniques at a professional level in order to take decisions in uncertain situations.
2	Synthesise and interpret financial information using ratio analysis to the level required for managerial guidance.
3	Critically evaluate the role of financial accounting, management accounting and financial planning concepts to aid managerial decision making.

Professional Skills and Attitudes

Ref	C. Students should be able to:
1	Concisely communicate, with clarity and precision, financial issues and potential solutions.
2	Select and, with minimal guidance, utilise appropriate accounting and financial techniques to solve practical issues and problems effectively.

General Transferable Skills

Ref	D. Students should be able to:
1	Construct and present researched material competently and sensitively to group discussions.

### Mode of Assessment

This module is assessed through one (1) Graded element, you must achieve a pass in the element to pass the module.

### Grade Element

1. Unseen assessment [100% of Module Grade].

The examination will include finance-based, numerical questions with a critical evaluation of methods and output.

The element is awarded a percentage grading according to the Marking Criteria (p. 141).

"Each assessment is marked on a graded percentage basis, and the weighted module grade counts 8.3% towards the final mark for degree classification of the MSc Professional HR."

## Background Reading

Listed below are texts which provide background to the concepts and content of the module and which may be used for reference either during the course or in your subsequent professional roles.

### Journal Articles

Accountancy  
Accounting & Business  
British Accounting Review  
Business Review  
European Management Journal  
Harvard Business Review  
Journal of Accountancy  
Journal of Business  
Journal of Business Finance & Accounting  
Journal of Finance  
Management Today

## INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account on a yearly basis.

Module Title: Managerial Finance

### Syllabus

- Basic Financial Accounting
- Accounting standards and adjustments
- Cash flow statements
- Interpretation of accounting data
- Cost accounting
- Short term decision making
- Budgeting
- Variance analysis
- Investment decisions
- Financing decisions

Week	Content	Learning and Teaching Strategy
Head Start	Company accounts; financial issues	Individual exercises on: <ul style="list-style-type: none"> <li>• Navigating company accounts – an introductory exercise (students expected to use own or known company’s Annual Report – though mock reports or accessible reports can be distributed to those without access).</li> <li>• Navigating the financial press: students to keep daily log of financial issues as they occur in press and undertake an analysis.</li> </ul>
Week 1	Role of Accounting Information  This will concentrate on: <ul style="list-style-type: none"> <li>• The nature and purpose of accounting</li> <li>• The users of financial statements</li> <li>• The elements of financial statements – nature of assets, liabilities and equity</li> <li>• The accounting equation</li> </ul>	Pre-reading <ul style="list-style-type: none"> <li>• ‘Introduction to accounting’ material and self-study Blackboard exercises to grasp basic concepts.</li> </ul> WGS 90 minutes <ul style="list-style-type: none"> <li>• Brief overview of pre-reading material to ensure students have grasped concepts.</li> <li>• Tutor led interactive lecture session covering the nature and purpose of financial accounting and the accounting equation.</li> </ul> SGS 90 minutes <ul style="list-style-type: none"> <li>• Practice sessions of using the accounting equation.</li> </ul> Directed learning <ul style="list-style-type: none"> <li>• Further question practice - application of techniques to more complex scenarios.</li> <li>• Blackboard activities including self-test questions covering lecture material.</li> <li>• Read: Hines, RD (1988) ‘Financial Accounting: In Communicating Reality, We Construct reality’ Accounting Organizations and Society 13 (3), pp251-261.</li> </ul>
Week 2	Elements of Financial Statements  This will concentrate on:	Pre-reading <ul style="list-style-type: none"> <li>• ‘Elements of Financial Statements’ material and self-study</li> </ul>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>• Key accounting concepts</li> <li>• Format of Financial Statements               <ul style="list-style-type: none"> <li>○ Balance Sheet</li> <li>○ Income Statement</li> <li>○ Statement of changes in equity.</li> </ul> </li> <li>• Accounting policies.</li> <li>• Adjustments.</li> </ul>	<p>Blackboard exercises to grasp basic concepts.</p> <p>WGS 90 minutes</p> <ul style="list-style-type: none"> <li>• Brief overview of pre-reading material to ensure students have grasped concepts.</li> <li>• Tutor led interactive lecture session covering discussion of the key financial statements which form part of the annual accounts of an enterprise.</li> </ul> <p>SGS 90 minutes</p> <ul style="list-style-type: none"> <li>• Review of annual reports of a sample of companies. Use of the Osiris resource.</li> </ul> <p>Directed learning</p> <ul style="list-style-type: none"> <li>• Blackboard activities including self-test questions covering lecture material.</li> <li>• Contemporary articles – the role and value of the annual report.</li> </ul>
Week 3	<p>Cash Flow Statements</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Concept of cash flow</li> <li>• Comparison of cash flow and profits</li> <li>• The cash flow statement</li> <li>• Direct method of preparing cash flow statement</li> <li>• Reconciliation of cash flow to profits</li> <li>• Interpretation of cash flow statements</li> </ul>	<p>Pre-reading</p> <ul style="list-style-type: none"> <li>• 'Cash Flow ' material and self-study Blackboard exercises to grasp basic concepts.</li> </ul> <p>WGS 90 minutes</p> <ul style="list-style-type: none"> <li>• Brief overview of pre-reading material to ensure students have grasped concepts.</li> <li>• Tutor led interactive lecture session covering the nature of cashflows and the preparation of a cashflow statement.</li> </ul> <p>SGS 90 minutes</p> <ul style="list-style-type: none"> <li>• Practice sessions of techniques covered in lecture.</li> </ul> <p>Directed learning</p>

Week	Content	Learning and Teaching Strategy
		<ul style="list-style-type: none"> <li>• Further question practice - application of techniques to more complex scenarios.</li> <li>• Blackboard activities including self-test questions covering lecture material.</li> <li>• Contemporary articles – practical application of using cashflow accounting to predict business failure</li> </ul>
Week 4	<p>Interpretation of Financial Statements</p> <ul style="list-style-type: none"> <li>• Definitions of accounting ratios <ul style="list-style-type: none"> <li>○ liquidity ratios (inc. Debtor &amp; creditor days)</li> <li>○ profitability ratios</li> <li>○ efficiency ratios</li> <li>○ investment ratios</li> </ul> </li> <li>• Ratio analysis <ul style="list-style-type: none"> <li>○ Horizontal</li> <li>○ Trend</li> <li>○ Vertical</li> </ul> </li> <li>• Application and interpretation of accounting ratios.</li> <li>• Business failure and prediction models.</li> </ul>	<p>Pre-reading</p> <ul style="list-style-type: none"> <li>• 'Financial Analysis' material and self-study Blackboard exercises to grasp basic concepts.</li> </ul> <p>WGS 90 minutes</p> <ul style="list-style-type: none"> <li>• Brief overview of pre-reading material to ensure students has grasped concepts.</li> <li>• Tutor led interactive lecture session covering financial analysis using accounting ratios.</li> </ul> <p>SGS 90 minutes</p> <ul style="list-style-type: none"> <li>• Practice sessions of techniques covered in lecture, including individual preparation of a management report based on the ratios and discussion of Harvard case study.</li> </ul> <p>Directed learning</p> <ul style="list-style-type: none"> <li>• Further question practice - application of techniques to more complex scenarios.</li> <li>• Blackboard activities including self-test questions covering lecture material.</li> <li>• Contemporary articles – practical application of methods e.g. ACCA (July 2008) 'Business failure' or article on business failure prediction models.</li> </ul>
Week 5	<p>Costing</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Introduction to costing: cost classifications, cost behaviour and concepts of mark-up &amp; margin.</li> </ul>	<p>Pre-reading</p> <ul style="list-style-type: none"> <li>• 'Introduction to costing' material and self-study Blackboard exercises to grasp basic concepts.</li> </ul>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>• Absorption costing &amp; Marginal costing – pro forma income statements and calculations.</li> <li>• Critical discussion of marginal costing vs. absorption costing.</li> <li>• Activity based costing – calculations and comparison to absorption costing.</li> </ul>	<p>WGS 90 minutes</p> <ul style="list-style-type: none"> <li>• Brief overview of pre-reading material 'introduction to costing' to ensure students have grasped concepts.</li> <li>• Tutor led interactive lecture session covering concepts and worked examples of absorption costing; marginal costing and activity based costing.</li> </ul> <p>SGS 90 minutes</p> <ul style="list-style-type: none"> <li>• Practical session using scenario based question to practice techniques.</li> <li>• Critical discussion of practical application and limitations of each costing method.</li> </ul> <p>Directed learning</p> <ul style="list-style-type: none"> <li>• Further question practice - application of techniques to more complex ABC scenarios.</li> <li>• Blackboard activities including self-test questions covering lecture material.</li> <li>• Contemporary articles covering the practical application of costing methods.</li> </ul>
Reading Week	Reading Week	Students will be asked to read organisational financial statements and associated analyses to reinforce their learning from the first five weeks. Students will also be asked to read academic articles on management accounting topics to support their learning in this area.
Week 6	<p>Short term decision making</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Break-even analysis &amp; P/V chart.</li> <li>• Limiting factor analysis.</li> <li>• Relevant cash flows for decision making.</li> <li>• Decisions: Make or buy, shutdown, minimum price, further processing.</li> </ul>	<p>Pre-reading</p> <ul style="list-style-type: none"> <li>• 'Break even analysis &amp; P/V chart and Limiting Factor' material and self-study Blackboard exercises.</li> </ul> <p>WGS 90 minutes</p> <ul style="list-style-type: none"> <li>• Brief overview of pre-reading material to ensure students has grasped concepts.</li> <li>• Tutor led interactive lecture session covering concepts of relevant cash flows and worked examples of short term management decisions.</li> </ul>

Week	Content	Learning and Teaching Strategy
		<p>SGS 90 minutes</p> <ul style="list-style-type: none"> <li>• Practical session using scenario based question to practice decision making techniques and provide advice to management on appropriate courses of action.</li> </ul> <p>Directed learning</p> <ul style="list-style-type: none"> <li>• Further question practice – application of techniques to more complex scenarios.</li> <li>• Blackboard activities including self-test questions covering lecture material.</li> <li>• Contemporary articles covering the practical application of methods.</li> </ul>
Week 7	<p>Budgeting</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Purpose of budgets.</li> <li>• Types of budgets – incremental, zero based, rolling.</li> <li>• Behavioural aspects of budgeting.</li> <li>• Budget preparation <ul style="list-style-type: none"> <li>○ Fixed and flexed budgets.</li> <li>○ Sales, production, material, labour budgets (including a limiting factor).</li> <li>○ Cash budgets.</li> </ul> </li> </ul>	<p>Pre-reading</p> <ul style="list-style-type: none"> <li>• 'Purpose and types of budgets' material.</li> <li>• Research and preparation of 'behavioural aspects of budgeting' presentation.</li> </ul> <p>WGS 90 minutes</p> <ul style="list-style-type: none"> <li>• Brief overview of pre-reading material to ensure students has grasped concepts.</li> <li>• Tutor led interactive lecture session covering worked examples of budget preparation.</li> </ul> <p>SGS 90 minutes</p> <ul style="list-style-type: none"> <li>• Practical session covering techniques covered in lecture.</li> <li>• Student presentations covering advice to management on the behavioural aspects of budgeting followed by group discussion.</li> </ul> <p>Directed learning</p> <ul style="list-style-type: none"> <li>• Further question practice – application of techniques to more complex scenarios.</li> <li>• Blackboard activities including self-test questions covering lecture material.</li> </ul>

Week	Content	Learning and Teaching Strategy
Week 8	<p>Variance Analysis</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Concept of variances.</li> <li>• Variance analysis (calculation and interpretation) <ul style="list-style-type: none"> <li>○ Sales</li> <li>○ Materials</li> <li>○ Labour</li> <li>○ Overheads</li> </ul> </li> <li>• Variance investigation models.</li> </ul>	<ul style="list-style-type: none"> <li>• Contemporary articles covering 'Beyond budgeting'.</li> </ul> <p>Pre-reading</p> <ul style="list-style-type: none"> <li>• Fixed &amp; flexed budget calculations to prepare for variance calculations.</li> <li>• Variance analysis framework and variance investigation.</li> </ul> <p>WGS 90 minutes</p> <ul style="list-style-type: none"> <li>• Brief overview of pre-reading material to ensure students has grasped concepts.</li> <li>• Tutor led interactive lecture session using a scenario based question to introduce concepts and calculation of variances.</li> </ul> <p>SGS 90 minutes</p> <ul style="list-style-type: none"> <li>• Practical session using a case study to practice variance calculations and to encourage discussion of interpretation of variances and variance investigation models.</li> </ul> <p>Directed learning</p> <ul style="list-style-type: none"> <li>• Further question practice – application of techniques to more complex scenarios, including a case study requiring preparation of a report to management using variances to explain recent business performance.</li> </ul>
Week 9	<p>The Investment Decision</p> <ul style="list-style-type: none"> <li>• Introduction to role of finance manager and shareholder wealth maximisation.</li> <li>• The time value of money - concept and calculations (single sum, annuity, perpetuity).</li> <li>• Capital investment appraisal <ul style="list-style-type: none"> <li>○ Payback period (and discounted payback)</li> <li>○ Accounting rate of return (ARR)</li> <li>○ Net Present Value method (NPV)</li> <li>○ Internal Rate of Return method (IRR)</li> </ul> </li> </ul>	<p>Pre-reading</p> <ul style="list-style-type: none"> <li>• 'Introduction to role of finance manager and shareholder wealth maximisation' reading material.</li> <li>• Introduction to 'time value of money', payback period and ARR calculations and self-test questions.</li> </ul> <p>WGS 90 minutes</p> <ul style="list-style-type: none"> <li>• Brief overview of pre-reading material to ensure students has grasped concepts.</li> <li>• Tutor led interactive lecture session covering time value of money calculations, discounted payback, NPV and IRR.</li> </ul>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>○ Discussion of appraisal methods and applications</li> <li>○ Sensitivity analysis</li> <li>○ Capital rationing</li> </ul>	<p>SGS 90 minutes</p> <ul style="list-style-type: none"> <li>• Practical session using a case study to practice investment appraisal techniques and introduce concept of sensitivity analysis.</li> </ul> <p>Directed learning</p> <ul style="list-style-type: none"> <li>• Further question practice – application of investment appraisal techniques to more complex scenarios.</li> <li>• Blackboard activities including self-test questions covering lecture material and contemporary articles.</li> <li>• Capital rationing reading and self-test questions.</li> </ul>
Week 10	<p>The Financing Decision</p> <ul style="list-style-type: none"> <li>• Capital structure - Debt vs. Equity.</li> <li>• Discussion of advantages / disadvantages of different sources of finance.</li> <li>• Cost of capital calculations including WACC &amp; CAPM.</li> <li>• Practicalities of raising finance.</li> <li>• Rights issue calculations.</li> </ul>	<p>Pre-reading</p> <ul style="list-style-type: none"> <li>• Capital structure - Debt vs. Equity.</li> <li>• Sources of finance available to companies.</li> <li>• Research into advantages / disadvantages of different sources of finance.</li> </ul> <p>WGS 90 minutes</p> <ul style="list-style-type: none"> <li>• Brief overview of pre-reading material to ensure students has grasped concepts.</li> <li>• Tutor led interactive lecture session covering cost of capital calculations including WACC &amp; CAPM using worked examples.</li> </ul> <p>SGS 90 minutes</p> <ul style="list-style-type: none"> <li>• Practical session using small groups (of 3 or 4) work to tackle a case study to provide advice to a company requiring finance.</li> </ul> <p>Directed learning</p> <ul style="list-style-type: none"> <li>• Further question practice – application of techniques to more complex scenarios.</li> <li>• Rights issue – readings and self-test questions.</li> <li>• Reading of contemporary articles.</li> </ul>

Week	Content	Learning and Teaching Strategy
Extension & Consolidation	Preparation for examination based on course content weeks 1-10	Independent Study:  Task: Review and reflect upon directed reading and course activities carried out in weeks 1 to 10.
Revision Week	Revision of the syllabus  Students should use this week to consolidate their learning.	Independent Study:  Task 1: Further readings following formative assessment and feedback earlier in the module. Task 2: Students to recap on Learning Outcomes.

**STAGE TWO**

## POSTGRADUATE DIPLOMA IN PROFESSIONAL HR

## Introduction

The Postgraduate Diploma in Professional HR is designed to meet the demands of human resource leadership for existing practitioners who possess experiential, as well as academic HR skills. The programme is therefore senior practitioner focussed while being delivered with a professional and practical emphasis as well as being underpinned by sound academic rigour.

The overall focus of the programme is to develop an individual's employment and management opportunities within HR by building on their existing HR experience and giving them the opportunity to develop their personal abilities, skills and knowledge whilst also allowing them to achieve entry to the final stage of the MSc HR awards if they wish.

The modules and elements described below are subject to more detailed briefing papers and bibliographies issued at appropriate points throughout the programme.

In some instances information regarding content of a module is indicative, and actual module content will be determined according to considerations (for example, regarding opportunities for work with specific external partners or developments in the field) which are taken into account closer to the point of delivery.

Module	Requirement	Credits	Page
Competitive Intelligence for HR	Compulsory	15 Credits	p. 30
Emerging Themes in HR	Compulsory	15 Credits	p. 46
HR Strategy – Application and Implementation	Compulsory	15 Credits	p. 62
Managerial Finance	Compulsory	15 Credits	p. 80
Interim Exit Award: Postgraduate Certificate in Professional HR			
Leadership, Management & Entrepreneurialism	Compulsory	15 Credits	p. 96
Organisational Stakeholder Behaviour	Compulsory	15 Credits	p. 112
Reward and Motivation	Elective	15 Credits	p. 126
<i>Plus 15 Credits from the following dependent on stream:</i>			
Employment Law in Practice	Elective	15 Credits	p.142
Employee Relations	Elective	15 Credits	p.164
Learning & Development	Elective	15 Credits	p.180
International and Comparative HR	Elective	15 Credits	p.194
Talent Management	Elective	15 Credits	p.210
Interim Exit Award: Postgraduate Diploma in Professional HR			

## Educational Aims

The Post Graduate Diploma in Professional HR aims to equip its graduates to:

To enable students to develop and acquire:

- i. Specialist knowledge and skills to embark on, or further develop, an HR management or leadership role in organisations.

- ii. Wider critical understanding of the business environment and how this impacts upon the HR profession, organisations and future practice.
- iii. Deep knowledge of HR theory, concepts and models to create, direct and control HR strategy and related areas.
- iv. In-depth knowledge and understanding of specialist HR areas and the methodologies and procedures used to develop these and related areas in practice.

### Learning Outcomes

#### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:
K1	Deep and systematic understanding of the values and techniques involved in the application of Human Resource Leadership and Management.
K2	In-depth level of awareness and understanding of current and developing issues in HR, informed by leading edge research.
K3	Detailed knowledge and systematic understanding of developing and delivering strategic HR plans in support of the organisation's value proposition.
K4	In-depth knowledge and understanding of a variety of ethical and responsible approaches to strategic HR in order to inform business practice.

#### Cognitive Skills

Ref	B. Students should be able to:
C1	Analyse and critically evaluate complex strategic issues in management and HR.
C2	Synthesise and apply information from multiple sources innovatively, utilising knowledge or processes from the forefront of strategic HR management.
C3	Proactively apply current conceptual and analytical frameworks in effective decision making as part of the formulation, implementation and evaluation of HR strategy.
C4	Plan and implement HR research, interpret and contextualise data from multiple sources, and propose and justify solutions/ approaches to strategic problems in different organisational contexts.

#### Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Undertake managerial research of a high quality in which data may be gathered from a wide range of sources to aid human resource decision making.
P2	Proactively improve human resource effectiveness through the solution of complex and unstructured problems.
P3	Critically evaluate a range of alternative courses of action in order to make and implement decisions which are both achievable and useful to a specific organisation.
P4	Proactively contribute to the development of actionable innovative human resource strategy initiatives which demonstrate sensitivity to stakeholders and achieve effective outcomes.

#### General Transferable Skills

Ref	D. Students should be able to:
T1	Adopt a proactive approach to personal development for the purpose of continuous improvement which contributes to enhancing employability.
T2	Effectively communicate complex ideas and information, selecting appropriate format and media with discernment.
T3	Demonstrate effective decision making even in the absence of complete information and data that they are able to defend with expertise.
T4	Demonstrate a high level of competence when undertaking group work, taking a proactive, participative and professional role in order to encourage effective outcomes.

## Leadership, Management & Entrepreneurialism

### General Information

School	Business School	
Level	Level 7 (Masters Level)	
Credit Value	15 Credits	
Contact Hours	30 Hours	
Programme(s)	MSc Professional HR	
Module Leader	Jennifer Park	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	The Chartered Institute of Personnel and Development	

### Introduction

“Not the cry but the flight of the wild duck leads the flock to fly and to follow”.

(Chinese proverb quoted by John Adair)

Leadership can be defined as the capacity to influence people, by means of personal attributes and/or behaviours, to achieve a common goal. However, currently there is no single definition or concept of leadership that satisfies all commentators.

It is important to recognise that most people, at some points in their lives, are leaders. Leadership is not just about the qualities of an elite few. Leaders can act very differently even in similar situations and they may have quite different personalities. Moreover, different leadership qualities may be needed in different circumstances. There is therefore no single template of leadership behaviour, which in turn poses the question of whether leaders can be developed: what are the qualities (or competencies) of leadership, and how can such qualities be developed?

Entrepreneurship can be viewed as a process through which knowledge and creativity shape new ways of delivering against these goals. Organisations look to its leaders to drive business growth and implement new and innovative ideas. The challenge is to ensure their organisations have well-developed entrepreneurial capabilities to sustain growth and innovation. An organisations ability to behave in an entrepreneurial manner is vital for organisations to remain competitive. Leadership could also be considered a process, through which individuals influence and are influenced, to accomplish organisational goals. The combination of leadership and entrepreneurship is therefore a powerful combination.

This module introduces students to organisational leadership and, to a lesser extent, the management of people and development of entrepreneurship within organisations. It provides students with a basic knowledge of the nature and demands of organisational leadership so that they will understand and be able to evaluate styles of leadership and appreciate their impact on organisational performance. You will be able to determine for yourself what makes a good leader and relate styles of leadership, including your own, to different approaches to problem solving and decision making.

## Educational Aims

This module aims to:

- Develop a critical understanding of leadership, management and entrepreneurship.
- Evaluate theories and models of leadership, management and corporate entrepreneurship.
- Develop critical insights into how leadership, management and entrepreneurship influences organisational performance.
- Assess the practice of leadership at different hierarchical levels of the organisation and associations between gender and age.
- Critically evaluate a range of HR practices in developing leadership and entrepreneurship within different organisational contexts e.g. global vs local.
- Provide the opportunity to apply organisational leadership concepts through systematic reflection of experiential knowledge about their own and other leaders' characteristics.

## Learning Outcomes

### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a: (subject specific)
Ref	A. Students should be able to demonstrate a: (subject specific)
K1	Critical understanding of the role of HR in managing leadership and entrepreneurship in contemporary and global organisations
K2	High level of comprehension of theories and models of leadership and corporate entrepreneurship as relevant to strategic and human resource management
K3	Critical awareness of how leadership and corporate entrepreneurship influences organisational performance
K4	Critical Awareness of Contemporary Perspectives within leadership and entrepreneurialism

### Cognitive Skills

Ref	B. Students should be able to:
C1	Critically analyse evolving leadership, management and entrepreneurial strategies in order to provide human resource management solutions.
C2	Critically assess how leadership impacts on effective human resource practices and demonstrate understanding of the differences in approach required between organisations and across different industry sectors.
C3	Critically evaluate human resource practices through the effective analysis of relevant information and data in order to identify appropriate leadership, management and entrepreneurial strategies.
C4	Proactively source and apply research to inform operational and strategic human resource decisions in different organisational contexts.

### Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Undertake research from a wide range of sources to assist in understanding of how leadership and entrepreneurship impacts on organisational performance.
P2	Improve human resource effectiveness through an understanding of personal contribution as a leader in the workplace.

P3	Critically evaluate a range of alternative approaches to leadership development and develop appropriate proposals on the basis of organisational context.
P4	Proactively contribute to the development of leadership and corporate entrepreneurship initiatives to create competitive advantage.

#### General Transferable Skills

Ref	D. Students should be able to:
T1	Lead and work as a member of a group to undertake seminar tasks at a professional level, demonstrating the ability to assign responsibilities and negotiate and manage conflict.
T2	Reflect on own performance and identify their personal learning needs with respect to research and address these through their self-directed learning and continuous personal development.
T3	Demonstrate creativity, flexibility and clear judgement in support of professionally communicating ideas.
T4	Manage multiple sources of data and information utilising appropriate ICT and understand how these can be combined in different situations.

### Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Elements].

In addition to the summative elements, the module contains one (1) task to assist you in evaluating your progress in the module [the Formative Elements].

### Formative Elements

1. Report on leadership

This task requires the students to write an assessment of their own approach to leadership. This should encompass linkages to theory and provide evidence of practice, making recommendation for areas for development. Evidence can be based on self and external assessments. A 2000 word assignment will be briefed in *week 2* due immediately following the reading week, *week 6*.

### Summative Elements

Please Note: You must achieve a pass in the following element(s) to pass the module.

1. A 3 hour unseen exam based on a pre-seen case study

The formative and graded elements are awarded a percentage grading according to the Level 7 (Masters) Marking Criteria contained in your programme handbook.

Students briefed: Week 6

Due: Week 12

Each assessment is marked on a percentage basis and combined as a final module grade. For the classification of your degree (Distinction, Merit, Pass) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

### Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

### Seminal Works

Northouse P, (2010) *Leadership: Theory & Practice*, 5<sup>th</sup> Ed, Sage Publications Ltd

Giber D, Lam S M and Goldsmith M (2009) *Best Practices in Leadership Development Handbook: Case Studies, Instruments, Training*. Linkage Inc.

Wolcott R C, Lippitz M J (2010) *Grow from Within: Mastering Corporate Entrepreneurship and Innovation*, McGraw Hill

### Books and Texts

Bessant, J & Tidd, J. (2009) *Innovation and Entrepreneurship*, Wiley, Chichester, UK

Lowe, R and Marriot,S.(2006) *Enterprise: Entrepreneurship and Innovation*. Oxford, UK Butterworth Heinemann.

Lumsdaine, E and Binks, M.(2007) *Entrepreneurship from Creativity to Innovation*, Trafford

Thornberry N, (2006) *Lead Like an Entrepreneur: Keeping the Entrepreneurial Spirit Alive Within the Corporation*, McGraw Hill Enterprises

Wright, PL (1996), *Managerial Leadership*, Routledge, London.

Rowe W G, Guerrero L, (2011) *Cases in Leadership*, Sage Publications Ltd Gill

R, (2006) *Theory and Practice of Leadership*, Sage publications Ltd

Beardwell J, Clayton T, *Human Resource Management: A Contemporary Approach*, 6<sup>th</sup> Edition (2010), Prentice Hall

Yukl, G. (2010). *Leadership in organizations* (7th edition). Englewood Cliffs, NJ: Prentice-Hall. (Advanced textbook, research-oriented)

Pierce, J. & Newstrom, J. (2006). *Leaders and the leadership process: Readings, self assessments and applications* (4th edition). New York: McGraw-Hill.

Wright P, John Boudreau J, Pace D and Sartain L, (2006) *The Chief HR Officer: Defining the New Role of Human Resource Leaders*, to confirm publisher

Mohanty SK, (2005) *Fundamentals of Entrepreneurship*, to confirm publisher

Holbeche L, (2009) *HR Leadership*, Butterworth-Heinemann

Clutterbuck D (2004) *Everyone needs a mentor*. 4th ed. London: Chartered Institute of Personnel and Development.

Hutchinson S and Purcell J (2007) *Line Managers in reward, learning and development*. London: Chartered Institute of Personnel and Development.

Schiene E H (2010), *Organisational culture and leadership*, 4th ed., San Francisco: Jossey-Bass.

Marvin T. Brown, *Corporate Integrity: Rethinking Organizational Ethics and Leadership*, Cambridge Press, 2005

#### Academic and Professional Articles

Tansky J, Soriano DR, Dobon SR, (July/August 2010) *What's next? Linking entrepreneurship and human resource management in globalization*, Human Resource Management, Special Issue: Special Section: Entrepreneurship—Part 2, Volume 49, Issue 4, pages 689–692

Strubler, D. C. and Redekop, B. W. (2010), *Entrepreneurial human resource leadership: A conversation with Dwight Carlson*. Human Resource Management, 49: 793–804.

Ruvio A, Rosenblatt Z and Hertz-Lazarowitz R, (Feb 2010) *Entrepreneurial leadership vision in nonprofit vs. for-profit organizations*, The Leadership Quarterly, Volume 21, Issue 1, Pages 144-158

Ireland, R. D, Covin, J. G. and Kuratko, D. F. (2009), *Conceptualizing Corporate Entrepreneurship Strategy*. Entrepreneurship Theory and Practice, 33: 19–46

Schmelter, R., Mauer, R., Börsch, C. and Brettel, M. (2010), *Boosting corporate entrepreneurship through HRM practices: Evidence from German SMEs*. Human Resource Management, 49: 715–741.

Hayton JC, (2005) *Promoting corporate entrepreneurship through human resource management practices: A review of empirical research*, Human Resource Management Review, 2005 – Elsevier

Vecchio R, (2003) *Entrepreneurship and leadership: common trends and common threads*. Human Resource Management Review, Volume 13, Issue 2, Pages 303-327

Scheepers MJ, Hough J & Bloom J Z, (2008) *Nurturing the corporate entrepreneurship capability*, Southern African Business Review, Volume 12 Issue 3, pages: 50 - 75

Pramodita Sharma, James J. Chrisman (1999) *Toward a Reconciliation of the Definitional Issues in the Field of Corporate Entrepreneurship*; Entrepreneurship: Theory and Practice, Vol. 23

Duane Ireland R, Hitt M A, Michael Camp S and Sexton D L, (2001) *Integrating Entrepreneurship and Strategic Management Actions to Create Firm Wealth*, The Academy of Management Executive, Vol. 15, No. 1, Creating Wealth in Organizations pp. 49-63

Taylor B, (2003), *Board leadership: balancing entrepreneurship and strategy with accountability and control*, Corporate Governance, Vol. 3 Iss: 2, pp.3 – 5

Sinclair A and Agyeman B (2004), *Building Global Leadership: Strategies for Success*, Roffey Park Institute

Day, D. V. (2000). *Leadership development: A review in context*. Leadership Quarterly, 11, 581-613.

#### Key Journals

European Management Journal

Financial Times  
Harvard Business Review  
The Leadership Quarterly  
Journal of Leadership and Organisational Studies  
Journal of Leadership Studies  
Journal of International Management  
Edge Online  
Journal of Entrepreneurship  
People Management

#### Online Resources

<http://www.i-l-m.com/>  
[www.businessballs.com](http://www.businessballs.com)  
[www.cipd.co.uk](http://www.cipd.co.uk)  
<http://www.forbes.com/leadership/>  
<http://www.hrmagazine.co.uk/>  
<http://leadershiptrainingtutorials.com/>

#### Blogs

<http://www.leader-values.com>  
<http://linked2leadership.com/> <http://www.leader-values.com/Wordpress/>  
<http://chrisbrady.typepad.com/>  
<http://leadershipfreak.wordpress.com/>  
<http://www.thecorporateentrepreneur.com/>  
<http://www.lisarosendahl.com/journal/hr-leadership-and-credibility.html>

#### Podcasts

Available on CIPD website:  
Building leadership capability for change: an interview with Gary Hamel - podcast 32, July 2009  
HR Leaders of the Future - Podcast December 2010  
Leadership - podcast episode 2 12/2006  
HR and leadership - podcast episode 21 07/2008

## INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Leadership, Management & Entrepreneurialism

### **Syllabus**

- The Leadership Challenge
- Management vs Leadership
- Corporate entrepreneurship
- Contemporary perspectives on leadership
- Leadership and organisational strategy
- Developing leaders & entrepreneurs
- Distributed leadership
- Leadership Ethics
- Gender, Age and Leadership
- Leadership in a global context

Week	Content	Learning and Teaching Strategy
Head Start	<p><u>Preparatory reading:</u></p> <p>This head start week is focussed on introducing the student to the basic concepts of leadership and corporate entrepreneurship, and what this might mean for different organisations.</p>	<p><u>Independent Study</u></p> <p><i>Task:</i> Students should also familiarise themselves with chapters 1 in the seminal texts and prepare their understanding of leadership and research what is meant by reflective practice for week 1.</p>
Week 1	<p><u>The Leadership Challenge</u></p> <p>An introduction to the module and an introduction to leadership This session will give students the opportunity to look more closely at the roots of their own leadership behaviour and the assumptions that underlie their organisation's strategy. Introduces the subject of organisational leadership by explaining its meaning and by distinguishing between formal and informal leaders.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Explaining the meaning of leadership.</li> <li>• Describing how leadership influences organisational performance.</li> <li>• Evaluating why leadership has been defined in so many different ways.</li> <li>• Assessing methods to assist in reflective practice about their own approach to leadership.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Task:</i> Students should also familiarise themselves with chapters 1 in the seminal texts and prepare their understanding of leadership and research what is meant by reflective practice for week 1.</p> <p><u>Session 1</u></p> <p><i>Workshop Activity 1:</i> An interactive lecture to introduce students to the module. The lecturer will explore the major concepts of leadership. Examines the subject of organisational leadership and distinguishing between formal and informal leaders, organisational leadership versus political, transactional vs. transformational. Assess how leadership relates to behavioural as well as non-behavioural matters such as planning, organising and controlling.</p> <p><i>Workshop Activity 2:</i> Working in small groups, students will complete self-assessment questionnaire regarding their own leadership. Alternative forms of reflective practice will be explored and students will be encouraged to link aspects of their assessments to development opportunities.</p> <p><u>Independent Study</u></p> <p>Students to develop a reflective log on their own leadership in practice and review alternative methods for assessing their leadership approach.</p>
Week 2	<p><u>Management vs Leadership</u></p> <p>This session examines the nature of managerial work and the place of leadership within it. The context of managerial work, in particular, how managers spend their time as well as the content of managerial work, i.e. what managers are attempting to achieve through the expenditure of their time and effort, are discussed. This discussion complements the earlier one on the nature of leadership.</p>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Chp 1, Northouse P, (2010) Leadership: Theory &amp; Practice , 5<sup>th</sup> Ed, Sage Publications Ltd</p> <p>Wright, PL (1996), Managerial Leadership, Routledge, London. Chapter 2 pp 8-33.</p> <p><u>Session 1</u></p>

Week	Content	Learning and Teaching Strategy
	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Developing an understanding of management vs leadership.</li> <li>• Examining typical patterns for people in managerial positions.</li> <li>• Evaluating different roles for managers and how they are changing.</li> </ul> <p><u>Brief formative assessment</u></p>	<p><i>Workshop Activity 1:</i> An interactive lecture which will commence with an informal Q &amp; A session exploring students' knowledge and testing their understanding of management vs leadership. A formal lecture followed by evaluating the essential differences between leadership and management. What practices underpin management in the field of HR and evolution and the challenges of this role?</p> <p><i>Workshop Activity 2:</i> Tutor led exercise to develop competency framework for management and leadership roles.</p> <p><u>Independent Study:</u> As part of reflective log, examine and detail own management competencies.</p>
Week 3	<p><u>Corporate entrepreneurship (CE)</u> This week's session will introduce students to the concept of entrepreneurship and corporate entrepreneurship. Assessing how to identify, develop and nurture leadership and entrepreneurial behaviours in themselves and others. Assessing <i>emerging models of CE and how these relate to existing models of entrepreneurship and leadership. Focus will essentially be on the relationship between these models and cohorts' experience in practice.</i></p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Identify and assess the development of leadership and entrepreneurial behaviours.</li> <li>• Understanding of various models of CE and their linkages to leadership.</li> <li>• Examining organisational impact of entrepreneurship.</li> </ul>	<p><u>Independent Study:</u> Chp 3 Wolcott R C, Lippitz M J (2010) Grow from Within: Mastering Corporate Entrepreneurship and Innovation, McGraw Hill Ireland, R. D, Covin, J. G. and Kuratko, D. F. (2009), <i>Conceptualizing Corporate Entrepreneurship Strategy</i>. Entrepreneurship Theory and Practice, 33: 19–46.</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Tutor led discussion as to how the various models identified through prior reading link to known organisations.</p> <p><i>Workshop Activity 2:</i> An interactive lecture will then focus on the <i>elements</i> of entrepreneurial behaviours. CE strategy (i.e., top management's entrepreneurial strategic vision for the firm, organizational architectures that encourage entrepreneurial processes and behavior, and the generic forms of entrepreneurial process that are reflected in entrepreneurial behaviour), and the <i>outcomes</i> of CE strategy (i.e., organisational outcomes resulting from entrepreneurial actions, including the development of competitive capability and strategic repositioning). Linkages to entrepreneurship and leadership will be examined throughout.</p> <p><u>Independent Study:</u></p>

Week	Content	Learning and Teaching Strategy
		Within reflective log, draw out model of CE that currently exists or you would recommend to be used within your organisation, state why.
Week 4	<p><u>Contemporary perspectives on Leadership</u> This week reviews the various approaches to leadership, from original theories on traits through to the skills approach, which suggests that knowledge and abilities (capabilities) are needed for effective leadership. Behavioural approach to the study of leadership will be evaluated alongside other theories, such as transformational leadership, situational, Fiedler's Contingency Model of Leadership, also known as the Situational Theory, the Path-Goal Model of leadership, The Leader-Member Exchange.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Understanding the various theories of leadership.</li> <li>• Appraising theories strengths and criticisms.</li> <li>• Evaluating the contributions and limitations of the behavioural approach versus other models.</li> </ul>	<p><u>Independent Study:</u> <i>Key Reading:</i> Chp 2,3,4, Northouse P, (2010) Leadership: Theory &amp; Practice , 5<sup>th</sup> Ed, Sage Publications Ltd</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> An interactive lecture that reviews the various approaches to leadership which focus on the individual. From theories on traits through to the skills approach, which places emphasis on skills and abilities that can be learnt and developed. While personality plays an important role in leadership, the skills approach suggests that knowledge and abilities (capabilities) are needed for effective leadership. Transformational leadership, situational, Fiedler's Contingency Model of Leadership, the Path-Goal Model of leadership, The Leader-Member Exchange will also be appraised for their strengths and criticisms.</p> <p><i>Workshop Activity 2:</i> Students will review a behavioural case study and evaluate the relevance of leadership theories.</p> <p><u>Independent Study:</u> Within reflective log, examine competencies identified and link these to theories, identify which theory best explains your approach to leadership.</p>
Week 5	<p><u>Leadership and organisational strategy</u> This week examines the interrelationship between strategic management and leadership. Ensuring an understanding of the process of strategic formulation. The role of collaborative leadership in decision making and influence. How leaders ensure that not only is a clear strategy formulated but that it also shared, understood, and used as a basis for individual and team decisions.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Understanding the process for strategic formulation.</li> <li>• Evaluating how leaders create the context for strategic execution.</li> <li>• Assessing power influence in organisations and their significance</li> </ul>	<p><u>Independent Study:</u> <i>Key Reading:</i> Chp 5,6, Northouse P, (2010) Leadership: Theory &amp; Practice , 5<sup>th</sup> Ed, Sage Publications Ltd Chp 1 Wolcott R C, Lippitz M J (2010) Grow from Within: Mastering Corporate Entrepreneurship and Innovation, McGraw Hill Chp 4, Giber D, Lam S M and Goldsmith M (2009) Best Practices in Leadership Development Handbook: Case Studies, Instruments, Training. Linkage</p> <p><i>Task:</i> Prepare chp 9 and 11– case study Yahoo/Cisco Giber D, Lam S M and Goldsmith M (2009) Best Practices in Leadership Development Handbook: Case Studies, Instruments, Training. Linkage.</p>

Week	Content	Learning and Teaching Strategy
	for HR.	<p><i>Workshop Activity 1:</i> An interactive lecture discussing the role of leader in developing organisational culture and strategy. Examine the role of vision and mission setting, corporate values and strategic planning in driving business performance. Evaluating the role of leaders and particularly that of HR leaders within this process, including role of collaborative leadership.</p> <p><i>Workshop Activity 2:</i> Students to work in groups on case studies to examine the role of leaders in successful implementation of corporate strategy. Tutor led Q&amp;A regarding role of HR professional.</p> <p><u>Independent Study:</u> Students to research their own firm or to understand the vision, mission, objectives and strategies for their organisation and in reflective log examine how in their role they deliver against these.</p>
Reading Week	<u>Consolidation of knowledge of leadership and corporate entrepreneurship</u>	<i>Key Reading/task:</i> Students to review what they have learnt to date and complete formative assessment.
Week 6	<p><u>Developing leaders &amp; entrepreneurs</u> This week focuses on HR's role in developing organisational leaders and promoting corporate entrepreneurship.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Understanding of leadership development approaches, including coaching and mentoring.</li> <li>• Examining HR's role in setting leadership strategy.</li> <li>• Evaluating HR practice in leadership and entrepreneurial development.</li> </ul> <p><u>Formative assessment due</u></p> <p><u>Brief summative assessment</u></p>	<p><u>Independent Study:</u> <i>Key Reading:</i> Chp 7, Northouse P, (2010) Leadership: Theory &amp; Practice, 5<sup>th</sup> Ed, Sage Publications Ltd</p> <p>Chp 2 &amp; 5, Giber D, Lam S M and Goldsmith M (2009) Best Practices in Leadership Development Handbook: Case Studies, Instruments, Training. Linkage</p> <p>Chp 6 Wolcott R C, Lippitz M J (2010) Grow from Within: Mastering Corporate Entrepreneurship and Innovation, McGraw Hill</p> <p><i>Task:</i> Prepare case study: Johnson and Johnson Chp 10 Macy's Chp 13, Giber D, Lam S M and Goldsmith M (2009) Best Practices in Leadership Development Handbook: Case Studies, Instruments, Training. Linkage</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Working in groups, students to prepare task set in session regarding J&amp;J and Macy's case studies. Feedback in the round, tutor</p>

Week	Content	Learning and Teaching Strategy
		<p>pulling through concepts of setting leadership strategy and leadership programme development.</p> <p><i>Workshop Activity 2:</i> Followed by an interactive lecture examining further approaches to leadership and entrepreneur development and the role of the HR professional. Evaluation of a range of approaches, including coaching and mentoring. Where appropriate using best practice examples.</p> <p><u>Independent Study:</u> Investigate leadership development programmes within own organisation and reflect on basis of session any recommendations students would make for enhancement.</p>
Week 7	<p><u>Distributed Leadership</u> Leadership in the 21st Century is about leading at all levels; not restricting it to title. <b>This session examines the concept of leadership at different hierarchical levels. It assesses distributed leadership as an alternative to “heroic” leadership, whether at the top of an enterprise or as a team leader. It evaluates the idea that we all need to lead.</b></p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Examining leadership at different hierarchical levels of the organisation.</li> <li>• Assessing whether the practice of leadership is different at different hierarchical levels of the organisation.</li> <li>• Evaluating the concept of distributed leadership and the impact of the organisation.</li> </ul>	<p><u>Independent Study</u> Chp 5 Wolcott R C, Lippitz M J (2010) Grow from Within: Mastering Corporate Entrepreneurship and Innovation, McGraw Hill</p> <p><u>Session 1</u> <i>Workshop Activity 1:</i> An interactive lecture which examines the journey from leading self through to leading others, managers, the function and the organisation. Assessing whether the practice of leadership is different at different hierarchical levels of the organisation and an evaluation of the concept of distributed leadership.</p> <p><i>Workshop Activity 2:</i> Tutor led group exercise on practice of implementing leadership at all levels. Utilising direction, alignment and commitment model as basis for exercise.</p> <p><u>Independent Study</u> Review findings from The Hays Group annual study 'Best Companies for Leadership e.g. 2010 – 90% of the Top 20 companies report that people are expected to lead regardless of whether they have a formal position of authority, compared to only 59% of other companies.</p> <p>Reflect on these findings in relation to own organisation’s practice.</p>

Week	Content	Learning and Teaching Strategy
Week 8	<p><u>Leadership Ethics</u></p> <p>This session addresses some of the ethical issues that arise in leadership situations. Ethical theories are discussed and attempt to uncover some underlying principles of ethical leadership.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Understanding the major conceptions of ethical leadership and how they relate to current leadership theories.</li> <li>• Assessing the difficulties in defining and assessing ethical leadership.</li> <li>• Evaluating ethical approaches in the study of leadership.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Chp 13, Northouse, PG (2004), Leadership: Theory and Practice, 3rd edition, Sage Publications Inc.,</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> An interactive lecture that discusses some of the ethical issues that arise in leadership situations. Northouse remarked that despite the wealth of biographical accounts of great leaders and their morals, very little research has been published on the theoretical foundations of leadership ethics. We would be discussing ethical theories as we consider the centrality of ethics to leadership. In this regard, Heifetz's, Burn's and Greenleaf's perspectives of leadership will be reviewed as we attempt to uncover some underlying principles of ethical leadership.</p> <p><i>Workshop Activity 2:</i> This workshop will involve working in groups to sample different assessment methods, and evaluate their ability to determine ethical approaches.</p> <p><u>Independent Study:</u></p> <p>To revisit initial self assessment and review questions regarding ethical approaches and reflect on whether there are any development areas identified.</p>
Week 9	<p><u>Gender, Age, Hierarchy and Leadership</u></p> <p>This session explores the leadership styles and behaviour of managers according to hierarchy, gender and age parameters. It explores the leadership styles and behaviour of younger and older managers and presents and discusses the arguments for and against male-female differences in leadership. It asks whether the practice of leadership is different at different hierarchical levels of the organisation.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Understanding the reasons why the importance of the association between age and leadership may be important.</li> <li>• Analysing research findings explaining the practice of leadership at different hierarchical levels of the organisation.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Key Reading:</i> Chp 7, Giber D, Lam S M and Goldsmith M (2009) Best Practices in Leadership Development Handbook: Case Studies, Instruments, Training. Linkage Chp 13, Northouse P, (2010) Leadership: Theory &amp; Practice , 5<sup>th</sup> Ed, Sage Publications Ltd Chp 14,15,Rowe W G, Guerrero L, (2011) Cases in Leadership, Sage Publications Ltd</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> An interactive lecture starting with a quiz of trends and issues relating to age, hierarchy and gender in leadership. The lecture will review research and literature on hierarchy, gender, age and leadership and</p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>• Assessing the leadership styles and behaviour of younger and older managers.</li> <li>• Evaluating the case for and against gender differences in leadership style.</li> </ul>	<p>explore the leadership styles and behaviour of managers according to these parameters. It also reviews the literature on age and leadership and explores the leadership styles and behaviour of younger and older managers.</p> <p><i>Workshop Activity 2:</i> Tutor led discussion of the arguments for and against male-female differences in leadership.</p> <p><u>Independent Study:</u> Review topical articles about hierarchy, leadership, gender and age.</p>
Week 10	<p><u>Leadership in a global context</u> This session seeks to identify how global organisations can develop and support effective leadership. Manoeuvring across a global landscape, presents global organisations with significant challenges and opportunities that are different from operating nationally. How global leaders respond to these challenges is critical to the success of their business.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Understanding the differences between national and global leadership.</li> <li>• Assessing key capabilities for global leadership.</li> <li>• Evaluating the 4 E's framework, envision, enable, empower and energise.</li> <li>• Examining global leadership frameworks in practice.</li> </ul>	<p><u>Independent study</u> Chp 6, Giber D, Lam S M and Goldsmith M (2009) Best Practices in Leadership Development Handbook: Case Studies, Instruments, Training. Linkage Inc. <i>Task:</i> Read and prepare to discuss case studies in Sinclair A and Agyeman B (2004), <i>Building Global Leadership: Strategies for Success</i>, Roffey Park Institute</p> <p><u>Session 1</u> <i>Workshop Activity 1:</i> An interactive lecture will begin with tutor led Q&amp;A examining how this differs from national and local operations. Followed by a formal lecture on how leaders operate in a global landscape. Examining effective global leadership approaches in identifying talent, focus development initiatives and provide support and processes to encourage and facilitate appropriate leadership. Identifying how global organisations can develop and support effective leadership and evaluating frameworks for doing this.</p> <p><i>Workshop Activity 2:</i> Group work to respond to tutor set questions on pre-prepared cases which include IKEA and Body Shop.</p> <p><u>Independent study</u> <i>Task:</i> To complete reflective log.</p>

Week	Content	Learning and Teaching Strategy
Extension & Consolidation	This week will allow students to build upon the knowledge gained throughout the module and concentrate on further development of key syllabus components and complete their written assignment.	Key Reading: Review and reflect upon directed reading and course activities during weeks 1-10, reflective log and feedback on formative assessment.
Revision Week	<u>Assignment</u> Students will be using the reading week to prepare their assessment.	<u>Assignment and revision:</u> <i>Task:</i> Complete the summative assessment drawing on learning from weeks 1 to 10 and your own self-directed reading.

## Organisational Stakeholder Behaviour

### General Information

School	Business School	
Level	Level 7 (Masters Level)	
Credit Value	15 Credits	
Contact Hours	30 Hours	
Programme(s)	MSc Professional HR	
Module Leader	Darryl-Louise Crowley	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body (if appropriate)	The Chartered Institute of Personnel & Development	

### Introduction

Much of our working life is spent in organisations either as a consumer or as an employee, thus we can relate our everyday experiences to the study of management and organisations. This module takes a psychological perspective of how individuals and organisations evolve in relation to one another, examining outcomes from the multiple perspectives of meeting stakeholder demands. The understandings therefore developed derive from a wide range of social science disciplines that are available to study and analyse.

Managing people is repeatedly identified by most managers as the most daunting and most important aspect of their jobs. At a corporate level, strategies can be well thought through and adequately resourced to meet the requirements of its stakeholders, but unless the people management function adds value then optimum results are unlikely to be achieved.

Numerous disciplines that explore the complexity and diversity of collective human activity have contributed to the formation and development of organisational behaviour. Something of this complexity is apparent in the sometimes conflicting purposes and objectives embraced by, or attributed to, management and organisations. These include producing income for shareholders, generating income for oneself and one's family, acquiring or building knowledge and skills, caring for others etc. People rarely have just one purpose, and the various purposes do not always fit together neatly or achieve consistency with one another. To further confuse matters, people in organisations are affected by the changing circumstances in which they participate.

From a management perspective theorists constantly generate a constant stream of new ideas and techniques. Managers tend to be 'fashion' conscious and are always interested in the latest thinking. This module seeks to examine the impact of behaviour on organisational effectiveness and explore ways of sense-making in management that can be communicated to the wider stakeholder base.

## Educational Aims

This module aims to:

- Explore a range of approaches to considering organisational behaviour in order to examine the interplay between theory and practice.
- Evaluate the appropriate measurement of organisational and business performance in a people management context.
- Identify how HRM strategies and practices can contribute to effective organisational performance and business performance to the satisfaction of its stakeholders.
- Compare, contrast and distinguish between best practice and best fit approaches to managing people.
- Develop critical and analytical skills in the appreciation of the complexities of organisational behaviour theory, research and practice.
- Assist students to apply their knowledge and critically evaluate human resource strategies and practices used in organisations and identify appropriate contexts for their application.

## Learning Outcomes

### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:
K1	In-depth knowledge and understanding of sense-making in organisations and its contribution to improving strategic HR management practice.
K2	In-depth knowledge and understanding of the way HR strategies are developed by the use of key theoretical tools and functions and by adapting to changes in current working practices as informed by leading research.
K3	Comprehensive understanding of the complexities of organisational life in order to make suggestions for improvements in work life events in line with responsible and ethical approaches.
K4	High level of expertise in the evaluation of analytical tools for the purpose of examining organisational behaviour with a detailed understanding of the relevant context.

### Cognitive Skills

Ref	B. Students should be able to:
C1	Critically analyse the interplay between individual and organisation departments and provide alternative feasible approaches to managing in organisations.
C2	Proactively source and apply research in order to make informed evaluation of organisational cultural events across differing contexts.
C3	Evaluate the role of individual perception and emotion in organisational research and devise improvement strategies to address issues of this nature.
C4	Proactively apply appropriate strategies to HR management practice in order to maximize potential with consideration of a variety of needs and perspectives across different industry sectors.

### Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Demonstrate high levels of competence in gathering and evaluating meaningful data and information for the purpose of effective decision making for organisations.
P2	Creatively design, effectively monitor and continuously enhance business practices to optimise overall organisational performance.

p3	Demonstrate effective use of time and resources with discernment displaying respect for both resources and for others with the aim of achieving viable outcomes.
p4	Proactively contribute to the development of change management through consideration of managing stakeholder requirements.

#### General Transferable Skills

Ref	D. Students should be able to:
T1	Proactively demonstrate the ability to take responsibility for initiating and controlling own work with personal effectiveness.
T2	Demonstrate professional and sound judgement, creativity and flexibility, as well as being able to communicate ideas effectively.
T3	Analyse critically, apply their learning and recommend courses of action which are appropriate and effective.
T4	Professionally demonstrate competence in group work and participate in the development of effective outcomes.

## Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Element].

In addition to the summative element, the module contains two (2) tasks to assist you in evaluating your progress in the module [the Formative Elements].

### Formative Elements

Please Note: These elements do not count towards your final module grade.

#### 1. Preparation of a Learning Portfolio

Prepare a learning portfolio based on the first five weeks of this module to a maximum of 3000 words with appropriate academic referencing.

*Due Week 6*

Please note: although you will have worked in groups within the module this is a solo assignment.

#### 2. Mock Examination

This task will involve the undertaking a full evaluation and analysis of HRM and HRD issues from a pre-issued case study.

### Summative Element

Please Note: You must achieve a pass in the following element(s) to pass the module.

#### 1. Examination [100% of Module Grade]:

A pre-issued case study with a 3 hour exam paper designed to ensure the concepts and theories taught on the course are fully understood and appropriate responses are developed together with recommendations to allow implementation of solutions.

*Released: Week 6*

*Exam Date: Week 12*

The formative and graded elements are awarded a percentage grading according to the Level 7 (Masters) Marking Criteria contained in your programme handbook.

Each assessment is marked on a percentage basis and combined as a final module grade. For the classification of your degree (Distinction, Merit, Pass) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

### Indicative Reading

To develop your skills in finding, accessing and evaluating data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources etc.). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

### Seminal Work

Martin J, Fellenz M (2010) *Organizational Behaviour and Management* 4<sup>th</sup> Ed. Pub. Cengage

### Books and Texts

Buchanan D A, Huczynski A A (2010): *Organizational Behaviour* 7<sup>th</sup> Ed. Pub. Prentice Hall

Lawrence A et al. (2010): *Business and Society: Stakeholders Ethics, Public Policy* 13<sup>th</sup> Ed. Pub McGraw Hill

Mullins L J (2010): *Management and Organizational Behaviour* 9<sup>th</sup> Ed. Pub. Prentice Hall

Knights D, Willmott H (2007): *Introducing Organizational Behaviour and Management*. Publisher Cengage

Butler M, Rose E (2011): *Introduction to Organisational Behaviour*. Pub, Chartered Institute of Personnel Development

Rollinson D (2008) *Organisational Behaviour and Analysis: An Integrated Approach* 4<sup>th</sup> Ed. Pub. Prentice Hall

Brooks I (2009) *Organisational Behaviour: Individuals, Groups and Organisations* 4<sup>th</sup> Ed. Pub. Prentice Hall

### Journal Articles

Academy of Management Journal  
 Academy of Management Review  
 Applied Psychology: An International Review  
 British Journal of Management  
 European Journal of Work and Organizational Psychology  
 Harvard Business Review  
 Human Performance  
 Human Relations  
 Journal of Applied Psychology  
 Journal of Organizational Behaviour  
 Journal of Occupational and Organizational Psychology  
 Journal of Organizational Change Management  
 Journal of Managerial Psychology  
 Management Today  
 Personnel Psychology

### Academic and Professional Articles

These will be extended in-line with developing and emerging trends:

O'Neill J et al. *The use of organisational culture and structure to guide strategic behaviour: An information processing perspective* Journal of Behaviour and Applied Management – Winter/Spring 2001 – Vol 2 (2) page 131

Bryson J (2004) *What to do when stakeholders matter: stakeholder identification and analysis techniques* Public Management Review, vol. 6, No 1 pp. 21 – 53

Cummings J, Doe J (2000): *Identifying who matters, mapping key players in multiple environments* Californian Management Review, vol. 42. No. 2 pp. 83 – 104

Hummels H (1998) *Organizing Ethics: a stakeholder debate* Journal of Business Ethics. Vol 17. No 13 pp. 1403 – 1419

McSweeney B (2002): *Hofstede's model of national cultural differences and their consequences: A triumph of faith, a failure of analysis;* Human Relations 55 pp. 89 – 118

Lengnick-Hall C, Beck T, and Lengnick-Hall M (2011): *Developing a capacity for organizational resilience through strategic human resource management,* Human Resource Management Review, Volume 21, Issue 3, vol.11, pp. 243-255

Sturdy A J (2004): *The adoption of management ideas and practices: theoretical perspectives and possibilities;* Management Learning 35 (2) pp. 155 – 179

Tannenbaum S I, Beard R L, Salas E (1992): *Team building and its influence on long term team effectiveness: An examination of conceptual and empirical developments;* Issues, Theory and research in Industrial/Organisational Psychology (Vol 82) Amsterdam: Elsevier Science pp. 117 – 15

Thomas K Velthouse B (1990): *Cognitive elements of empowerment: An interpretative model of intrinsic task motivation* Academy of Management review 15 (4) pp. 666-681

Walton R (1985): *From control to commitment in the workplace* Harvard Business Review March – April pp. 77 -84

#### Web Resources

[www.cipd.co.uk](http://www.cipd.co.uk)

[www.hrm-guide.co.uk](http://www.hrm-guide.co.uk)

[www.teamtechnology.co.uk/changemanagement.html](http://www.teamtechnology.co.uk/changemanagement.html)

[www.rapidbi.com/created/changemanagement.html](http://www.rapidbi.com/created/changemanagement.html)

[www.thinkingmanagers.com](http://www.thinkingmanagers.com)

[www.valuebasedmanagement.net](http://www.valuebasedmanagement.net)

[www.intute.ac.uk/socialsciences](http://www.intute.ac.uk/socialsciences)

## INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account on a yearly basis.

Module Title: Organisational Stakeholder Behaviour

### Syllabus

- Organisational behaviour and current market challenges
- Personalities, perception and attitude formation
- Motivation and leadership
- Groups and team working
- Communication, conflict, negotiation and decision making
- Organisational Structure and job design
- Technology, control and influences on work
- Organisational culture, ethics, influences and relationships to satisfy the wider stakeholder agenda
- Change and globalisation impacts on HRM and HRD

Week	Content	Learning and Teaching Strategy
Head Start	<p><u>Preparation Week</u> Principles of organisations Practical and theoretical underpinnings</p>	<p>Working in groups students will be required to identify 4 organisations that they perceive to be very different in terms of structure, purpose, and public image this will form the basis for a debate and exchange in the first small group session and will set the tone for the approach that will be adopted in this module. The selection of organisations should include:</p> <ul style="list-style-type: none"> <li>• An SME</li> <li>• A Not for profit organisation</li> <li>• A global company</li> <li>• Large UK PLC.</li> </ul> <p>Pre-read seminal text Martin J, Fellenz M Chapter 1 – Introducing management and organisational behaviour and Part 1 Business and Society from supplementary text Lawrence A et al. (2010): Business and Society: Stakeholders Ethics, Public Policy 13<sup>th</sup> Ed. Pub McGraw Hill</p>
Week 1	<p><u>Organisational Behaviour and Current Market Challenges</u> This week will serve as an introduction to organisational behaviour and examine how the current environment creates ever expanding challenges for management.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Understanding key terms.</li> <li>• Explaining organisational behaviour.</li> <li>• Research and evidence based management practice.</li> <li>• The organisation’s environment at macro and micro levels.</li> <li>• The concept of the stakeholder model.</li> <li>• Ethical behaviour and CSR.</li> </ul>	<p><u>Independent Study</u> <i>Key Reading:</i> Martin J, Fellenz M chapter 2; Supplementary text Mullins L J (2010): <i>Management and Organizational Behaviour 9<sup>th</sup> Ed.</i> Pub. Prentice Hall chapters 1 and 2</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Introduction welcome and instructions as to how the module will be delivered and expectations of level of involvement of students. Tutor to facilitate discussion on key understanding of the stakeholder relationship model and external environmental issues.</p> <p><i>Workshop Activity 2:</i> Debate from head start week to identify key differences of the four organisations investigated and the implications of strategic purpose on their wider group of stakeholders.</p> <p>Additionally students will be required to gather information relating to the internal and external organisational environment and consider the companies stakeholder obligations. How will these factors influence the shape and form of organisational behaviour? This will form part of a learning portfolio which is a requirement for formative assessment 1</p>

Week	Content	Learning and Teaching Strategy
		<p><u>Independent Study</u> Read supplementary text Mullins L Management and Organisational Behaviour 9<sup>th</sup> ed. Chapters 1 – 3 Supplementary text: Buchanan D A, Huczynski chapters 5,6 and 8</p>
Week 2	<p><u>Personalities, Perception and attitude formation</u> This week will serve as an introduction to how people behave in an organisational context and will evaluate the traits exhibited by them in relationship to creating effective work.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Study of individual differences.</li> <li>• Perspectives on individual differences – nomothetic and idiographic.</li> <li>• Measuring personality.</li> <li>• Ability, intelligence and emotional intelligence.</li> <li>• Models of perception.</li> <li>• Learning theories and behaviours.</li> <li>• Perceptions and attitudes within an organisational context.</li> </ul>	<p><u>Independent Study</u> <i>Key Reading:</i> Seminal text; Martin J, Fellenz M chapters 3 and 4</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> An interactive lecture to look at basic psychological profiles of people. For organisations to manage people they need to understand core concepts. This will include learning processes, differing approaches to learning, behaviour modification, types and traits of personality, managing stress and development of self.</p> <p><i>Workshop Activity 2:</i> In groups undertake self-awareness testing to discover the 'real you', share your findings among the group and explore potential areas for self-development.</p> <p><u>Independent Study</u> Supplementary text. Mullins L J (2010): <i>Management and Organizational Behaviour 9<sup>th</sup> Ed.</i> Pub. Prentice Hall chapter 6. From workshop 2 build your personal learning portfolio.</p>
Week 3	<p><u>Motivation and Leadership</u> This week will examine key theories of motivation and leadership.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Theories of motivation.</li> <li>• Cultural theories.</li> <li>• Process theories.</li> <li>• Behavioural theories.</li> <li>• Theories of leadership.</li> </ul>	<p><u>Independent Study</u> <i>Key Reading:</i> Seminal text Martin J, Fellenz M chapters 5 and 6</p> <p><u>Session 1</u> <i>Workshop Activity 1:</i> An interactive lecture: To understand how managers can explore and apply theories of motivation and leadership to enhance performance management opportunities. Areas to be explored will cover hygiene theories, expectancy theory, equality theories, pay and reward. Leadership issues and styles of leadership in the context of leading a motivated workforce.</p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>• Behavioural theory of leadership.</li> <li>• Key differences between management and leadership.</li> <li>• Incorporating motivation and leadership for effective management performance.</li> </ul>	<p><i>Workshop Activity 2:</i> Work in groups on a provided HR case which examines relationships between motivation and leadership issues. In groups prepare presentations on this subject area to take place in workshop 2 week 4. Make key notes for transferring to personal learning portfolio. Reflect how you might lead and influence others more effectively.</p> <p><u>Independent Study.</u>  <i>Key Reading:</i> Supplementary text Buchanan D A, Huczynski chapter 9 and supplementary text Mullins L Management and Organisational Behaviour</p>
Week 4	<p><u>Groups and Team Working</u>  This week students will be evaluating the importance of groups and team working to boost performance and embed a culture that will help achieve success.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Attitudes and behaviours of teams.</li> <li>• Team roles – Belbin.</li> <li>• Benefits of using teams.</li> <li>• Setting up groups.</li> <li>• Monitoring and controlling outcomes.</li> <li>• Decommissioning of groups.</li> <li>• Benefits of team work in enhancing culture.</li> </ul>	<p><u>Independent Study</u>  <i>Key Reading:</i> Seminal text Martin J, Fellenz M chapter 7 and supplementary text Mullins L Management and Organisational Behaviour 9<sup>th</sup> ed. Chapter 8.</p> <p><u>Session 1</u>  <i>Workshop Activity 1:</i> Interactive lecture to understand the dynamics and benefits of group/team working within an organisational context. How membership of teams builds core competencies for its members and benefits both culture and organisational processes.</p> <p><i>Workshop Activity 2:</i> Student led presentations from workshop activity 2 week 3 – How can motivation and leadership reflect the current environment so as to ensure successful implementation of both HRM and HRD trends?</p> <p><u>Independent Study</u>  Supplementary text Buchanan D A, Huczynski chapters 12 and 13. This week's lecture will have provided key components for development of your personal learning portfolio thus allowing you to demonstrate an essential people management skill-set.</p>
Week 5	<p><u>Communication , Conflict, Negotiation and Decision Making</u>  This week the focus will be undertaking appropriate communication to the stakeholder and how this should be developed so as to aid resolution of</p>	<p><u>Independent Study</u>  <i>Key Reading:</i> Seminal text Martin J, Fellenz M chapters 8 and 9</p>

Week	Content	Learning and Teaching Strategy
	<p>potential conflict. Negotiation tactics for marrying interests of stakeholders through power and interest matrices will enable management to develop sound HR practice.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Communication across organisations to groups of stakeholders.</li> <li>• Communication processes.</li> <li>• Cultural differences within communication styles.</li> <li>• Sources of organisational conflict.</li> <li>• Conflict handling strategies.</li> <li>• Sources of Power.</li> <li>• Negotiating settlements.</li> <li>• Stakeholder power/interest matrix.</li> <li>• Decision making within organisations.</li> </ul>	<p><u>Session 1</u></p> <p><i>Workshop Activity 1:</i> Interactive lecture to examine communication styles and the employment of appropriate methods to minimise the potential of stakeholder discontent. The lecture will use case example of high profile PR mismanagement for example: British Airways, The News Corporation, British Petroleum, The UK Banking sector. Management of CSR issues will examine stakeholder power and interest in relation to stakeholder management. The appropriateness of decision making is in relationship to conflict and negotiation.</p> <p><i>Workshop Activity 2:</i> Will by the use of case study extend the debate on establishing best practice models in communication style. Students to work in groups for a presentation to be given in workshop 2 week 6.</p> <p><u>Independent Study</u></p> <p>Supplementary text Buchanan D A, Huczynski chapters 20 and 21 and supplementary text Mullins L Management and Organisational Behaviour 9<sup>th</sup> ed. Chapter 18.</p>
Reading Week	<p><u>Consolidation of knowledge of organisational stakeholder behaviour</u></p> <p>3000 word learning portfolio to be submitted in Week 6</p>	<p><u>Key task (1):</u></p> <p>Students to review what they have learnt to-date and complete formative assessment 1; a self-reflection that leads to the creation of a personal development portfolio. Students should note areas for their potential improvement and substantiate their findings utilising appropriate academic references.</p> <p><u>Key task (2):</u></p> <p>Liaise on-line with group members to prepare presentation for workshop (2) week 6.</p> <p><i>Key reading:</i> Supplementary text: Lawrence A et al. (2010): <i>Business and Society: Stakeholders Ethics, Public Policy</i> 13<sup>th</sup> Ed. Pub McGraw Hill Chapter 14.</p>
Week 6	<p><u>Organisational Structure and Job Design</u></p> <p>The focus will be on organisational architect with particular reference to the trend towards devolved management and flatter structures. A key model will be Mintzberg's H (1979) model of organisational configurations.</p>	<p><u>Independent Study</u></p> <p><i>Key reading:</i> Seminal text Martin J, Fellenz M chapter 10 and supplementary text Buchanan D A, Huczynski chapters 10 and 11</p>

Week	Content	Learning and Teaching Strategy
	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Differing perspectives on organisational structures.</li> <li>• Classic early theorists - job design.</li> <li>• Models of structural development.</li> <li>• Global variations in structure design.</li> <li>• Organisational life cycles.</li> <li>• Self - contained organisational structures.</li> <li>• Boundary less organisations.</li> <li>• Changing organisation structures.</li> </ul> <p>3000 word Learning portfolio to be submitted</p>	<p><u>Session 1</u>  <i>Workshop Activity 1:</i> Interactive lecture tracing the growth and history of structural theory from early practitioners of organisational design to designs that meet the current challenges of the business environment. The lecture will take, as a key focus the work by Mintzberg H (1979) organisational configurations and utilise the concepts of this model in terms of current organisational design. Students will be encouraged to critique and suggest with rationale any adaptations.</p> <p><i>Workshop Activity 2:</i> Students to give their presentations on communication styles.</p> <p><u>Independent study</u>  <i>Key reading:</i> Supplementary text Buchanan D A, Huczynski chapter 15</p>
Week 7	<p><u>Technology Controls and their Influences on Work</u>            Technological developments are invading every aspect of the processes undertaken by the company and its workforce. This has resulted in sweeping organisational change including teleworking, outsourcing and globalisation opportunities.</p> <p>This week will examine:</p> <ul style="list-style-type: none"> <li>• Evolution and Technology.</li> <li>• Impacts of technology.</li> <li>• Technology and alienation.</li> <li>• The changing nature of work – technological influences on job design.</li> <li>• Information and communication technology across organisations.</li> <li>• Re-organisation of business processes.</li> </ul>	<p><u>Independent study</u>  <i>Key reading:</i> Seminal text Martin J, Fellenz M chapters 11 and 12 and supplementary text. Mullins L Management and Organisational Behaviour 9<sup>th</sup> ed. Chapter 16</p> <p><u>Session 1</u>  <i>Workshop Activity 1:</i> Interactive lecture measuring the growth of technology functions, the benefits and perceived disadvantages to an organisation's staff and how the technology needs to be managed to achieve ROI. Links will be made to strategic opportunities that the platform can help achieve in terms of organisational processes.</p> <p><i>Workshop Activity 2:</i> A case study will feature organisational technological change and its effects on both organisation structure and job design. Students will debate and comment on implications of these changes in respect of business process reengineering.</p> <p><u>Independent Study</u>  <i>Key reading:</i> Supplementary text: Lawrence A et al. (2010): Business and</p>

Week	Content	Learning and Teaching Strategy
		Society: Stakeholders Ethics, Public Policy 13 <sup>th</sup> Ed. Pub McGraw Hill Chapters 12 and 13.
Week 8	<p><u>Organisational Culture, Ethics, Influences and Relationships to satisfy the wider Stakeholder Agenda</u> Mintzberg H describes organisational culture as the glue that holds organisations together – certain beliefs and values will have a major impact on the selection/deselecting of organisational opportunities.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Values and base assumptions.</li> <li>• Levels and dimensions of organisational culture.</li> <li>• Cultural frameworks.</li> <li>• Globalisation and culture.</li> <li>• Managing cultural differences.</li> <li>• Organisation socialisation.</li> <li>• HMR - CSR and Ethical dilemmas.</li> <li>• Stakeholder rights.</li> </ul>	<p><u>Independent Study</u> <i>Key reading:</i> Seminal text Martin J, Fellenz M chapters 13 and 14 and supplementary text Buchanan D A, Huczynski chapter 4.</p> <p><u>Session 1</u> <i>Workshop Activity 1:</i> Interactive lecture examining how organisational culture develops over a period of time, the dangers of complacency accompanied by strategic drift and the importance within international markets of cultural awareness. Cultural influences are directly influenced by the external environment and the beliefs and values mind-set in relation to CRM and ethical issues. Key linkages are made to the rights of stakeholders.</p> <p><i>Workshop Activity 2:</i> A student led debate on the benefits and disadvantages of strong organisational culture with particular reference to the design of 'flexible' organisations.</p> <p><u>Independent Study</u> <i>Key reading;</i> Lawrence A et al. (2010): Business and Society: Stakeholders Ethics, Public Policy 13<sup>th</sup> Ed. Pub McGraw Hill Chapter 14.</p>
Week 9	<u>Mock Examination</u>	<p><u>Mock Examination</u> There will be a mock invigilated examination on syllabus areas covered to date – results will be made available 21 days prior to the main exam.</p>
Week 10	<p><u>Change and Globalisation impacts on HRM and HRD</u> This final week brings together all the key areas undertaken in weeks 1-9 and is designed to allow the students to address the implications of the changes needed with particular reference to the growth in global markets.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The paradoxical nature of change.</li> <li>• Perceptions and resistance.</li> <li>• Organisational development and change.</li> </ul>	<p><u>Independent study</u> <i>Key reading:</i> Seminal text Martin J, Fellenz M chapter 13 and supplementary text Buchanan D A, Huczynski chapter 18.</p> <p><u>Session 1</u> <i>Workshop Activity 1:</i> Interactive lecture to allow students to examine the work of key change theorists, identifying types of change, force-field analysis – blockages and facilitators, different styles of leading and managing change and to addressing the pitfalls and problems of managing</p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>Context and process of change.</li> <li>Change agents – external vs. Internal.</li> <li>Change leadership.</li> <li>Change, globalisation and impact on HRM and HRD.</li> </ul>	<p>change programmes both at a domestic and international level.</p> <p><i>Workshop Activity 2:</i> Student led module review accessing their change needs so that they can contribute to the promotion of flexible working and effective change management in organisations so the HRM and HRD function optimises organisational performance in an ethical approach.</p> <p><u>Independent Study</u>  <i>Key reading:</i> Lawrence A et al. (2010): Business and Society: Stakeholders Ethics, Public Policy 13<sup>th</sup> Ed. Pub McGraw Hill Chapters 6 and 7.</p>
Extension & Consolidation	This week will allow students to build upon the knowledge gained throughout the module and concentrate on further development of key syllabus components and complete their written assignment.	Key Reading: Review and reflect upon directed reading and course activities during weeks 1-10, reflective log and feedback on formative assessment.
Revision Week	<u>Assignment</u> Students will be using the reading week to prepare their assessment.	<u>Assignment and revision:</u> Task: Complete the summative assessment drawing on learning from weeks 1 to 10 and your own self-directed reading.

## Reward and Motivation

### General Information

School	Business School	
Level	Level 7 (Masters Level)	
Credit Value	15 Credits	
Contact Hours	30 Hours	
Programme(s)	MSc Professional HR	
Module Leader	Darryl-Louise Crowley & Jennifer Park	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	The Chartered Institute of Personnel and Development	

### Introduction

*"In the arena of human life the honors and rewards fall to those who show their good qualities in action."*

(Aristotle)

*"Motivation is the art of getting people to do what you want them to do because they want to do it."*

(Dwight D. Eisenhower)

Motivation is the driving force by which we achieve our goals. Employees must be motivated to work for a company or an organisation. What acts as a source of motivation is a complex field. There are many theories on motivation but essentially there are two sources: oneself and other people. These two sources are called intrinsic motivation and extrinsic motivation, respectively. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards such as money.

Studying this module you will evaluate relevant theories and practical lessons in reward and motivation in an organisation and international context. The primary theme is that rewards and recognition can motivate and drive performance, particularly when a total reward management approach is adopted. This module provides the knowledge and understanding of environments in which HR professionals plan, implement and evaluate employee reward policies to support strategic organisational goals.

You will apply evaluative skills in designing flexible approaches to reward and assess the challenges of international and executive pay arrangements. You will develop an understanding of the diverse approaches to reward management and be able to critically reflect on the strengths and limitations of these approaches in promoting individual and organisational performance in a fair, reasonable and equitable way.

## Educational Aims

This module aims to:

- Explore the theoretical debates informing reward management and motivation.
- Analyse sources of motivation (eg, intrinsic and extrinsic motivation) and the link to theories of performance management.
- Develop an in-depth level of understanding of the contribution people make to an organisation and their relative value to that organisation.
- Understand the importance of adopting a strategic viewpoint when dealing with reward issues.
- Develop a critical understanding of the linkage between reward and the motivation, commitment and morale of employees.
- Critically assess components of total reward framework, examining role of financial and non-financial motivators.
- Examine approaches to developing reward management systems.
- Critically discuss traditional, contingent and knowledge bases for transactional and relational rewards.
- Analyse the impact of the state and legislation on reward frameworks in national and international context.

## Learning Outcomes

### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a: (subject specific)
K1	Demonstrate a deep and systematic understanding; drawing upon knowledge from the forefront of the reward discipline of how strategically focused reward activities can build organisational capability.
K2	Show a critical awareness of the reward issues that face the human resources professional which are influenced by the internal and external environment and be able to show a comprehensive understanding of the techniques available to support the organisation.
K3	In-depth understanding of the complexities of managing and motivating people from an individual and organisational perspectives and the link to performance management.
K4	Critical understanding of different elements and methods of maintaining the employment relationship, in particular the usefulness of a number of methods of reward, motivation and advancement.

### Cognitive Skills

Ref	B. Students should be able to:
C1	Critically evaluate current theories, concepts and models and relevant legislation which leads to an in-depth level of understanding of the reward discipline.
C2	Demonstrate high level critical, creative and reflective thinking skills drawing upon knowledge from the forefront of the reward discipline to facilitate decision making.
C3	Demonstrate the ability to have originality and initiative when diagnosing reward issues by understanding and applying knowledge to solve these issues.
C4	Critically analyse the systems utilised to manage and administer reward systems in support of performance management in organisations.

Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Research, identify and interpret a wide range of information and data, using it to inform management decisions with regard to rewarding and motivating people.
P2	Demonstrate the ability to improve organisational effectiveness through the solution of complex and unstructured problems which pertain to reward management.
P3	Critical evaluation of a range of alternative approaches in strategic human resource management to enhance the alignment between organisational and human resource strategy.
P4	Contribute to the development of reward and recognition initiatives to improve organisational, team and individual performance.

General Transferable Skills

Ref	D. Students should be able to:
T1	Exercise initiative and take personal responsibility when dealing with different situations in the workplace by working with others whilst maintaining a professional profile.
T2	Communicate complex ideas and arguments clearly and professionally to specialist and non-specialist audiences using a range of media and methods.
T3	Make decisions in complex and unpredictable situations where there is a need to demonstrate leadership qualities and deliver good practice and lawful solutions.
T4	Demonstrate the ability to be independent learners, able to plan personal development and reflect upon experiences, which will enable them to show their commitment to continuing professional development as required by human resource professionals.

### Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Elements].

In addition to the summative elements, the module contains one (1) task to assist you in evaluating your progress in the module [the Formative Elements].

### Formative Elements

Please Note: These elements do not count towards your final module grade.

1. Written assignment

This task will involve responding to 2 mock exam questions (1500 words each), from a choice of 6 questions. The specific questions to be set by the tutor.

*Coursework Handout: session 2*

*Coursework Due Date: session 5 and session 6 (week after reading week)*

### Summative Elements

Please Note: You must achieve a pass in the following element(s) to pass the module.

1. Time constrained examination [100% of Module Grade]:

A 3 hour time constrained examination will provide students with 5 essay tasks, of which they must complete 2. The specific questions are to be set by the tutor.

*Exam Date: Week 12*

## Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

### Seminal Works

e-book

M. Armstrong (2010) *Armstrong's Handbook of Reward Management Practice* (3<sup>rd</sup> Edition- 2010), Kogan Page: London.

### Books and Texts

Latham G, (2007) *Work motivation: history, theory, research, and practice*, Sage Publications Ltd

ARMSTRONG, M. Brown D, Reilly P (2010) *Evidence based reward management: creating measurable business impact from your pay and reward practices*, Kogan Page.

PERKINS, S. J. and WHITE, G. (2008) *Employee reward: alternatives, consequences and contexts*. London: Chartered Institute of Personnel and Development.

Rose M, (2011) *A guide to non-cash reward: learn the value of recognition*, Kogan Page

ARMSTRONG, M. (2007) *A handbook of employee reward management and practice*. 2nd ed. London: Kogan Page.

CORBYS, S., PALMER, S. and LINDOP, E. (eds). (2009) *Rethinking reward*. Basingstoke: Palgrave Macmillan.

GERHART, B. and RYNES, S. L. (2003). *Compensation: theory, evidence and strategic implications*. Newbury Park, CA: Sage.

KHARASS, K. (2008) Governance of senior executive remuneration. In: ARROWSMITH, C. and MCNEIL, R. *Reward governance for senior executives*. Cambridge: Cambridge University Press.

LANGLEY, A. (2008) *Employee reward structures*. 3rd ed. London: Spiramus Press.

MILKOVICH, G. M. and NEWMAN, J. M. (2007). *Compensation*. 9th ed. Boston, MA: McGraw Hill/Irwin.

SHIELDS, J. (2007) *Managing employee performance and reward: concepts, practices, strategies*. Cambridge: Cambridge University Press.

THORPE, R. and HOMAN, G. (2000) *Strategic reward systems*. Harlow: Financial Times/Prentice Hall.

WHITE, G. and DRUKER, J. (2008) *Reward management: a critical text*. 2nd ed. London: Routledge.

### Academic and Professional Articles

DWYER D (2009) *Designing Incentives and Rewards*, Society for Human Resource Management

Latham g, pinder c (2005), *Work Motivation Theory and Research at the Dawn of the Twenty-First Century*, Annual Review of Psychology  
Vol. 56: 485-516

TURNLEY W, BOLINO MC, LESTER SW, BLOODGOOD JM, (2003) *The Impact of Psychological Contract Fulfilment on the Performance of In-Role and Organizational Citizenship Behaviors*, Journal of Management 2003 29(2) 187–206

GOULD WILLIAMS J, REDMAN T, LIMPANITG T, (2010) *The impact of HR practices on individual work-related outcomes: Testing the mediating effects of public service motivation*. Cardiff Business School

ARMSTRONG M, BROWN D, REILLY P, (2011) *"Increasing the effectiveness of reward management: an evidence-based approach"*, Employee Relations, Vol. 33 Iss: 2, pp.106 – 120

DEWHURST M, GUTHRIDGE M, AND MOHR E, (2009) *Motivating people: Getting beyond Money*, McKinsey Quarterly

PROFESSOR M. ZAIRI, DR. YASAR F. JARRAR & ELAINE ASPINWALL (2010), *A Reward, Recognition, and Appraisal System for Future Competitiveness: A UK Survey of Best Practices*, European Centre for Best Practice Management

COX, A., BROWN, D. AND REILLY, P. (2010), *Reward strategy: Time for a more realistic reconceptualization and reinterpretation?*. Thunderbird International Business Review, 52: 249–260

Gielen A, Kerkhofs JM, van Ours J, (2010) *How performance related pay affects productivity and employment*, JOURNAL OF POPULATION ECONOMICS VOLUME 23, NUMBER 1, 291-301

JONATHAN CHAPMAN, CLARE KELLIHER, (2011) *"Influences on reward mix determination: reward consultants' perspectives"*, Employee Relations, Vol. 33 Iss: 2, pp.121 – 139

MUHAMMAD IMRAN QURESHI, KHALID ZAMAN AND DR. IQTIDAR ALI SHAH (2010) *Relationship between Rewards and Employee's Performance in the Cement Industry in Pakistan* Journal of International Academic Research 2010 Vol.10, No.2. 31 August 2010

#### Academic Journals

Academy of Management Journal  
Academy of Management Review  
British Journal of Industrial Relations  
British Journal of Management  
Compensation and Benefits Review  
Employee Relations  
European Industrial Relations Review (Monthly)  
European Journal of Industrial relations (Quarterly)  
Equal Opportunities Review  
Human Relations Monthly  
Human Resources  
Human Resource Management (Quarterly US)  
Human Resource Management Journal (Quarterly-UK)  
IDS Briefs (Fortnightly)

Online Resources

McKinsey Quarterly :<https://www.mckinseyquarterly.com/>  
About HR.com: <http://humanresources.about.comod/motivationrewardretention/>  
Fairness at Work White Paper (Cmnd 3968) <http://www.dti.gov.uk>  
HR Network <http://www.hrnetwork.co.uk>  
Chartered Institute of Personnel and Development <http://www.cipd.co.uk>  
Institute of Management <http://www.inst-mgt.org.uk>  
People Management <http://www.peoplemanagement.co.uk>  
Personnel Today <http://www.personneltoday.net>  
Online guide to reward management: [www.e-reward.co.uk](http://www.e-reward.co.uk)  
Employment Superlaw Portal [www.emplaw.co.uk](http://www.emplaw.co.uk)  
Acts of Parliament <http://www.hmso.gov.uk/acts.htm>  
Age Positive Website <http://www.agepositive.gov.uk/>  
Commission for Racial equality <http://www.cre.gov.uk>  
Equal Opportunities Commission <http://www.eoc.org.uk>  
Opportunity Now <http://www.opportunitynow.org.uk>  
Inland Revenue site <http://www.inlandrevenue.gov.uk>  
Research topics website <http://www.xperthr.uk.researchviewpoint>

**INDICATIVE SCHEME OF WORK**

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Reward and Motivation

**Syllabus**

- Reward management as a HR practice
- Foundations of Employee Motivation and Rewards
- Pay Structures and monetary remuneration
- Motivating people beyond money
- Designing rewards and recognition programmes
- Pay Equality at Work
- The Economic and Motivational Processes of Reward
- Strategy, structure and rewards
- Rewarding Performance (Performance Related Pay)
- The International, National and Corporate Context

Week	Content	Learning and Teaching Strategy
Head Start	<p>Preparatory reading</p> <p>This headstart week is focussed on introducing the student to the basic concepts of motivation and reward management.</p>	<p><u>Independent Study</u></p> <p><i>Task:</i> Students should also familiarise themselves with the seminal text, chapters 1 Armstrong (2010) <i>Armstrong's Handbook of Reward Management Practice</i> (3<sup>rd</sup> Edition-2010), for background.</p>
Week 1	<p><u>Reward management as a HR practice</u></p> <p>This session introduces the module but focuses primarily on reward management as an HR practice. It examines the purpose of an employee reward system and emphasises their importance to both organisations and employees.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Understanding of reward management and characteristics.</li> <li>• Assess the concept of total reward management framework.</li> <li>• Evaluate the influences and criticisms of reward management thinking.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Key Reading:</i> chp 1-3, M. Armstrong (2010) <i>Armstrong's Handbook of Reward Management Practice</i> (3<sup>rd</sup> Edition-2010),</p> <p><i>Task:</i> Complete reward management an employer engagement survey (appendix A and B)</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Interactive lecture that initiated on Q&amp;A with students on learning's from task. Followed by identification of the process of moving from an overarching <i>Reward philosophy</i>, to a <i>Reward Strategy</i>, to operationalisation through a <i>Reward Policy</i>. Assess the concept to total reward and <i>evaluate current the influences and criticisms of reward management thinking</i>.</p> <p><i>Workshop Activity 2:</i> Tutor led discussion on whether we should evaluate the job or the person, and reward accordingly?</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Identify reward management framework within own organisational context.</p>
Week 2	<p><u>Foundations of Employee Motivations</u></p> <p>This session assesses the theories of motivation in relation to employees and reward structures. Evaluating the practical implications of motivations theory and assessing the characteristic of effective goal setting,</p>	<p><u>Independent Study:</u></p> <p><i>Key Reading</i> Chp 5 Latham G, (2007) <i>Work motivation: history, theory, research, and practice</i>, Sage Publications Ltd</p> <p><i>Task:</i> Research key theories of motivation using online resources</p>

Week	Content	Learning and Teaching Strategy
	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Chronological overview of research and theories of motivation in the workplace.</li> <li>• Assess where field is currently grounded.</li> <li>• Evaluation of content and process models with regards to reward management.</li> </ul> <p><u>Task 1 of formative evaluation set</u></p>	<p><u>Session 1:</u>  <i>Workshop Activity 1:</i> An interactive lecture examining the challenges of motivating employees and the role of reward. This session will distinguish between content and process theories. Present four content motivation theories. Discuss the practical implications of content motivation theories. Examine process theories of motivation Adams' equity theory, Vroom's expectancy theory, goal-setting theory, and reinforcement theory.</p> <p><i>Workshop Activity 2:</i> Tutor led exercise to examine how employees react to inequity based on group work with given scenarios. Q&amp;A session to reveal key characteristics of effective goal setting.</p> <p><u>Independent Study:</u>  <i>Task:</i> Read all chapters in Part II to reinforce understanding and learning Latham G, (2007) Work motivation: history, theory, research, and practice, Sage Publications Ltd</p>
Week 3	<p><u>Pay Structures and monetary remuneration</u></p> <p>This session will focus on assessing different approaches to setting monetary remuneration lecture on pay structures and links to motivating employees.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Understanding process of setting wage and salary remuneration in context.</li> <li>• Assess economic theories of reward: inc. labour market, human capital, efficiency wage, agency, internal labour market, union mark-up, tournament.</li> <li>• Evaluate various forms of monetary remuneration within a total rewards framework.</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Chp 8,10,11,12 M. Armstrong (2010) <i>Armstrong's Handbook of Reward Management Practice</i> (3<sup>rd</sup> Edition-2010),  <i>Task:</i>  <u>Session 1:</u>  <i>Workshop Activity 1:</i> An interactive lecture on pay structures, examining different levels of pay for jobs or groups of jobs by reference to their relative internal value as established by job evaluation (external and internal labour market). Assessing graded pay structures and second, broad-banded pay structures. It shall also identify benefits and weaknesses associated with each.</p> <p><i>Workshop Activity 2:</i> Tutor led group discussion to evaluate various form of monetary remuneration. Assess their contribution to total rewards framework.</p>

Week	Content	Learning and Teaching Strategy
		<p><u>Independent Study:</u>  <i>Task:</i> Tutor to provide some example exam questions and students to review and prepare questions for next session.</p>
Week 4	<p><u>Motivating people beyond money</u>  This session explores how organisations can use other ways of inspiring talent, other than through purely financial incentives. The long and short term effect non-financial motivators are assessed.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Examining various forms of non-financial motivators.</li> <li>• Assessing the 'new pay' concept.</li> <li>• Evaluating role of non-financial motivators in building long term employee engagement.</li> </ul> <p><u>Task 2 of formative assessment set</u></p>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Chp 3,9,14 M. Armstrong (2010) <i>Armstrong's Handbook of Reward Management Practice</i> (3<sup>rd</sup> Edition-2010),</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Interactive lecture that identifies various forms of non-financial motivators through student Q&amp;A. Followed by an assessment of The 'New Pay' concept as developed by Lawler (1990). Pfeffer (1998) has argued that the focus should move beyond pay systems to recognition, corporate culture and quality of working life. A critical review of companies experiences of 'new pay' and a discussion on the role of non-financial motivators in making employees feel that their companies value them, take their well-being seriously, and strive to create opportunities for career growth.</p> <p><i>Workshop Activity 2:</i> Tutor led group exercise to examine short and long term benefits of non-financial motivators.</p> <p><u>Independent Study:</u>  <i>Task:</i> Begin work on task 2 of formative assessment based on today's session.</p>
Week 5	<p><u>Designing reward and recognition programmes</u>  This session evaluates strategic perspectives on reward and the link to individual, team and organisational performance. Reviews approaches to designing reward and recognition programmes and provides practice in designing a programme for employees.</p> <p>This will concentrate on:</p>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Chp, 15, 16 and 18, 27,28 M. Armstrong (2010) <i>Armstrong's Handbook of Reward Management Practice</i> (3<sup>rd</sup> Edition-2010),</p> <p><i>Task: Review paper and prepare case in DWYER D (2009) Designing Incentives and Rewards , Society for Human Resource Management</i></p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>Understanding the linkages among individual performance, team/department/unit performance, and overall organisational performance.</li> <li>Appraising different approaches to the design of rewards and recognition programmes, including job evaluation.</li> <li>Evaluating the difficulties in designing programmes that reward the desired (and not undesired) behaviours.</li> </ul>	<p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Interactive lecture that recognises design choices; implementing pay structures; evaluation of pay structures' contribution to organisational success; differentials and pay relativities. Through Q&amp;A students will evaluate the concept that rewards and incentives should be tied to the goals and objectives of the individual, the department or unit in which they work, and the overall organisation. This session includes assessment of the challenges of changing pay structures, including job evaluation: analytical and non-analytical and evaluates the types of job evaluation. The competing nature of individual, unit and organisational goals is discussed, and students will learn to consider them in designing reward and recognition programmes.</p> <p><i>Workshop Activity 2:</i> Tutor led group exercise where teams of 3-4 use scenario (see prepared case) in which the students are asked to design an incentive and reward program for employees who work in the accounts receivable department. Feedback in the round.</p> <p><u>Independent Study:</u>  <i>Task:</i> Research critiques of the pseudo-scientific basis of job evaluation such as Quaid and Hastings. Use this research to inform task 2 of formative assessment.</p>
Reading Week	<u>Consolidation of knowledge of reward and motivation</u>	<i>Key reading/task:</i> Students to review what they have learnt to date and complete formative assessment 1 and work on formative assessment 2.
Week 6	<p><u>Pay Equality at Work</u>  This session examines specific issues in analytical job evaluation and equal pay for equal value. The impact of pay audits and makes the case for HR's role in managing diversity across the organisation.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Understand the responsibility placed upon employers to justify the methods of the relative worth of jobs and ensure that they are non</li> </ul>	<p><u>Independent Study</u>  <i>Key Reading:</i>  M. Armstrong Chaps 13, 14 and 15. (2010) <i>Employee Reward Management and Practice</i> ((3<sup>rd</sup> Edition-2010), Kogan Page: London.  <i>Task:</i> Read and prepare articles for debate, suggested reading includes:  Robins, J. (2010) 'Mind the Gap: Forty years of the Equal Pay Act', <i>New Law Journal</i>, 160, 7416: 633. Available at:  <a href="http://www.newlawjournal.co.uk/nlj/content/mind-gap">http://www.newlawjournal.co.uk/nlj/content/mind-gap</a></p>

Week	Content	Learning and Teaching Strategy
	<p>discriminatory.</p> <ul style="list-style-type: none"> <li>• Assess the introduction of pay audits for government departments and in the long term phasing in to the private sector.</li> <li>• Evaluating the business case for managing diversity.</li> </ul> <p><u>Task 1 of formative evaluation due to be handed in</u></p>	<p>Rubery, J., Grimshaw, D., Figueiredo (2005) `How to close the gap in Europe: towards the gender mainstreaming of pay policy, <i>Industrial relations Journal</i>, Vol.36, No.3, pp.184-213. See also response by Forth and Metcalf in same edition.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Interactive lecture that examines specific issues encountered in analytical job evaluation and equal pay for equal value. It examines two key changes in the context of job evaluation in 2001 with the research of <i>Just Pay</i> (Equal Opportunities Commission by the Equal Pay Task Force) and the <i>Review of Women's Employment and Pay</i> (The Report by Denise Kingsmill available on Blackboard) with less focus on gender. The impact of these on public and private sector. Makes the case for HR's role in managing diversity across the organisation.</p> <p><i>Workshop Activity 2:</i> Students to debate a range of misconceptions on why women earn less than men in the same jobs, working the same hours.</p> <p><u>Independent Study:</u>  <i>Task:</i> Watch a film that gave an interesting update on the issues of the equal pay campaign which was publicised in 2010 by the film <i>Made in Dagenham</i> outlining the development of the Ford Sewing Machinist campaign for equal pay.</p>
Week 7	<p><u>The Economic and Motivational Processes of Reward</u></p> <p>This session identifies what constitutes an employment relationship and how this differs to other transactions and examines social psychological theories of reward and how they can support SHRM.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Understanding social psychological theories of reward.</li> <li>• Assessing how organisations can apply theories to achieve</li> </ul>	<p><u>Independent Study:</u>  <i>Key reading:</i> Chaps 7,8, 9 and 10M. Armstrong (2007) <i>Employee Reward Management and Practice</i> (2nd Edition- 2007), Kogan Page: London</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> An interactive lecture that identifies what constitutes an employment relationship and how this differs to other transactions. Social psychological theories of reward are explored : the psychological contract, expectancy and equity; Institutional theories of reward: economic democracy</p>

Week	Content	Learning and Teaching Strategy
	organisational goals. <ul style="list-style-type: none"> <li>• Evaluating soft HRM vs hard HRM.</li> </ul>	and financial participation, collective bargaining and pay determination. This session assesses what organisations can do to encourage people to apply their efforts and abilities in ways which will help to achieve the organisation's goal as well as satisfying their own needs. <p><i>Workshop Activity 2:</i> Tutor led group exercise to evaluate soft HRM vs hard HRM, specifically in the context of 'best fit' and 'best practice'.</p> <p><u>Independent Study:</u>  <i>Task:</i> Read Chapter 12, Latham G, (2007) <i>Work motivation: history, theory, research, and practice</i>, Sage Publications Ltd to consolidate learning.</p>
Week 8	<p><u>Strategy, structure and rewards</u></p> <p>This session examines the relationship between reward frameworks, corporate strategy and structures.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Understanding the influence of corporate and structure on reward frameworks</li> <li>• Assess employer, employee and institutional constraints on strategic choice of reward practice</li> <li>• Future directions of reward management.</li> </ul>	<p><u>Independent Study:</u>  <i>Key reading:</i> Chp 19, 20, M. Armstrong (2010) <i>Armstrong's Handbook of Reward Management Practice</i> (3<sup>rd</sup> Edition-2010) London</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Group exercise to evaluate the link between strategy, structure and reward frameworks.</p> <p><i>Workshop Activity 2:</i> Followed by an interactive lecture that examines the role of corporate governance in public and private sectors; remuneration committees; executive status, reward, benefits and pension packages; short-term and long-term incentives and other issues related to a corporate pay strategy.</p> <p><u>Independent Study:</u>  <i>Task:</i> Extend learning by reading Chp 29. Armstrong (2010) <i>Armstrong's Handbook of Reward Management Practice</i> (3<sup>rd</sup> Edition-2010), London re: evaluating reward management and identify linkage to strategy development.</p>
Week 9	<u>Rewarding Performance</u>	<u>Independent Study:</u>

Week	Content	Learning and Teaching Strategy
	<p>This session examines the role of HRM in performance management and evaluates the impact of performance related reward. It assesses performance improvement and moves to some critical evaluation on types of organisational performance.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Understanding of performance related pay within different contexts (inc. Executive reward frameworks).</li> <li>• Examine how to evaluate performance improvement.</li> <li>• Evaluate the use of rating scales in relation to performance related pay.</li> </ul> <p><u>Task 2 of formative assessment set due in this week</u></p>	<p><i>Key Reading:</i> Chapters also 10,11,12 and 13 M. Armstrong (2010) <i>Armstrong's Handbook of Reward Management Practice</i> (3rd Edition-2010),</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Interactive lecture examining contingent pay schemes operating on an individual, team and organisational level. In discussion with students, the lecturer will assess the objectives of Performance Management and examine the main difference between appraisal schemes and performance Management. Linkage between performance development plans (PDPs) and performance related pay (PRP) and evaluate the arguments for and against this. Evaluate the use of 'positive-negative' and 'positive' rating scales used in PDPs.</p> <p><i>Workshop Activity 2:</i> Tutor led exercise to examine if these principles apply to the application of executive Reward schemes?</p> <p><u>Independent Study:</u>  <i>Task:</i> Read current guidance from ACAS (1999) <i>Appraisal Related Pay</i>, ACAS: London.</p>
Week 10	<p><u>The International, National and Corporate Context</u>  Intervention from national government, European and International bodies are increasingly impacting on employers. This session will examine some of the key areas of debate and evaluate their impact in a practical level, particularly focusing on the ever increasing complexity of international reward management.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Understanding the influence of employee voice on pay determination; legal regulation and pay: pay review bodies and the minimum wage; local pay and national pay and European dimensions in reward management.</li> </ul>	<p><u>Independent Study:</u>  <i>Key reading:</i> M. Armstrong (2010) <i>Armstrong's Handbook of Reward Management Practice</i> (3<sup>rd</sup> Edition-2010), Chapter 2  W. Brown (2009) 'The Process of Fixing the British National Minimum Wage, 1997– 2007', <i>British Journal of Industrial Relations</i>, Vol. 47, No.2, p.429-443  Hutton, W. (2010) <i>Fair Pay Review Interim Report</i>  Available on <a href="http://www.hm-treasury.gov.uk/indreview_willhutton_fairpay.htm">http://www.hm-treasury.gov.uk/indreview_willhutton_fairpay.htm</a></p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> The role of the law and government policy has become much more important in influencing a range of employment issues</p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>• Assess European and international dimensions in reward management.</li> <li>• International reward; expatriate status, location and assignments; setting base pay and benefits for expatriates; compensation and incentives; repatriation and pay.</li> </ul>	<p>such as reward. The increasing impact of the European Union on employee rights means that employers are facing pressures to change the way they manage employees. This lecture shall examine state intervention across the spectrum and evaluate theoretical implications and how these contrast to actual developments.</p> <p><i>Workshop Activity 2:</i> Tutor led case study exercise examining the increasing complexity of international reward management</p> <p><u>Independent Study:</u>  <i>Task:</i> Look at a historical review is in BJIR in June 2009 with podcasts;  <a href="http://www3.interscience.wiley.com/journal/122382753/issue?SRETRY=0">http://www3.interscience.wiley.com/journal/122382753/issue?SRETRY=0</a>.</p>
Extension & Consolidation	Preparation for examination based on course content in weeks 1-5	<p><u>Independent Study:</u>  <i>Task:</i> Revision for summative exam based on teaching, reading and feedback on formative assessments.</p>
Revision Week	<p><u>Assignment</u>  Students will be using the reading week to prepare their assessment.</p>	<p><u>Assignment and revision:</u>  <i>Task:</i> Complete the summative assessment drawing on learning from weeks 1 to 10 and your own self-directed reading.</p>

## **Employment Law in Practice**

### General Information

School	Business School	
Level	Level 7 (Masters Level)	
Credit Value	15 Credits	
Contact Hours	30 Hours	
Programme(s)	MSc Professional HR	
Module Leader	Liz Aylott	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	The Chartered Institute of Personnel & Development	

### Introduction

“Employment law is both revolutionary and evolutionary”

(Anon)

Employment law is fast-moving and challenging. The past 15 years has seen a host of employment law activity due to changes in legislation, with a particular focus on family-friendly rights. Developments in European and domestic legislation have significantly impacted on regulating the field of employment in the UK

Employment law covers a wide range of areas including; advising on restructuring and redundancy programmes, working with trade unions and other third party representatives, managing individual employment relationships including advising on disciplinary and grievance matters, advice arising from the employment aspects of business transfers and acquisitions and litigation of contractual and statutory rights in Employment Tribunals and the High Court, not to mention the array of anti-discrimination legislation and family-friendly rights.

While organisations can source specialist advice on more complex and unprecedented issues from legal advisers, senior HR professionals need to be up-to-date with, current and forthcoming developments in the regulatory environment in order to ensure organisations are fully prepared. The HR professional in today’s workplace also needs to keep in mind the need to support the business, while at the same time protect the employment relationship. This involves being able to anticipate legal problems associated with proposed decisions or plans before they are implemented.

The Employment Law in Practice module is designed to provide a detailed insight into the framework which supports the application of the regulatory field of employment law. It is designed to provide a basis from which you can explore the advanced study of the employment relationship and the regulation of working life and is designed to be used in practice in any given scenario.

### Educational Aims

- Demonstrate a broad understanding of the legal framework relating to employee relations and human resource management.
- Be able to confidently handle and analyse legal materials.
- Analyse developments in employment law, including EC law, and be able to identify appropriate sources for keeping abreast of legal developments.
- Identify problems and issues which arise in employee relations and human resource management, and apply the legal principles to those situations.
- Advise on appropriate legal action to be taken in the workplace.
- Advise on the preparation, presentation and settling of employment tribunal cases.
- Identify current legal issues, research those areas and analyse the findings.

### Learning Outcomes

#### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a: (subject specific)
K1	Deep and systematic understanding of current employment legislation in support of informing decision making and drawing upon practice and knowledge from the forefront of the discipline and its impact upon the strategic performance of the organisation.
K2	Critical awareness of the employment law issues that face the human resources professional which are influenced by the internal and external environment and be able to show a comprehensive understanding of the techniques available to support the organisation.
K3	Critical understanding of the processes and guidelines which should be put in place in support of regulating the employment relationship.
K4	Deep and Systematic understanding of the influence of European legislation on domestic legislation.

#### Cognitive Skills

Ref	B. Students should be able to:
C1	Act proactively, professionally and systematically with critical thinking when evaluating legal information and diagnosing complex employment law issues, with consideration of a wide range of stakeholders'.
C2	Demonstrate the highest level of critical, professional, creative and reflective thinking skills drawing upon knowledge from the forefront of employment law to enable clear interpretations and facilitate effective decision making.
C3	Critically analyse internal strategies, policies, procedures, and practices to establish compliance and provide solutions that add value to the organisation.
C4	Develop the ability to guide employees and line managers in line with employment legislation and critically analyse a firm's ethos towards equality and diversity and health and well-being.

#### Professional Skills and Attitudes

Ref	C. Students should be able to:
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P1	Using appropriate analytical tools and techniques anticipate future trends and argue alternative approaches to solving complex employment law related issues.
P2	Communicate complex proposals and arguments clearly to specialist and non-specialist audiences using a range of media and methods.
P3	Demonstrate the ability to be able to plan and self-manage and have originality in tackling and solving problems in a wide variety of situations.
P4	Critically apply strategic theories, concepts and relevant employment legislation to solve employment law related problems in complex and unpredictable environments.

#### General Transferable Skills

Ref	D. Students should be able to:
T1	Exercise initiative and take personal responsibility when dealing with different situations in the workplace by working with others whilst maintaining a professional profile.
T2	Make decisions in complex and unpredictable situations where there is a need to show leadership and be able to deliver good practice solutions.
T3	Demonstrate their ability to be independent learners who are able to plan their own development and reflect upon experiences which will enable them to show their commitment to continuing professional development which are required of human resource professionals.
T4	Critically evaluate existing laws, structures and organisational management and increase productivity by exercising lateral thinking and a critical eye for detail.

## Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Elements].

In addition to the summative elements, the module contains two (2) tasks to assist you in evaluating your progress in the module [the Formative Elements].

### Formative Elements

Please Note: These elements do not count towards your final module grade.

1. Practice Essay

Write a 1500 word briefing paper

Set: End of *Week 5*

Due Date: *Week 8*

2. Other formative tasks will be smaller and completed through skills assessments in the lecture using small problem scenario activities.

Examples of practical type employment related legal issues will be provided throughout the module and discussed during the interactive sessions. This will enable students to familiarise themselves with what will be expected of them in the end of year work and assessing how close they are to achieving the module outcomes as well as understanding how employment law works in practice.

### Summative Elements

Please Note: You must achieve a pass in the following element to pass the module.

1. A 3000 word guidance report [100% of the Module Grade]

This will be based on an area that has been discussed during the module outlining the key legal aspects, guidance papers, case law and include practical advice as if your document was going to an employer who has only very basic employment law knowledge. This should be presented as a guidance paper with a good balance of law and practical guidance.

*Coursework Handout: Week 7*

*Coursework Due: Week 10*

The formative and graded elements are awarded a percentage grading according to the Level 7 (Masters) Marking Criteria contained in your programme handbook.

Each assessment is marked on a percentage basis and combined as a final module grade. For the classification of your degree (Distinction, Merit, Pass) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

### Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

#### Seminal Work:

Lewis, D. and Sargeant, M. (2011) *Employment Law: The Essentials*. 10th ed. London: Chartered Institute of Personnel and Development.

Gillian Philips and Karen Scott (2011), *Employment Law* (College of Law Publishing).

#### Book and Texts:

Upex, Benny and Hardy (2009) *Employment Law*, 3<sup>rd</sup> Edition, OUP Core Text Series.

Pitt, G. (2011) *Employment law*. 8<sup>th</sup> ed. London: Sweet and Maxwell.

Davies, A. (2009) *Perspectives on labour law*. 2<sup>nd</sup> ed. Cambridge: Cambridge University Press.

Deakin, S. and Morris, G. (2009) *Labour law*. 5th ed. Oxford: Hart Publishing.

Honeyball, S. and Bowers, J. (2010) *Honeyball and Bowers' textbook on employment law*. 11th ed. Oxford: Oxford University Press.

Painter, R. and Holmes, A. (2010) *Cases and materials on employment law*. 7th ed. Oxford: Oxford University Press.

Taylor, S. and Emir, A. (2009) *Employment law: an introduction*. 2nd ed. Oxford: Oxford University Press.

#### Academic and Professional Articles

The industrial law journal (ILJ) is the most prolific for labour law.

There are others including:

New Law Journal (NLJ)

IDS Employment Law Brief

Human Resource Management Journal

International Journal of Human Resource Management

People Management

Personnel Review

Practical Law Company (PLC)

Lawtel

Westlaw

Examples (see each week outline for full set).

Hugh Collins (2007) 'Legal response to the Standard form contract of employment'. 36(1), *ILJ*2-18.

Bruce Gardiner (2007) 'Status Unknown' 157 *NLJ*,210

M. Freedland (2007) 'Constructing Fairness in Employment Contracts'.36(1) *ILJ* 136-140.

Temperton and Shamsee (2008) Implied Terms in Employment: the current state of play Vol.19 (4) *PLC*pp.31-38.

Legal Preview- What's Employment Law got in store for 2011? *People Management* (2011).

ACAS Equality Act 2010 – what's new for employers? (2011)

#### Online Resources

ACAS: [www.acas.org.uk](http://www.acas.org.uk)

British Employment Law: <http://www.emplaw.co.uk>

Department of Business and Innovation: [www.bis.gov.uk](http://www.bis.gov.uk)

Chartered Institute of Personnel and Development: [www.cipd.co.uk](http://www.cipd.co.uk)

Equality and Human Rights Commission: <http://www.equalityhumanrights.com/>

Department of Work and Pensions: <http://www.dwp.gov.uk/>

**INDICATIVE SCHEME OF WORK**

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Employment Law in Practice

**Syllabus**

- Employment Law and Employment Tribunals; Sources and Institutions of Employment Law and European dimension.
- The core principles that underpin the word 'Employee'.
- Contract and related issues
- Employment protection and related issues e.g. guaranteed work, medical suspension pay, maternity and paternity rights, flexible working, time off and the right not to suffer a detriment.
- Discrimination with the focus on the employer's actions and how they should mitigate situations.
- The legal implications of proposals and developments in employment discrimination including the Equality Act 2010.
- Equal Pay laws and the incorporation and harmonisation of EU directives.
- The preparation, policy and procedure of termination of employment and employment tribunal cases.
- The protection of employees from unfair or illegal procedure.
- The law relating to redundancy, qualifications, meaning of redundancy, misconduct and related provisions.
- The appropriate action that should be taken by Employers in line with the ACAS Code 2009, including the correct disciplinary and grievance procedures.

## \*\*\* Absolutely Essential Reading

Week	Content	Learning and Teaching Strategy
Head Start	<p><u>Sources of Employment Law</u></p> <p>In order for you to be competent in examining employment law, you must become familiar with the sources from which employment law derives. Try to get a firm understanding of the issues outlined below.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Employment Law generally.</li> <li>• The European Dimension.</li> <li>• Employment Law Tribunals and the procedure of claims (this will be integrated into the rest of the module by relating to disputes and tribunals).</li> </ul>	<p><u>Preparation for Week 1:</u></p> <p><i>Key reading:</i> Lewis, D. and Sargeant, M. (2011) Employment law. Chapter 1.</p> <p>Alternatively:</p> <p>Gillian Philips and Karen Scott, Employment Law 2011: read the introductory note and then pp.155-180</p> <p>Chapter 1 and 2 of Upex, Benny and Hardy, Employment Law (2009).</p> <p>For Employment Tribunals refer to:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.direct.gov.uk/en/Employment/ResolvingWorkplaceDisputes/Employmenttribunals/DG_10028122">http://www.direct.gov.uk/en/Employment/ResolvingWorkplaceDisputes/Employmenttribunals/DG_10028122</a></li> </ul> <p><i>Keep a regular eye on the news. It is very rare that weekly news reports do not contain updates on employment law, major precedents or recent challenges both in this jurisdiction and in the ECJ/ECHR.</i></p>
Week 1	<p><u>Who is an employee?</u></p> <p>This is a crucial place to start for many employers in considering who is an employee, a worker or self-employed. In order to determine the rights people have in their employment relationship, it must first be established if they are an employee (which is likely to be so in large organisations).</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Who is an employee?</li> <li>• How are they defined in the eyes of the law.</li> <li>• Exploration of the difference between an 'employee' and a 'worker' and the rights attached to both.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Key reading:</i> Legislation: Ss 230 Employment Rights Act 1996.</p> <p>Lewis, D. and Sargeant, M. (2011) Chapter 2.</p> <p>Lewis, D. and Sargeant, M. (2009) Essentials of employment law. Chapter 3.</p> <p>Upex, Benny and Hardy (2009) Employment Law OUP, pp 55-74.</p> <p><i>Further reading:</i> Douglas Brodie (2005) Employees, workers and the self-employed 34(3), <i>ILJ</i> 253-260.</p> <p>Gwyneth Pitt (2008) Cases and Materials on Employment Law, pp 118-153.</p> <p>Hepple, B. 'Restructuring employment rights' (1986)15 <i>Industrial Law Journal</i> 69 especially pp.69-75.</p>

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	<ul style="list-style-type: none"> <li>• Immigration regulations</li> <li>• The significance and rights owed to employees.</li> </ul>	<p><i>Task:</i> Three case studies presented on Blackboard re: Is the individual an employee and why? Students to submit responses.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor led discussion around Blackboard activities reinforcing key concepts as required. This will be followed by a student activity related to this e.g. the drafting of a potential contract which is intended to make someone an employee. This will be carried out either individually or in groups.</p> <p><i>Workshop Activity 2:</i> Student activity where they are required to create an argument as an individual's lawyer outlining their entitlements in law.  Note: this will be based against information provided</p> <p><u>Independent Study:</u>  <i>Task:</i> Answer the question 'Are agency workers employees?'</p> <p>Refer to See James v London Borough of Greenwich [2008] EWCA Civ 35.</p> <ul style="list-style-type: none"> <li>• Do read Brodie's journal (mentioned above). This is an excellent piece which will clarify any areas for you.</li> </ul>
Week 2	<p><u>Contract of Employment- Express Terms</u>  This will involve an examination of the express terms within a contract of employment, specifically whether they are reasonable and fair?</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The written statement of terms.</li> <li>• Types of express terms.</li> <li>• Forming and changing contracts</li> </ul>	<p><u>Independent Study:</u>  <i>Keyreading:</i> Employment Rights Act 1996- Section 1-11.  Lewis, D. and Sargeant, M. (2011) Chapter 2.  Lewis, D. and Sargeant, M. (2009) Essentials of employment law. Chapter 4 up to Page 84.  Upex, Benny, Hardy (2009), Chapter 4.  Exploring the link with contract law:  Read: Honeyball and Pearce: Contract, Employment and the Contract of Employment (2006) 35(1) <i>Ind Law Journal</i> 30-55.</p>

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		<p><i>Task:</i> Describe the relationship between the contract of employment and the written particulars of employment:</p> <ul style="list-style-type: none"> <li>• Is the written statement a contract or is it evidence of a contract?</li> <li>• Which case should you cite for authority on this?</li> <li>• If the written statement is a contract, how has this come about i.e. what action has the employer carried out?</li> </ul> <p>Post your responses on Blackboard.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1</i>  Tutor led activity where in groups students compile a model statement of written particulars for a supermarket cashier, including all the information required by s.1 ERA.</p> <p><i>Workshop Activity 2:</i>  Tutor led activity, and following tutor feedback from Activity 1, the cashier's employer is now telling you that they have added in additional terms and clauses to the written particulars. The additional terms that may be involved are discussed including the position of the law on each of them?</p>
Week 3	<p><u>Implied Terms by the Court</u>  This week will focus on what these implied terms are and how these are applied.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Principles for implying a term into an employment contract.</li> <li>• Terms implied in fact.</li> <li>• Terms implied by custom and practice.</li> <li>• Terms implied by law.</li> <li>• Employer's obligations.</li> </ul>	<p><u>Independent Study:</u>  <i>Key reading:</i> Lewis, D. and Sargeant, M. (2011) <i>Chapter 3</i>  Upex, Benny and Hardy (2009) <i>Employment Law</i> pp 103-130.  Lindsey J (2001) The implied term of trust and confidence <i>OLJS</i>, 27(4), 633-657.  Some insightful articles from the <i>Industrial Law Journal</i>:  Hugh Collins (2007) Legal response to the Standard form contract of employment, <i>ILJ</i> 36(1), 2-18.  C Wynn-Evans (2007) Discretion, Power and the Rationalisation of Implied Terms <i>ILJ</i>, 36(2) 194-213.  For case law refer to G.Pitt (2008) <i>Cases and Materials on Employment Law</i></p>

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		<p>, third edition, pp. 154-211.</p> <p><i>Task:</i> Question posted on Blackboard re: whether implied terms protect employees or employers more. Students are to give at least 3 arguments for whether they protect employees or employers more. Responses to be 'posted'.</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Tutor feedback and discussion around Blackboard activity. Tutor input followed by group activity around scenarios to consider which implied term may be being breached.</p> <p><i>Workshop Activity 2:</i> Group (paired) activity, with a scenario, where students act as employee/employer to identify which implied term is breached and by whom. Tutor feedback/ general discussion.</p>
Week 4	<p><u>Discrimination Law</u> This is a <u>highly important</u> area that practitioners should be able to grasp. It is an evolving area of law and thus, employers need to constantly update their knowledge to make sure they are not discriminating against not only employees, but also applicants since discrimination extends to recruitment and promotion.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Types of discrimination.</li> <li>• How employers can discriminate.</li> </ul>	<p><u>Independent Study:</u> <i>Key reading:</i> Lewis D. and Sargeant, M. (2011) Essentials of employment law. Chapter 4, Chapter 6 and 7.</p> <p>Equality Act 2010.</p> <p>ACAS Equality Act 2010 – what's new for employers? (2011) : <a href="http://www.acas.org.uk/media/pdf/s/k/Equality_Act_2010_guide_for_employers_JANUARY_2011.pdf">http://www.acas.org.uk/media/pdf/s/k/Equality_Act_2010_guide_for_employers_JANUARY_2011.pdf</a> (In particular look at pages 4-5 which represents the strands of</p>

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	<ul style="list-style-type: none"> <li>Discrimination in practice.</li> </ul>	<p>discrimination which are covered by the EA 2010, the changes from existing law and areas not changed in a table format).</p> <p><i>All employers should now follow:</i>  <a href="http://www.acas.org.uk/CHttpHandler.ashx?id=1048">http://www.acas.org.uk/CHttpHandler.ashx?id=1048</a> 'ACAS: Delivering Equality and Diversity Policy'.</p> <p>S.Fredman, 'Equality: A New Generation?' (2001) 30(2) <i>Industrial Law Journal</i> 145.</p> <p><i>Task:</i> Questions posted on Blackboard related to positive discrimination and positive action. Scenarios are given. Answers to be 'posted'.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i>  Tutor feedback on Blackboard 'postings'  Tutor input prior to individual activities to identify which strand and type of discrimination are involved in mini cases e.g. Direct/Age. Feedback and discussion.</p> <p><i>Workshop Activity 2:</i>  Individual activity and Tutor led discussion based on previous mini scenarios to identify ways in which the employer could have avoided discrimination and how they should be dealt with in the future.</p> <p><u>Independent Study:</u>  <i>Task:</i> Unfair clothing policies have become a prominent area recently. See these news articles for examples which may apply in your employment:  <a href="http://www.dailymail.co.uk/news/article-171431/Civil-servant-wins-">http://www.dailymail.co.uk/news/article-171431/Civil-servant-wins-</a></p>

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		<p>tie-case.html (Men and Women Equal)  <a href="http://www.telegraph.co.uk/health/healthnews/8577151/Nurses-warned-over-cleavage-at-work.html">http://www.telegraph.co.uk/health/healthnews/8577151/Nurses-warned-over-cleavage-at-work.html</a> (Nurses).</p> <p>Taking their claim to the EUROPEAN Court of Human Rights. This will be a landmark ruling for religion and discrimination:</p> <p><i>EWEIDA V BA</i> [2009]</p> <p><a href="http://www.telegraph.co.uk/news/religion/8556650/Christians-take-prejudice-row-to-Strasbourg.html">http://www.telegraph.co.uk/news/religion/8556650/Christians-take-prejudice-row-to-Strasbourg.html</a>  <a href="http://www.telegraph.co.uk/news/religion/4946254/BA-crucifix-worker-takes-case-to-Court-of-Appeal.html">http://www.telegraph.co.uk/news/religion/4946254/BA-crucifix-worker-takes-case-to-Court-of-Appeal.html</a></p>
Week 5	<p><u>Equal Pay</u></p> <p>Equal Pay legislation is an aspect of sex discrimination law. The Equal Pay Act 1970 covers sex discriminatory provisions within the contract of employment, i.e. it relates to all contract terms not just equal pay. Where there is discrimination on the grounds of sex concerning matters outside contractual terms, then the sex Discrimination Act 1975 must be used. Thus, this relates to pay, holidays, benefits that are outlined in the contract.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Equal Pay Directive.</li> <li>• Equal Pay Act 1970.</li> <li>• Equality Act 2010.</li> </ul>	<p><u>Independent Study:</u>  <i>Key reading:</i> Lewis, D. and Sargeant, M. (2011) Chp.5.            Equal Pay Act 1970            Equality Act 2010            Equal Pay: Where Next? (2010) :  <a href="http://www.fawcettsociety.org.uk/documents/Equal%20Pay,%20Where%20Next%20Nov%202010.pdf">http://www.fawcettsociety.org.uk/documents/Equal%20Pay,%20Where%20Next%20Nov%202010.pdf</a>  <i>Further reading:</i> Upex, Benny and Hardy, Employment Law, Chapter 6.            Michael Sergeant 'Discrimination Law' (2004) Pearson Education. The chapter on Equal Pay.            Journal: S.Fredman 'Reforming Equal Pay Laws' (2008)37(3) Industrial Law Journal, 193.</p> <p><u>Session 1:</u></p>

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		<p><u>Workshop Activity 1:</u> Tutor facilitated/ small group activities These activities will focus on likely workplace scenarios. Students are to advise and justify recommendations (these are to be underpinned by references/ reading) after all of your reading.</p> <p><u>Workshop Activity 2:</u> <u>Scenario 2:</u> Tutor facilitated/ small group activities. Feedback and discussion.</p> <p><u>Independent Study:</u> As professionals, keep up-to-date with this website which is a prominent feature since October 2010: <a href="http://www.equalityhumanrights.com">www.equalityhumanrights.com</a> . It will be the primary practical guidance site for Equal Pay cases in the future.</p> <p><u>Video:</u> For a historical context to the battles of equal pay. Watch a cleverly made film "Made in Dagenham (2010)". Here is a clip:  <a href="http://news.sky.com/skynews/Home/Showbiz-News/Made-In-Dagenham-Bob-Hoskins-In-Nigel-Cole-Film-About-Machinists-Who-Paved-The-Way-For-Equal-Pay/Article/201009315735584">http://news.sky.com/skynews/Home/Showbiz-News/Made-In-Dagenham-Bob-Hoskins-In-Nigel-Cole-Film-About-Machinists-Who-Paved-The-Way-For-Equal-Pay/Article/201009315735584</a>.</p>
Reading Week	<p><u>Consolidation</u> Review your learning of the employment areas studied so far.</p>	<p><u>Consolidation</u> <i>Key reading:</i> Lewis D. and Sargeant, M. (2011) Essentials of employment law. Chapters 1, 2, 3, 6 &amp; 7. Alternatively for a different view: Gillian Philips and Karen Scott, Employment Law, Chapters 1, 2, 8, 9, 10.</p>

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		<p>The Practical Law Company (accessible via Athens) is an excellent resource for consolidation and review. Search these items:</p> <ul style="list-style-type: none"> <li>• A toolkit: discrimination under the Equality Act 2010, Practical Law Company.</li> <li>• Equal Pay: On Overview, Practical Law Company.</li> </ul> <p>Any areas of the law you felt unconfident about, use the search bar in <a href="http://www.emplaw.co.uk/lawguide">http://www.emplaw.co.uk/lawguide</a>, it contains a good guide to the current law, future law and annotations of them.</p> <p><u>Preparation for Week 6:</u>  <i>Key reading:</i> Lewis, D. and Sargeant, M. (2011) <i>Employment Law, Chapter 8 and 9.</i>  Gillian Philips and Karen Scott, <i>Employment Law, pp 359-370.</i>  Stress at work is a very common problem and results in absenteeism, low productivity and ill-health.  Listen to Jane Bird, former Director of Good Practice Services and ACAS Adviser, Kate Nowicki, talk about stress in the workplace.  <a href="http://www.acas.org.uk/index.aspx?articleid=1993">http://www.acas.org.uk/index.aspx?articleid=1993</a> (click the link on this page).  Listen carefully to what they say and take notes on what they advise.  (This will be developed in week 6)</p>
Week 6	<p><u>Statutory Rights and Responsibilities</u></p> <p>This week concerns various statutory employment protection rights lying outside the scope of the law on unfair dismissal or the discrimination provisions discussed earlier in the course.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Rights in the Employment Rights Act 1996.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Key reading:</i> Lewis, D. and Sargeant, M. (2011) <i>Employment Law – Chapter 8, 9 and 10 on Parental Rights and Health and Safety and Working Time.</i>  Gillian Philips and Karen Scott, <i>Employment Law, Chapter 14 and pp 36-48.</i>  <u>Legislation:</u>  Employment Rights Act 1996; Ss 10, 13-15, 86, 92-93.  Working Time Regulations 1998, closely examine PART II ss.7-16.</p>

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	<ul style="list-style-type: none"> <li>• Common Rights of Employees.</li> <li>• National Minimum Wage (NMW Act 1998) and National Minimum Wage Regulations 1999.</li> <li>• Unlawful deduction from wages</li> <li>• Health and Safety.</li> </ul>	<p><u>Guidance Papers:</u>  HMRC, Employer Help book for Statutory Sick Pay:  <a href="http://www.hmrc.gov.uk/helpsheets/e14.pdf">http://www.hmrc.gov.uk/helpsheets/e14.pdf</a>  Department of Work and Pensions, Fit Note Guidance:  <a href="http://www.dwp.gov.uk/fitnote">www.dwp.gov.uk/fitnote</a>  ACAS, The Right to Flexible Working (2011):  <a href="http://www.acas.org.uk/CHttpHandler.ashx?id=1076">http://www.acas.org.uk/CHttpHandler.ashx?id=1076</a></p> <p><i>Task: Individual task for students.</i>  Flexible working is now greatly encouraged by the Government and Employers should endeavour to put this into practice where it is practicable. Posted on Blackboard will be a set of nine terms which are all considered as ways to achieve flexible working  Students will be required to match each one to its corresponding definition (given).</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i>  Feedback and discussion around Blackboard activity  Tutor led discussion on health and well being.  This will include an analysis of the FIT note i.e. <i>What are the main reasons for the FIT note? Who is the ONUS now on for ensuring workability?</i></p> <p><i>Workshop Activity 2:</i>  Tutor input and open discussion around the national minimum wage, employee entitlement, etc</p>
Week 7	<p><u>Termination of Contract</u></p> <p>This week will focus on an introduction in the area of termination of contract.</p>	<p><u>Independent Study:</u>  <i>Key reading:</i> LEWIS, D. and SARGEANT, M. (2011) Employment law: the essentials. Chapter 11.</p>

Week	Content	Learning and Teaching Strategy
	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Summary dismissal.</li> <li>• Wrongful dismissal.</li> <li>• Constructive dismissal.</li> </ul>	<p>Gillian Philips and Karen Scott, Employment Law, Chapter 3.  Upex, Benny and Hardy (2009) pp 281-385.  Julian Yew (2003) 'Constructing Dismissal' NLJ 153 , 1521.  Reynolds and Palmer (2005) Proving Constructive Dismissal: should one be concerned with what was in the employer's mind? 134(1), <i>I.L.J</i> 96-102.  Western Excavating (EEC) Ltd v Sharp [1978] ICR 221  Iceland Frozen Foods v Jones [1993] ICR 17.  Gorgay v Hertfordshire County Council [2000] IRLR 703.  For an excellent summary of the cases which you should know and be able to cite refer to : G.Pitt (2009) Employment Law , 7<sup>th</sup> Edition. Pp 339-436.</p> <p><i>Task:</i> Blackboard posted activity e.g. in the 3 given scenarios below, decide which dismissal is most appropriate.  Brief response with justification is to be 'posted'.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i>  Tutor input and general discussions related to postings and the related topic.  Real life case study from 2010 X factor to be discussed/ analysed in groups prior to feedback.</p> <p><i>Workshop Activity 2:</i>  Tutor directs students to carry out activity related to constructive dismissal (Buckland, Bournemouth University). Students to consider whether they would award constructive dismissal or whether they would favour the employer and allow the inquiry to 'cure' the breach because of vindication?</p> <p>Note: The tribunal and appeal disagreed on their decision.</p>

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		<p><u>Independent Study:</u> Read <i>Buckland v Bournemouth University [2010]</i> EWCA Civ 121 for formal decision.</p>
Week 8	<p><u>Unfair Dismissal.</u></p> <p>This is a key topic professionals must become familiar with in their HR role. This area requires understanding of the structure of the claims for unfair dismissal.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Has a dismissal taken place?</li> <li>• Who can claim unfair dismissal?</li> <li>• Is the dismissal fair and the five potentially fair reasons.</li> <li>• Reasonableness of the dismissal.</li> <li>• Automatically unfair dismissals.</li> <li>• Remedies.</li> </ul>	<p><u>Independent Study:</u> <i>Key reading:</i> Lewis, D. and Sargeant, M. (2011) Chapters 12 &amp; 13. Gillian Philips and Karen Scott, Employment Law, Chapter 5. Read the Employment Rights Act 1996 – especially focus on Section 98-105. You MUST be familiar with these. <i>Iceland Frozen Foods Ltd v Jones [1993]</i> ICR 17 <i>British Home Stores Limited v Burchell [1978]</i> IRLR 379 <i>ASLEF V Brady [2006]</i> IRLR 576 ACAS CODE 2009 here : <a href="http://www.acas.org.uk/index.aspx?articleid=2174">http://www.acas.org.uk/index.aspx?articleid=2174</a> <i>Upex, Benny and Hardy (2009)</i> pp 281-385.</p> <p><i>Further reading:</i> M. Freedland (2007) Constructing Fairness in Employment Contracts, 36(1), <i>I.L.J.</i> 136-140.</p> <p><i>Task:</i> Blackboard posted questions re: unfair dismissal and related areas. Answers to be 'posted' on Blackboard.</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Tutor/ open discussion around Blackboard 'postings' prior to tutor input on other forms of dismissal. Small group activities to develop these further.</p> <p><i>Workshop Activity 2:</i> Tutor directs students (in small groups) to develop a pictorial diagram of</p>

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	<p><u>*COLLECT FORMATIVE WORK FROM STUDENTS.</u></p>	<p>the stages which unfold during the Unfair dismissal process then feedback as a whole group.</p> <p><u>Independent Study:</u>  <i>Task:</i> Build on your structure made in class of the four stages of unfair dismissal by adding the correct parts of legislation and case law to each stage to give a full understanding between practicality and legal principles.</p>
Week 9	<p><u>Reorganisation and Redundancies</u>  Redundancy is a major topic within the termination of contract area. Issues can arise as part of an unfair dismissal case i.e. unfair selection for redundancy, or as regarding the right to redundancy payment and procedure. Both of these areas will need to be addressed.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The definition of redundancy.</li> <li>• Concept of 'Bumped Redundancy'.</li> <li>• Suitable alternative employment i.e. what is 'suitable alternative'?</li> <li>• Redundancy payment.</li> <li>• Employer procedure.</li> </ul>	<p><u>Independent Study:</u>  <i>Key reading:</i> Lewis, D. and Sargeant, M. (2011) Chapter 14.  Gillian Philips and Karen Scott, Employment Law, Chapter 4.  Read these two cases in full and in conjunction with each other. They are the primary redundancy common law cases which will be discussed.  Murray v Foyle Meats Ltd [1999] IRLR 148  Safeway Stores Plc v Burrell [1997] IRLR 200  ACAS Redundancy Handling 2009:  <a href="http://www.acas.org.uk/media/pdf/4/7/B08_1.pdf">http://www.acas.org.uk/media/pdf/4/7/B08_1.pdf</a>  ACAS CODE 2009 here :  <a href="http://www.acas.org.uk/index.aspx?articleid=2174">http://www.acas.org.uk/index.aspx?articleid=2174</a>  Upex, Benny and Hardy (2009) pp 281-385.  G.Pitt (2009) Employment Law- Chapters 5 and 6 for case overview.</p> <p><i>Task:</i> Through Blackboard, and in a small group of three, each student to take a question re: job function test, bumped redundancy definition of redundancy concept and define it to the other two student members through 'posting'.</p>

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		<p><u>Session 1:</u>  <i>Workshop Activity 1:</i>  Tutor led discussion around Blackboard 'postings' prior to formal input on redundancy and related areas.</p> <p><i>Workshop Activity 2:</i>  Student activity (case study) followed by discussion and feedback:</p> <ul style="list-style-type: none"> <li>• Is redundancy applicable in this case?</li> <li>• Is a suitable alternative offered?</li> <li>• Redundancy payment?</li> </ul> <p><u>Independent Study:</u>  <i>Task:</i> Search summarise redundancy.</p>
Week 10	<p><u>Dispute Resolution</u>  So far we have looked at the substantive rights of those in disputes and terminations. This week we will be looking at the procedure which should be followed to allow a dismissal to be deemed fair; or before a dismissal is carried out and how a dispute can be internally managed without the law intervening.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Discussion on the 'old' legal position pre 2009.</li> <li>• The independent Gibbons Review i.e. What did it recommend and why?</li> <li>• Discussion on the Employment Act 2008.</li> <li>• Information and Consultation.</li> </ul>	<p><u>Independent Study:</u>  <i>Key reading:</i> Lewis, D. and Argeant, M. (2011) <i>Chapter 15 and 17</i>. Gillian Philips and Karen Scott, <i>Employment Law, Chapter 6</i>.  <i>Ss.1-7 Employment Act 2008</i>  (Read the relevant parts of the explanatory notes for further guidance: <a href="http://www.legislation.gov.uk/ukpga/2008/24/pdfs/ukpgaen_20080024_en.pdf">http://www.legislation.gov.uk/ukpga/2008/24/pdfs/ukpgaen_20080024_en.pdf</a>)  <i>Repealed: parts of EA 2002</i>  <i>G.Pitt (2009) Employment Law, 7<sup>th</sup> Edition, pp 260-265</i>  White and Yew 'Disputing the New Procedures' (2003) <i>Employment Law Journal</i>, 5.  Angell 'Polkey: dead or alive?' (2005) 155 <i>NLJ</i> 504  ACAS Code of Practice on Discipline and Grievance 2009</p>

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		<p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Tutor presents a scenario related to dismissal of an employee. Students in small groups to analyse and discuss how the situation should have been dealt with.</p> <p><i>Workshop Activity 2:</i> Tutor presents the discussion question: "Do you think the Employment Act 2002 with its compulsory measures or the Employment Act 2008 is better to deal with dispute resolutions?" Students, in small groups, are to compile an argument (providing at least five points) prior to justifying this through open discussion.</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Look at arguments as to why this area has been reformed in 2009: Gibbons 'Better Dispute Resolution: a review of employment dispute resolution in Great Britain': <a href="http://www.berr.gov.uk/files/file38516.pdf">http://www.berr.gov.uk/files/file38516.pdf</a> (N.B this document is really thorough and quite lengthy, but it will give you a detailed understanding of the political and social context as to why dispute resolution is shaped how it is today).</p>
Extension & Consolidation		<p><u>Independent Study:</u></p> <p><i>Task: Use the Practical Law Company for overview of:</i></p> <ul style="list-style-type: none"> <li>• Dismissal</li> <li>• Redundancy</li> <li>• ACAS Code</li> </ul> <p><i>Students are required to work on their projects.</i></p>

Week	Content	Learning and Teaching Strategy
Revision Week	<u>Revision of the syllabus</u>  Students should use this week to consolidate their learning.	<u>Independent Study:</u>  <i>Task 1:</i> Use feedback on formative for summative guidance. <i>Task 2:</i> Students to recap on Learning Outcomes. <i>Task 3:</i> Continue working and researching on summative project.

## Employee Relations

### General Information

School	Business School	
Level	Level 7 (Masters Level)	
Credit Value	15 Credits	
Contact Hours	30 Hours	
Programme(s)	MSc Professional HR	
Module Leader	Liz Aylott	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	The Chartered Institute of Personnel and Development	

### Introduction

Employee Relations can be defined as “A broad term used to refer to the general management and planning of activities related to developing, maintaining, and improving employee relationships by communicating with employees, processing grievances/disputes...” and is acceptably referred to as being concerned with the relationship between an organisation and its employees. It is sometimes regarded as the same as industrial relations.

([www.johnwiley.com.au/highered/hrm4e/student-res/glossary.ht...](http://www.johnwiley.com.au/highered/hrm4e/student-res/glossary.ht...))

Whatever the definition, it is clear that today's turbulent business environment makes increasing demands on Human Resource Management, as competitive standards rise and expectations of individuals increase. Organisations must respond positively to these demands and the associated changes in contemporary workforce attitudes if they are to achieve the performance levels they need.

Successful employer/employee relations come from striking a balance. For the majority of employers this means having the right to manage, the ability to plan for the future to maintain or increase success, to make profits for its shareholders and to keep the employees motivated. For many employees it is about securing the best possible conditions and living standards. This module will enable learners to understand, analyse and evaluate competing theories and perspectives associated with managing employee relation strategies and their outcomes on organisational climate, employees and management.

Through critical awareness and new insights gained from the forefront of academic discipline and professional practice the learner will develop a deep and systematic understanding of employee relations through analysing the employment relationship.

Students will demonstrate a practical understanding and originality in the application of the knowledge gained by evaluating subject areas such as local and national contexts shaping employee relations climates and exploring the international flavour of employee relations.

Throughout the module learners are required to reflect critically on theory and practice from an ethical and professional standpoint whilst demonstrating the ability to apply the skills gained in complex and often unpredictable contexts.

### Educational Aims

This module aims to:

- Develop an understanding of the HRM in context, the impact on the internal and external environment and HR strategies and more specifically Employee Relations.
- Develop skills for business leadership to enable complex decision-making, problem solving and effective interpersonal relationships.
- Build upon knowledge base with the varying theories and perspectives of employee relations, providing a conceptual understanding and critical awareness of the subject area.
- Develop a comprehensive awareness of the employee relation's processes and practices that support organisational performance.
- Discuss how strategies, policies, structures and processes can be used to develop and maintain employee commitment to strengthen employee relations.
- Develop understanding of how to keep up to date knowledge of developments in employment law and practice and how these impact on developments of employment policy and practice.

### Learning Outcomes

#### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a: (subject specific)
K1	Deep and systematic understanding of the internal and external environment and how they shape the employee relations climate and strategies.
K2	Comprehensive understanding of leadership and people management and how major theories are applied in practice to enhance the employment relationship.
K3	In-depth level of understanding on how to apply current theories, concepts and relevant legislation to the employee relations processes to support organisational performance.
K4	Critical understanding of changing patterns of employee relations.

#### Cognitive Skills

Ref	B. Students should be able to:
C1	Critically evaluate the impact of local, national and global contexts shaping the employee relations climate.
C2	Apply expertise in the evaluation and use of appropriate tools and techniques for the development of Employee Relations strategies.
C3	Proactively demonstrate the ability to have originality, self- direction and initiative to effectively diagnose and resolve employee relations issues.
C4	Creatively and proactively apply in-depth knowledge and understanding of relevant employment law in order to systematically advise on complex and unpredictable employee relations issues.

#### Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Recognise and manage complex issues using appropriate analytical tools and techniques, anticipating future trends and arguing alternative approaches to solving employee relations issues.
P2	Effectively communicate complex ideas, arguments and conclusions clearly to specialist and non-specialist audiences using a range of media and methods.
P3	Demonstrate the ability to be able to plan and self-manage and have originality and self-direction in tackling and solving problems in a wide variety of employee relations situations.
P4	Demonstrate the awareness and ability to manage the implications of ethical dilemmas.

#### General Transferable Skills

Ref	D. Students should be able to:
T1	Exercise initiative and take personal responsibility when dealing with different situations in the workplace by working with others whilst maintaining a professional profile.
T2	Make decisions in complex and unpredictable situations where there is a need to show leadership and is able to deliver good practice solutions.
T3	Demonstrate the ability to be independent learners who are able to plan their own development and reflect upon experiences which will enable them to show their commitment to continuing professional development.
T4	Understand the needs of the stakeholders whilst presenting in relevant formats the methodologies and recommendations.

## Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Elements].

In addition to the summative elements, the module contains two (2) tasks to assist you in evaluating your progress in the module [the Formative Elements].

### Formative Elements

Please Note: These elements do not count towards your final module grade.

1. Professional Report (no more than 2500 words)

Provide an in depth analysis of the environment in which your organisation operates, applying relevant and appropriate analytical tools and techniques. Prepare a report of your findings to your identified stakeholders providing informed and considered recommendations on the impact this has on the employee relations' climate within your organisation.

The report will demonstrate the depth of your understanding across the subject area, along with your ability to analyse and to communicate clearly, autonomously and competently to the target audience.

*Formative Assessment Brief Handout: Week 2*

*Formative Assessment Due Date: Week 5*

2. Business Presentation

Being able to make sound and justifiable decisions creatively and on occasions without all the information required is a fundamental skill in business leadership, coupled with the ability to communicate these decisions clearly. You will be required to prepare and present original and considered recommendations on the scenario provided.

*Formative Assessment Brief Handout: Week 4*

*Formative Assessment Presentations: Week 8*

### Summative Elements

Please Note: You must achieve a pass in the following element(s) to pass the module.

1. 3 hour unseen exam based on pre-seen case study [100% of Module Grade]

During the course of the exam you will tap into the knowledge, skills and attitudes you have gained throughout this module to demonstrate your ability to apply academic discipline and professional practice to enhance the employee relation strategies of the case study organisation. You will be required to make appropriate recommendations for improving policy and practice whilst demonstrating your understanding of the broad context of contemporary employment relations.

*Summative Assessment Case Study Handout: Week 10*

*Summative Assessment Exam Date: Week 12*

The formative and graded elements are awarded a percentage grading according to the Level 7 (Masters) Marking Criteria contained in your programme handbook.

Each assessment is marked on a percentage basis and combined as a final module grade. For the classification of your degree (Distinction, Merit, Pass) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

### Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

### Seminal Works

ROLLINSON, D. and DUNDON, T. (2011) 2<sup>nd</sup> Ed. *Understanding employment relations*. London: McGraw Hill.

### Books and Texts

ACKERS, P. and WILKINSON, A. (eds). (2003) *Underestimating work and employment: industrial relations in transition*. Oxford: Oxford University Press.

BAMBER, G.J., LANSBURY R.D. and WAILES, N. (eds). (2004) *International and comparative employment relations: globalisation and the developed market economies*. 4th ed. London: Sage.

BLYTON, P. and TURNBULL, P. (2004), *The dynamics of employee relations, 3rd ed.* Basingstoke: Palgrave Macmillan.

BOLTON, S.C. (2005) *Emotion management in the workplace*. Basingstoke: Palgrave Macmillan.

COLLING, T. and TERRY, M. (2010) *Industrial Relations: Theory and Practice*. Chichester: John Wiley and Sons.

CONWAY, N. and BRINER, R.B. (2005) *Understanding psychological contracts at work: a critical evaluation of theory and research*. Oxford: Oxford University Press.

COYLE-SHAPIRO, J., SHORE, L.M. and TAYLOR, M.S. (2004) *The employment relationship: examining psychological and contextual perspectives*. Oxford: Oxford University Press.

CUNNINGHAM, I. (2008) *Employment Relations in the Voluntary Sector: Struggling to care*. London: Routledge

DUNDON, T. and ROLLINSON, D. (2004), *Employment relations in non-union firms*. London: Routledge.

EDWARDS, P. (ed). (2003) *Industrial relations: theory and practice in Britain*. 2nd ed. Oxford: Blackwell.

EDWARDS, P. and WAJCMAN, J. (2005) *The politics of working life*. Oxford: Oxford University Press.

FORTH, J., BEWLEY, H. and BRYSON, A. (2006) *Small and medium-sized enterprises: findings from the 2004 Workplace Employment Relations Survey*. London: Department of Trade and Industry.

- GALL, G. (ed). (2009) *The future of union organising: building for tomorrow*. Basingstoke: Palgrave Macmillan.
- GALL, G. (ed). (2009) *Union revitalisation in advanced economies: assessing the contribution of union organising*. Basingstoke: Palgrave Macmillan.
- GENNARD, J. and JUDGE, G. (2010) *Employee relations*. 5th ed. London: Chartered Institute of Personnel and Development.
- HARLEY, B., HYMAN, J. and THOMPSON, P. (eds). (2005) *Participation and democracy at work*. Basingstoke: Palgrave Macmillan.
- HEALY, G., HEERY, E. and TAYLOR, P. (eds). (2004) *The future of worker representation*. Basingstoke: Palgrave Macmillan.
- KELLY, J. (1998) *Rethinking industrial relations: mobilization, collectivism and long waves*. London: Routledge.
- KERSLEY, B., ALPIN, C. and FORTH, J. (2006) *Inside the workplace: findings from the 2004 Workplace Employment Relations Survey*. London: Routledge.
- LEWIS, P, THORNHILL, A. and SAUNDERS, M. (2003) *Employee Relations: Understanding the Employment Relationships*. London: FT Prentice Hall
- KIRTON, G. and GREENE, A.M. (2010) *The dynamics of managing diversity: a critical approach*. 3rd ed. London: Elsevier Butterworth-Heinemann.
- MARCHINGTON, M., GRIMSHAW, D. and RUBERY, J. (eds). (2005) *Fragmenting work: blurring organizational boundaries and disordering hierarchies*. Oxford: Oxford University Press.
- MORLEY, M., GUNNIGLE, P. and COLLINGS, D. (eds). (2006) *Global industrial relations*. London: Routledge.
- NOON, M. and BLYTON, P. (2007) *The realities of work*. 3rd ed. Basingstoke: Palgrave Macmillan.
- ROSE, E. (2008) *Employment relations*. 3rd ed. Harlow: Financial Times Prentice Hall.
- STUART, M. and MARTINEZ-LUCIO, M. (eds). (2005) *Partnership and modernisation in employment relations*. London: Routledge.
- TAYLOR, S. and EMIR, A. (2009) *Employment law: an introduction*. 2nd ed. Oxford: Oxford University Press.
- WILLIAMS, C. (2007) *Rethinking the future of work: directions and visions*. Basingstoke: Palgrave Macmillan.
- WILLIAMS, S. and ADAM-SMITH, D. (2009) *Contemporary employment relations: a critical introduction*. Oxford: Oxford University Press.
- Due to be published  
BACH, S. and KESSLER, I. (2011) *The modernisation of public services and employee relations: Targeted Change (Management work and organisations)*. Basingstoke: Palgrave Macmillan

Academic and Professional Articles

British Journal of Industrial Relations: Available at: [www.cipd.co.uk/journals](http://www.cipd.co.uk/journals)

Employee Relations

European Journal of Industrial Relations

Human Resource Management Journal: Available at: [www.cipd.co.uk/journals](http://www.cipd.co.uk/journals)

Industrial Relations Journal

International Journal of Human Resource Management: Available at: [www.cipd.co.uk/journals](http://www.cipd.co.uk/journals)

People Management: Available at: [www.cipd.co.uk/journals](http://www.cipd.co.uk/journals)

Personnel Review

Work, Employment and Society

Websites

[www.bis.gov.uk](http://www.bis.gov.uk)

[www.cbi.org.uk](http://www.cbi.org.uk)

Website of the CBI, the Confederation of British Industry

[www.cipd.co.uk](http://www.cipd.co.uk)

Website of the Chartered Institute of Personnel and Development

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

Website of the Equality and Human Rights Commission

[www.eurofound.europa.eu](http://www.eurofound.europa.eu)

Website of Eurofound – a tripartite EU agency

[www.equalities.gov.uk](http://www.equalities.gov.uk)

Website of the Government Equalities Office

[www.tuc.org.uk](http://www.tuc.org.uk)

Website of the TUC, the Trades Union Congress

**INDICATIVE SCHEME OF WORK**

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Employee Relations

**Syllabus**

- HRM in Context
- ER Supporting Organisational Performance
- Striking the balance: the right to manage vs employee expectations
- Employee relation strategies
- Mitigating organisational risk through effective employee relations
- Government policy and legal regulation shaping ER
- Contributors to employee relations
- Reward and regulation
- Managing the ER Processes

Week	Content	Learning and Teaching Strategy
Head Start	<p><u>Introduction to Employee Relations</u></p> <p>Introduction to the discipline of employee relations encompassing a broad range of concepts, transactions, practices, behaviours and objectives arising out of the relationship between an organisation and its employees, and among the employees themselves.</p>	<p><u>Preparation for Week 1:</u></p> <p><i>Key Reading:</i> Chapter 1</p> <p>LEWIS, P, THORNHILL, A. and SAUNDERS, M. (2003) <i>Employee Relations: Understanding the Employment Relationships</i>. London: FT Prentice Hall</p> <p><i>Watch/Listen/Task:</i> Research the difference between the terms employee relations and the employment relationship.</p>
Week 1	<p><u>HRM in Context</u></p> <p>Analyse the external environment in which the organisation operates and the internal and external environment in which HRM operates.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Contemporary organisations and their principal environments.</li> <li>• How organisational and HR strategies are shaped by and developed in response to internal and external environmental factors.</li> <li>• The impact of these environments on employee relation climate and strategies.</li> <li>• Local, national and global employment relationships.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Key Reading:</i> Chapter 2</p> <p>LEWIS, P, THORNHILL, A. and SAUNDERS, M. (2003) <i>Employee Relations: Understanding the Employment Relationships</i>. London: FT Prentice Hall</p> <p>Read Article:</p> <p>Working in a corner shop: are employee relations changing in response to competitive pressures? Sonia Liff and Simon Turner.</p> <p><a href="http://www.emeraldinsight.com/journals.htm?issn=0142-5455&amp;volume=21&amp;issue=4&amp;articleid=879702&amp;show=html">http://www.emeraldinsight.com/journals.htm?issn=0142-5455&amp;volume=21&amp;issue=4&amp;articleid=879702&amp;show=html</a></p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Tutor led discussions to analyse the external environment in which the students' organisations operates within to ensure students have a comprehensive understanding. Covering local, national and global employment relationships.</p> <p><i>Workshop Activity 2:</i> Using mini case studies for a variety of different organisations</p>

Week	Content	Learning and Teaching Strategy
		<p>within different sectors, groups assess the environments and internal/external influences. Followed by tutor led discussion on how these environments impact employee relations.</p> <p><u>Independent Study:</u>  <i>Task:</i> The Psychological Contract: Familiarise yourself with the current research on the subject.</p>
Week 2	<p><u>Striking the Balance</u></p> <p>Debating the right to manage versus the employees expectations of their working environment and relationships.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Understanding the psychological contract.</li> <li>• Understanding the employees' expectations within the working environment, the changing expectations of the employees.</li> <li>• Factors contributing to the organisations needs and desires with regards to managing the employment relationship.</li> <li>• How organisations can regain the balance? What happens if this does not happen?</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading: Chapter 3</i>            LEWIS, P, THORNHILL, A. and SAUNDERS, M. (2003) <i>Employee Relations: Understanding the Employment Relationships</i>. London: FT Prentice Hall</p> <p>Read Article:            A Change in Business Ethics: The impact on Employer-Employee relations  <a href="http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=cbea8d36-71cb-457d-b45f-5060f9642662%40sessionmgr12&amp;vid=8&amp;hid=15">http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=cbea8d36-71cb-457d-b45f-5060f9642662%40sessionmgr12&amp;vid=8&amp;hid=15</a></p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor led discussion: evaluate critically the current research on the psychological contract.</p> <p><i>Workshop Activity 2:</i> Review of case study organisation (tbc). Provide recommendations for the organisation on how to best approach the employee relations issues, making sound judgements in the absence of complete data. Communicate the conclusions and recommendations clearly to the audience.</p>

Week	Content	Learning and Teaching Strategy
Week 3	<p><u>ER Supporting Organisational Performance</u></p> <p>The importance of organisational – level employment relations processes that support organisational performance.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Understanding organisational performance and high performance working.</li> <li>• Analyse and define what constitutes organisational-level employment relation processes.</li> <li>• Assess the impact of organisational-level employment relations processes on organisational performance and high performance working.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Key Reading: High Performance Working</i>  <a href="http://www.bis.gov.uk/files/file9338.pdf">http://www.bis.gov.uk/files/file9338.pdf</a>  <a href="http://www.clms.le.ac.uk/publications/workingpapers/working_paper50.pdf">http://www.clms.le.ac.uk/publications/workingpapers/working_paper50.pdf</a></p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Groups to define organisational performance and high performance working.</p> <p><i>Workshop Activity 2:</i> Tutor led discussion: How do effective employment relationships lead onto High Performance Working?</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Participation and involvement: to what extent does this feature in UK workplaces? What evidence is there about its impact on organisational performance?</p>
Week 4	<p><u>Mitigating Organisational Risk</u></p> <p>Assessing the importance of employee relations procedures that help mitigate organisational risk.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Understanding the risks within employment relationships. Consider the morale, legal, ethical and financial implications for the organisation.</li> <li>• Debating the risks, understanding the consequences of taking risks for the organisation and the employee in private, public and voluntary sectors.</li> <li>• The design, implementation and evaluation of employment relations strategies, plans, policies, systems and procedures to mitigate organisational risk.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Task:</i> Research employment relations in the voluntary sector. What are the topical issues?</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Tutor facilitated debate – would an organisation take a risk on an employee relations matter? Take into consideration morale, legal, ethical and financial implications of decisions made in relation to the risk.</p> <p><i>Workshop Activity 2:</i> Groups to discuss the possible options for organisations based on the scenarios presented. Each group to prepare and present the options with considered justifications.</p>

Week	Content	Learning and Teaching Strategy
		<p><u>Independent Study:</u>  <i>Task:</i> Consider the ethical dilemma of a civil servant; to what extent do they owe allegiance to their prime minister or parliament in times of conflict of belief and understanding by the employee? How as a public sector organisation do you handle these dilemmas?</p>
Week 5	<p><u>Managing the ER Processes</u>            Understanding the development of employee relations processes, plans, policies and procedures.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The roles and functions of the different parties to control and manage the employment relationships.</li> <li>• The design and implementation of policies and practices within employee relations, such as employee engagement, participation and involvement, employee voices, disciplinary, grievance, collective bargaining and managing conflict at work.</li> <li>• The integration of employment relations processes and how they impact on policy, practice and organisational outcomes such as performance and employee engagement.</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading: Key Reading:</i> Chapter 4            LEWIS, P, THORNHILL, A. and SAUNDERS, M. (2003) <i>Employee Relations: Understanding the Employment Relationships</i>. London: FT Prentice Hall</p> <p>Read article:            Sweet charity! Managing employee commitment in the UK voluntary sector            Ian Cunningham  <a href="http://www.emeraldinsight.com/journals.htm?issn=0142-5455&amp;volume=23&amp;issue=3&amp;articleid=879749&amp;show=html">http://www.emeraldinsight.com/journals.htm?issn=0142-5455&amp;volume=23&amp;issue=3&amp;articleid=879749&amp;show=html</a></p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor led discussion on the roles and functions in managing the employment relationship.</p> <p><i>Workshop Activity 2:</i> Employee Engagement – groups to discuss:</p> <ul style="list-style-type: none"> <li>• how can we measure the state of the employment relationship?</li> <li>• how does the psychological contract in my organisation compare with that of employees in other organisations?</li> <li>• what should I do to develop a more positive psychological contract in my own organisation?</li> </ul> <p><u>Independent Study:</u>  <i>Task:</i> Read the report produced by David Macleod and Nita Clarke on Engaging</p>

Week	Content	Learning and Teaching Strategy
		for success: enhancing performance through employee engagement. Engaging for success - A report to Government and critically evaluate the report and the ability of an organisation to implement the recommendations made.
Reading Week	<u>Reading Week</u> – Consolidation of learning to date and preparation for weeks 6 to 10	<p><u>Consolidation</u>  <i>Key Reading: Key Reading: Chapters 1-4</i>            LEWIS, P, THORNHILL, A. and SAUNDERS, M. (2003) <i>Employee Relations: Understanding the Employment Relationships</i>. London: FT Prentice Hall</p> <p>Review articles on the indicative reading list  <i>Watch/Listen/Task:</i>            Prepare for formative assessment presentation for Week 8.</p> <p><u>Revision plan</u>            If you haven't done so already, this is a good opportunity to prepare or revisit your revision plan for the exam.</p> <p><u>Preparation for Week 6:</u>  <i>Key Reading: Bach, S. and Kessler, I. (2011) The Modernisation of Public Services and Employee Relations: Targeted Change (Management Work and Organisations).</i></p> <p><i>The Modernisation of Public Services and Employee Relations</i> provides an integrated and up-to-date account of changes in work and employment in the public services. The book examines a range of different sectors focusing on core public services, especially local government, the NHS and the civil service.</p> <p><i>Watch/Listen/Task:</i> Consider how your organisation compares to Bach and Kessler's account of the changes in work and employment. Prepare a maximum 2-page synopsis of your viewpoints and findings.</p>
Week 6	<u>Reward and Regulation</u> Evaluating both reward management and regulating the employment	<u>Independent Study:</u> <i>Key Reading: Chapter 9 and 10</i>

Week	Content	Learning and Teaching Strategy
	<p>relationships through discipline and grievance.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Reward management; evaluate the introduction of reward management in the employment relationship.</li> <li>• Rewards strategies.</li> <li>• Evaluate discipline and grievance procedures as a means to regulate the employment relationship.</li> </ul>	<p>LEWIS, P, THORNHILL, A. and SAUNDERS, M. (2003) <i>Employee Relations: Understanding the Employment Relationships</i>. London: FT Prentice Hall</p> <p><i>Read articles</i></p> <p><i>Clear Vision for bringing reward strategy to life</i>  <a href="http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=cbea8d36-71cb-457d-b45f-5060f9642662%40sessionmgr12&amp;vid=12&amp;hid=113">http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=cbea8d36-71cb-457d-b45f-5060f9642662%40sessionmgr12&amp;vid=12&amp;hid=113</a></p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor facilitated group task – based on the case study organisation provided, recommend the key components for a reward strategy which will enhance the employment relationship.</p> <p><i>Workshop Activity 2:</i> Tutor led discussion – how do discipline and grievance procedures regulate the employment relationship?</p> <p><u>Independent Study:</u>  <i>Task:</i> Select one of the reward strategy case studies and evaluate the effectiveness of the strategy in the employment relationship.</p>
Week 7	<p><u>Government Policy and Employment Legislation shaping employment relationships</u></p> <p>Review of the role the government and employment legislation have played in shaping the employment relationship.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Assess how the government has influenced and regulated employment relationships to date.</li> <li>• Critically compare the manifestos/policy of today's political parties and how the implications on employment relationships.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Key Reading:</i> Chapter 6</p> <p>LEWIS, P, THORNHILL, A. and SAUNDERS, M. (2003) <i>Employee Relations: Understanding the Employment Relationships</i>. London: FT Prentice Hall</p> <p><i>Read article: Employee relations public policy developments, 1997-2001</i>  John Gennard  <a href="http://www.emeraldinsight.com/journals.htm?issn=0142-5455&amp;volume=24&amp;issue=6&amp;articleid=879796&amp;show=html">http://www.emeraldinsight.com/journals.htm?issn=0142-5455&amp;volume=24&amp;issue=6&amp;articleid=879796&amp;show=html</a></p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>Evaluate recent legislative changes and the impact on employment relationships.</li> </ul>	<p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor led exercise to assess how the government has influenced and regulated employment relationships to date. Critically evaluate what have been the advantages and disadvantages for organisations, problematic areas and benefits to organisation and employees?</p> <p><i>Workshop Activity 2:</i> Groups to consider a change in current government, what would be the main views/agendas of the political party coming into parliament that would impact on the employment relationship?</p> <p><u>Independent Study:</u>  <i>Task:</i> Using the Department of Business Innovation and Skills, Employment Relations Research Series, Compendium of Impact Assessment 2009 or 2008, critically evaluate the introduction of one of the intervention/ options in relation to your own organisation.  BIS Employment Relations Research Series</p>
Week 8	<p><u>Trade Union influence on employment relationship</u>  Explores the relationships between trade unions and the employment relationship, focusing on the role of the trade union in today's turbulent environment.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>The role of the trade union.</li> <li>The comparison of the employment relationship in organisations with trade union recognition and those without.</li> <li>How has the trade union changed as a result of the external environment in which organisations operate.</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Chapter 5  LEWIS, P, THORNHILL, A. and SAUNDERS, M. (2003) Employee Relations: Understanding the Employment Relationships. London: FT Prentice Hall  <a href="http://www.bis.gov.uk/files/file51155.pdf">http://www.bis.gov.uk/files/file51155.pdf</a></p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor led discussion on the role of the trade unions in today's turbulent environment.</p> <p><i>Workshop Activity 2:</i> Group exercise: evaluate and compare the case study organisations provided (Boots, British Museum, BT Open Reach, Cavaghan and Gray, Group 4 Securicor, NPower and Tristar Homes) and the role of the Union</p>

Week	Content	Learning and Teaching Strategy
		<p>within these organisations.</p> <p><i>Workshop Activity 3:</i> Formative Assessment 2 presentations.</p> <p><u>Independent Study:</u>  <i>Task:</i> Critically review the formative assessment presentation; consider the tasks itself, your involvement, the end result and the learning taken from the task.</p>
Week 9	<p><u>The role of the employees in the Employment Relationship</u>  Short description of what will be looked at – addressed at 'you' the student.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Employee participation and involvement.</li> <li>• Negotiation and bargaining.</li> <li>• Employee communication.</li> <li>• Employee voice.</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Chapters 7 and 8  LEWIS, P, THORNHILL, A. and SAUNDERS, M. (2003) Employee Relations: Understanding the Employment Relationships. London: FT Prentice Hall</p> <p>Read article:  Sustaining the equality of employee voice: a dynamic capability</p> <p>Employee voice initiatives in the public sector: views from the workplace</p> <p>Determining the significance of the Citizens' Advice Bureau as an industrial relations actor.  Brian Abbott  <a href="http://www.emeraldinsight.com/journals.htm?issn=0142-5455&amp;volume=28&amp;issue=5&amp;articleid=1567252&amp;show=html">http://www.emeraldinsight.com/journals.htm?issn=0142-5455&amp;volume=28&amp;issue=5&amp;articleid=1567252&amp;show=html</a></p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor led discussion: explore the concept of the employee voice.</p> <p><i>Workshop Activity 2:</i> Negotiating and bargaining – case study exercise.</p> <p><u>Independent Study:</u></p>

Week	Content	Learning and Teaching Strategy
		<p><i>Task:</i> It is suggested that there have been changes in the bargaining relationship? What have these changes been and what has prompted them?</p>
Week 10	<p><u>Employee Relations Strategies</u></p> <p>Review the range of employee relation strategic options within the context of the operating environment.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Understanding the process of strategy formulation and the different approaches that can be taken.</li> <li>• Understanding of employee relation strategies and objective setting in line with business strategy and operating environment.</li> <li>• Critically evaluate trends in employee relation strategies.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Chapter 4</p> <p>LEWIS, P, THORNHILL, A. and SAUNDERS, M. (2003) <i>Employee Relations: Understanding the Employment Relationships</i>. London: FT Prentice Hall</p> <p>Chapter 2</p> <p>GENNARD, J. and JUDGE, G. (2010) <i>Employee relations</i>. 5th ed. London: Chartered Institute of Personnel and Development.</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Tutor led exercise to work on mini cases identifying employee relations strategies.</p> <p><i>Workshop Activity 2:</i> Tutor led discussion – how are strategic choices driven by values, preferences and power of those who are the principal decision-makers?</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Critically evaluate the strategy levels outlined by Burnes (1996) cited by Gennard and Judge in Chapter 2 of <i>Employee Relations</i> in relation to your organisations and its current or potential employee relations strategy.</p>
Extension & Consolidation	Preparation for examination based on course content in weeks 1 – 10.	<p><u>Independent Study:</u></p> <p><i>Task:</i> Review and reflect upon directed reading and course activities carried out in weeks 1 to 10.</p>
Revision Week	<p><u>Revision of the syllabus</u></p> <p>Students should use this week to consolidate their learning.</p>	<p><u>Independent Study:</u></p> <p><i>Task 1:</i> Use feedback on formative for summative guidance.</p> <p><i>Task 2:</i> Students to recap on Learning Outcomes.</p> <p><i>Task 3:</i> Continue working and researching on summative assessment.</p>

## Learning and Development

### General Information

School	Business School	
Level	Level 7 (Masters Level)	
Credit Value	15 Credits	
Contact Hours	30 Hours	
Programme(s)	MSc Professional HR	
Module Leader	Liz Aylott	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	The Chartered Institute of Personnel and Development	

### Introduction

*Investment in human capital will be the foundation of success in the global economy of the 21<sup>st</sup> century.*

(DFEE)

Learning and development is recognised and acknowledged to be a significant driver in achieving the economic, social and cultural aspirations and objectives of individuals, teams and organisations.

As an HR professional you will know that of equal importance is the role of learning and development in achieving your *personal* needs and aspirations and facilitating others to do so.

The contribution of learning and development to both *formulating* and *achieving* objectives at all levels forms a core rationale and component of this module.

The module will enable you to develop a critical understanding of the potential and limitations of the contribution of learning and development policies and strategies in global business in terms of *adding value*.

You will be able to develop your intellectual, social and professional skills to perform more effectively in your professional roles.

The module requires learners to reflect critically on theory and practice from an ethical and professional standpoint, explores the implications for professional practice and provides opportunities for applied learning and continuous professional development.

## Educational Aims

This module aims to:

- Develop a deep understanding of the formulation and implementation of processes of learning development strategies.
- Analyse how the above processes define and achieve current and future effectiveness at national, organisational, group and individual levels.
- Critically evaluate the potential and suitability of a range of learning development strategies, policies and methodologies with regard to contextual factors.
- Diagnose and manage learning and development collaboratively and effectively with key internal and external partners responding to issues and agreeing responses.
- Critically evaluate the role and influence of the politics of learning and development policy and practice in a range of contexts.

## Learning Outcomes

### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a: (subject specific)
K1	A systematic and in-depth understanding of how strategically focused activities can build organisational capability by drawing on the forefront of the learning and development discipline.
K2	In-depth knowledge and understanding of the issues facing learning and development professionals as a result of the impact of external and internal environment factors.
K3	Conceptual understanding of the theories, models and techniques at the forefront of the learning and development discipline.
K4	In-depth knowledge of the ethical and responsible approaches required in effective practice and delivery of a professional role.

### Cognitive Skills

Ref	B. Students should be able to:
C1	Demonstrate initiative and originality at a high level when diagnosing learning and development strategies that will add value to the organisation.
C2	Critically evaluate the challenges for the industry and organisation and propose relevant, realistic and practical solutions.
C3	Critically analyse the learning and development role and activities involved with regard to compliance and ethical practice.
C4	Critically assess the importance of working collaboratively with key partners and stakeholders when diagnosing and implementing learning activities.

### Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Recognise and deal with complex issues using appropriate analytical tools and techniques, anticipating future trends and arguing alternative approaches to solving learning and development issues.
P2	Effectively communicate complex ideas and arguments clearly to specialist and non-specialist audiences using an appropriate range of media and methods.
P3	Effectively demonstrate the ability to be able to plan, self-manage and show originality in tackling and solving problems in a wide variety of situations.

P4	Synthesise information from a wide range of sources to gain an in-depth knowledge of strategic models, theories and concepts to solve learning and development problems in complex environments.
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#### General Transferable Skills

Ref	D. Students should be able to:
T1	Exercise initiative and take personal responsibility when dealing with different situations in the workplace by working in collaboration with others.
T2	Make decisions in complex and unpredictable situations where there is a need to show leadership and be able to deliver good practice solutions.
T3	Demonstrate ability to be independent learners who are able to plan their own development and reflect upon experiences which will enable them to show their commitment to continuing professional development.
T4	Work independently and as part of a team, maintaining a high profile to improve organisational performance.

## Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Elements].

In addition to the summative elements, the module contains two (2) tasks to assist you in evaluating your progress in the module [the Formative Elements].

### Formative Elements

Please Note: These elements do not count towards your final module grade.

1. Mock HRD Consultancy Report

A 1500 word individual report to be presented in the form of a consultancy document. This will require students to assume the role of a strategic HRD consultant for an organisation. Full briefing details will be issued at the start of the module.

*Due Date: Week 6, Session 1*

2. Individual Presentation

Individual 5 minute presentation based on key themes and recommendations emerging from the Mock HRD Consultancy Report.

*Due date: Week 6, Session 1*

### Summative Elements

Please Note: You must achieve a pass in the following element(s) to pass the module.

1. A 3 hour unseen assessment based on a pre-seen case study [100% of Module Grade]

Students will be required to analyse the case study, answer key questions and make recommendations to resolve potential issues in the case organisation.

*Set Date: Week 5*

*Due date: Week 9*

The formative and graded elements are awarded a percentage grading according to the Level 7 (Masters) Marking Criteria contained in your programme handbook.

Each assessment is marked on a percentage basis and combined as a final module grade. For the classification of your degree (Distinction, Merit, Pass) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

## Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

### Seminal Works

GOLD, J., HOLDEN, R.; ILES, P; STEWART J and BEARDWELL J (eds) (2010)  
*Human Resource Development: theory and practice*. Basingstoke: Palgrave Macmillan.

### Books and Texts

GIBB, S. (2007) *Human resource development: processes, practices and perspectives*. 2nd ed.  
Basingstoke: Palgrave Macmillan.

HARRISON, R. (2009) *Learning and Development*. 5th ed. London: Chartered Institute of  
Personnel and Development.

HILL, R. and STEWART, J. (eds). (2007) *Management development: perspectives from research and  
practice*. London: Routledge.

HM TREASURY (2006) *Prosperity for All in the Global Economy: World Class Skills*, London: HMSO

MAYO, A, (2004) *Creating a Learning and Development Strategy*, 2<sup>nd</sup> ed. London: Chartered Institute of  
Personnel and Development

REID, M; BARRINGTON, H and BROWN, M (2004) *Human Resource Development Beyond Training  
Interventions*. London. CIPD

RIGG, C., STEWART, J. and TREHAN, K. (eds). (2007) *Critical Human Resource Development:  
Beyond Orthodoxy*. Harlow: Pearson Education.

SAMBROOK, S. and STEWART, J. (eds). (2007) *Human Resource Development in the Public Sector:  
the case of health and social care*. London: Routledge.

SMITH, P.J. and SADLER-SMITH, E. (2006) *Learning in organizations: Complexities and  
Diversities*. London: Routledge.

STEWART, J and MCGOLDRICK, J (Eds) (1996) *Human Resource Development : Perspectives,  
Strategies and Practice*. London. Pitman Publishing

### Academic and Professional Articles

Chartered Institute of Personnel and Development (2007a) *Learning and Development Survey*.  
London CIPD

Cheetham, G and Chivers, G (2001) How professionals learn in practice. *Journal of European  
Industrial Training* Vol 24(7) 247-92

Gold, J; Rodgers H and Smith, V (2003) What is the future for the Human resource development professional? A UK perspective. *Human Resource Development International*, Vol 6(4) 437-55

Nailon, D; DelaHaye, B and Brownlee, J.(2007) Learning and Leading: how beliefs about learning can be used to promote effective leadership. *Development and Learning in Organizations* Vol 20 (4): 6-9

Oliver, J (2008) Action learning enabled strategy making, *Action Learning Research and Practice*, Vol 5 (2) 149-58.

Review of Vocational Education - the Wolf Report

[www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00031-2011](http://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00031-2011)

(Free Download)

Russ-Eft, D and Preskill, H (2005) In search of the holy grail: return on investment evaluation in human resource development. *Advances in Developing Human Resources*, Vol 7(1): 71-85

Key Journals.

Advances in Developing Human Resources

Developing and Learning in Organizations

Education and Training

Human Resource Development International :

Human Resource Development Quarterly

Human Resource Development Review

Industrial and Commercial Training

International Journal of Training and Development

Journal of European Industrial Training

Journal of Workplace Learning

People Management

Websites:

Website of the Academy of Human Resource Development: [www.ahrd.org](http://www.ahrd.org)

Website of the Chartered Institute of Personnel and Development: [www.cipd.co.uk](http://www.cipd.co.uk)

Website of the University Forum for Human Resource Development: [www.ufhrd.co.uk](http://www.ufhrd.co.uk)

Website of the UK Commission for Employment and Skills: [www.ukces.org.uk](http://www.ukces.org.uk)

Website of the Learning and Skills Council: [www.lsc.gov.uk](http://www.lsc.gov.uk)

Website of Learn on Line: [www.learnonline.org.uk](http://www.learnonline.org.uk)

**INDICATIVE SCHEME OF WORK**

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Learning and Development

**Syllabus**

- Formulation and implementation of learning and development strategies for defining and achieving current and future effectiveness at national, organisational, group and individual levels.
- Contextual factors impacting on policy and practice in learning and development.
- Criteria relevant to aid the selection and adoption of strategies and methods, including analytical tools.
- Examination of the range of learning and talent development strategies, policies and methods with reference to relevant contextual factors.
- The initiation, development and implementation of learning and development strategies, interventions and activities.
- Diagnosing and managing learning and development collaboratively and effectively with key internal and external partners and stakeholders.
- Responding to problems and issues and ensuring clarity of role and contribution to agreed responses whilst collaborating with partners.
- Assessment of the role and influence of the politics of learning and development policy and practice in a range of contexts.
- Importance of acting ethically and professionally in Learning and Development processes.
- Commitment to continuous personal and professional development, its rationale and processes.

Week	Content	Learning and Teaching Strategy
Head Start	<p><u>The strategy process and strategic HRD</u></p> <p>The head start week requires students to consider:</p> <ul style="list-style-type: none"> <li>The concepts of strategy, strategy formulation and process and their application in learning and development.</li> </ul>	<p><u>Preparation for Week 1:</u></p> <p><i>Key Reading:</i> Harrison R (2009) <i>Learning and Development 4<sup>th</sup> ed.</i> London. CIPD - Chapter 12</p> <p><i>Watch/Listen/Task:</i> Students to source and read 3 articles on the strategic role of HRD</p>
Week 1	<p><u>The Strategic role of HRD in the organisation</u></p> <p>.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Differentiating between learning and development.</li> <li>The notion of strategy and strategy formulation to inform Business Plans and in turn Learning and Development Plans.</li> <li>Implementing policies and processes through L and D to underpin and help achieve strategic plans.</li> </ul>	<p><u>Independent Study</u></p> <p>Read: Stewart, J and McGoldrick, J (Eds) (1996) <i>Human Resource Development ; perspectives, Strategies and Practice.</i> London. Pitman Publishing - Chapter 5</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> An interactive session to introduce students to the module and the modes of assessment, with particular emphasis on the strategic role of HRD in organisations.</p> <p><i>Workshop Activity 2:</i> Students will work in groups to discuss a mini case study relating to HRD as Change Agents and then exchange ideas with the whole group.</p> <p><u>Independent Study:</u></p> <p><i>Task: Key Reading:</i> Oliver, J (2008) Action learning enabled strategy making, <i>Action Learning Research and Practice</i>, Vol 5 (2) 149-58.</p> <p>Source any other articles pertinent to this week's lecture.</p>
Week 2	<p><u>Contextual factors that influence L and D policies and practice in learning and development</u></p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Identification of the range of external factors that impact on an organisation's L and D plans.</li> <li>Criteria relevant to selection of and adoption of learning policies.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Harrison, R (2009) <i>Learning and Development 4<sup>th</sup> ed.</i> London. CIPD - Chapters 1 and 12</p> <p>Gold et al (2010) <i>Human Resource Development: theory and practice.</i> Basingstoke. Palgrave MacMillan Chapter 3</p> <p><u>Session 1:</u></p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>Policy formation and content.</li> </ul>	<p><i>Workshop Activity 1:</i> An interactive session to familiarise students with the contextual factors influencing L and D policies and practice; also knowledge surrounding Learning Outcomes 2 and 3.</p> <p><i>Workshop Activity 2:</i> Students will prepare a mini-presentation on external factors impacting on HRD strategies. The presentation should include some visual content.</p> <p><u>Independent Study:</u> Source 3 articles relating to HRD strategy formulation</p>
Week 3	<p><u>Leading the initiation, development and implementation of L and D strategies</u></p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Critique of key learning theories.</li> <li>Evaluation of the range of formal and informal learning methods.</li> <li>Design of L and D programmes with consideration to budget control and other resource implications in line with business plan.</li> </ul>	<p><u>Independent Study:</u> Gold et al (eds) (2010) <i>Human Resource Development: theory and practice</i>. Basingstoke. Palgrave MacMillan. Chapters 5 and 7 Reid, M; Barrington, H and Brown, M (2004) <i>Human resource Development: Beyond Training Interventions</i>. London. CIPD Chapter 5.</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> An interactive lecture to explain links between business plans and L and D plans; considerations for budgetary and resource constraints and a brief overview of the range of formal and informal learning methods available.</p> <p><i>Workshop Activity 2:</i> The tutor will provide a list of typical learning and development needs. Working in teams students must justify which learning methods would be most appropriate for each situation taking into account occupation and level of learners and resource implications.</p> <p><u>Independent Study:</u> Source 3 articles relating to key learning theories.</p>
Week 4	Working effectively and collaboratively with key internal and external	<u>Independent Study:</u>

Week	Content	Learning and Teaching Strategy
	<p>partners and stakeholders.</p> <p>.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Evaluating models and theories associated with stakeholder analysis and partnership work.</li> <li>• Ensuring clarity of role, such as social, organisational and professional.</li> <li>• Responding to problems and issues whilst remaining sensitive to stakeholders' needs.</li> </ul>	<p>Smith ,P.J and Sadler-Smith, E (2006) <i>Learning in Organizations: Complexities and diversities</i>. London. Routledge Chapter 4 p 52-57</p> <p>Harrison, R (2006) <i>Learning and Development</i>. London. CIPD Chapter 14</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Interactive session to evaluate different models and theories regarding stakeholders, own role and influencing and working with stakeholders.</p> <p><i>Workshop Activity 2:</i> Preparation for Role Play activity. Working in small groups and to a given brief, students will either act the part of the L and D team or the reluctant client who needs to be convinced of the strategic value of investing in Land D.</p> <p><u>Independent Study:</u> Source 3 articles related to partnerships and stakeholders in L and D</p>
Week 5	<p><u>A critical assessment of the role of politics in L and D</u></p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The concepts of power and sources of power within organisations.</li> <li>• Interest groups, coalitions and alliances as applied in work organisations.</li> <li>• Developing influencing skills and applying strategies and behaviours to aid the decision-making process.</li> </ul>	<p><u>Independent Study:</u> Stewart, J and McGoldrick J eds (1996) <i>Human Resource Development: Perspectives, Strategies and Practice</i>. London. Pitman Publishing. Chapter 9</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> An interactive lecture to introduce students to the concepts of power and interest groups etc, and also the importance of influencing skills.</p> <p><i>Workshop Activity 2:</i> Students will carry out role plays as prepared in Week 4. Review of role play and reflections will be discussed afterwards.</p> <p><u>Independent Study:</u></p>

Week	Content	Learning and Teaching Strategy
		Source 3 articles relating to power and influence in L and D
Reading Week	This week should be used to consolidate learning from the first five weeks	<p><u>Consolidation</u>  <i>Key Reading:</i> Cheetham, G and Chivers,G (2001) How professionals learn in practice. <i>Journal of European Industrial Training</i> Vol 24(7) 247-92  Gold,J; Rodgers H and Smith,V (2003) What is the future for the Human resource development professional? A UK perspective. <i>Human Resource Development International</i>, Vol 6(4) 437-55</p> <p><i>Watch/Listen/Task:</i> Read and analyse case study to prepare for Formative Assessment next week</p> <p><u>Preparation for Week 6:</u>  <i>Key Reading:</i> Reid, M; Barrington, H and Brown, M (2004) <i>Human Resource Development Beyond Training Interventions</i>. London. CIPD Chapter 8.</p>
Week 6	<p><u>Formative Assessment</u></p> <ol style="list-style-type: none"> <li>1. Hand in Mock HRD Consultancy Report</li> <li>2. Short Individual Presentation  Individual 5 minute presentation based on key themes and recommendations emerging from the above report.</li> </ol>	<p><u>Independent Study</u>  <i>Key Reading:</i> Gold et al (2010) <i>Human Resource Development: Theory and Practice</i>. Basingstoke. Palgrave MacMillan.  Chapter 13.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Individual presentations.</p> <p><u>Independent Study:</u>  Gibb,S(2007) <i>Human Resource Development: processes, practices and perspectives</i>. Basingstoke. Palgrave Macmillan  Chapter 14</p>
Week 7	<u>Ethics,equality and diversity in HRD</u>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Stewart, J and McGoldrick, J (Eds) (1996) <i>Human Resource</i></p>

Week	Content	Learning and Teaching Strategy
	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Exploring ethics, including philosophical bases.</li> <li>• Differentiating between equality and diversity.</li> <li>• Notions of professionalism and professional practice.</li> </ul>	<p><i>Development: Perspectives, Strategies and Practice</i>. London. Pitman Publishing.- Chapter 8</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Interactive lecture which explores contemporary views on ethics, professionalism and differentiation between equality and diversity.</p> <p><i>Workshop Activity 2:</i> Focus group activity to discuss the strategies undertaken in their own organisations to ensure diversity is achieved in L and D.</p> <p><u>Independent Study:</u>  Also source any topical articles relating to this lecture.</p>
Week 8	<p><u>The role of Continuous Personal and Professional Development</u></p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Rationale and processes for CPD.</li> <li>• Reflective style of learning.</li> <li>• Career building and lifelong learning.</li> </ul>	<p><u>Independent Study:</u>  Gold et al (eds) (2010) <i>Human Resource Development: theory and practice</i>. Basingstoke. Palgrave MacMillan. Chapter 16</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Interactive lecture on the rationale and processes involved with CPD. What are the key drivers for the importance of CPD and Lifelong learning?</p> <p><i>Workshop Activity 2:</i> Student debate on mechanisms for CPD and LL and good practice examples within their own organisations.</p> <p><u>Independent Study:</u>  Task: Read Gold et al Eds (2010) <i>Human resource Development: theory and practice</i>. Basingstoke. Palgrave MacMillan Chapter 16 p 393-400</p>
Week 9	<p><u>Summative Assessment – Task 1</u></p> <p>A 3 hour unseen assessment based on a pre-seen case study issued 4</p>	<p><u>Independent Study:</u>  Key Reading: Case study for assessment</p>

Week	Content	Learning and Teaching Strategy
	<p>weeks in advance. [100% of module grade].</p> <p>Students will be required to analyse the case study, answer key questions and make recommendations to resolve potential issues raised in the case study organisation.</p>	<p><u>Session 1:</u> Summative assessment Task.</p> <p><u>Independent Study:</u> Read text below and source 3 articles relating to the future of L and D.</p>
Week 10	<p><u>The Future of Learning and Development?</u></p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Integration of L and D strategies with current business and HR strategies.</li> <li>• Creating superior speed, flexibility and knowledge creation.</li> <li>• Continued development of virtual learning environments.</li> </ul>	<p><u>Independent Study:</u> <i>Key Reading:</i> Harrison, R (2009) <i>Learning and Development</i>. 5<sup>th</sup> edition. London: CIPD. Chapters 15,16 and 17</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Interactive presentation to explore key contemporary trends and future ideas based on research and reading undertaken by students prior to the session.</p> <p><i>Workshop Activity 2:</i> Focus groups during which students will discuss what Harrison means by the terms "superior speed, flexibility and knowledge creation". They will provide practical examples based on either their own organisation or one of their choice.</p> <p><u>Independent Study:</u> <u>Task:</u></p>
Extension & Consolidation	You should be consolidating your knowledge and practice of research skills through the summative assignment	<p><u>Independent Study:</u> <i>Task:</i> Complete any unfinished work and reading from the module.</p>
Revision Week	<p>Assignment</p> <p>Students will be using the reading week to prepare their assessment.</p>	<p><u>Assignment and revision:</u> Task: Complete the summative assessment drawing on learning from weeks 1 to 10 and your own self-directed reading.</p>

## **International and Comparative HR Management Practices**

### General Information

School	Business School	
Level	Level 7 (Masters Level)	
Credit Value	15 Credits	
Contact Hours	30 Hours	
Programme(s)	MSc Professional HR	
Module Leader	Keat Khoo	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	The Chartered Institute of Personnel and Development	

### Introduction

As organisations move from regional to global markets there are significant changes in perspectives, structures, systems and behaviours of their personnel. Global organisations now face HR in its cultural context and examine the contributions and multicultural influences in the management of its people to both gain and sustain a competitive advantage. Where the pursuit of international business was high on top management's list of priorities, even more critical has been the importance placed upon both finding and nurturing the human resources required to implement an international or global strategy.

However, not all international human practices are the same so the need to recognise the differences is essential. This module recognises not only the need for students to understand and apply international human resource practices, but also to recognise the significant macro and cultural environments that these organisations operate within. The focus of this module is therefore centred around the cross cultural approaches to the study of international HR and in particular the analysis and critical evaluation of the comparative HR practices.

To facilitate this appreciation, this module will explore key theoretical debates within the international HRM arena, as well as focus on the key challenges in the practice of IHRM, such as recruitment and selection, reward management, performance management, leadership, diversity management, talent and knowledge management.

## Educational Aims

This module aims to:

- Discuss the application of the dominant mainstream approaches to HRM in an international context.
- Evaluate how IHRM presents a viable solution to the people-management problems faced in an international context.
- Critically appraise the impact of globalisation on employment practices
- Explore the prominence of the multinational company and environmental factors upon the operationalisation of IHRM.
- Critically assess the impact of contrasting international philosophies and institutional frameworks in employee participation and involvement for IHRM practices.
- Analyse different strategic options for MNEs regarding the issues of identifying location, managing cultural diversity, responding to ethical concerns and international assignments.
- Explore effective methods for the selection, training and development of the 'host' and expatriate workforce.
- Recognise and critically appraise the impact of globalisation and its implications for the international management of people.
- Critically appraise the value of international performance management and problems in its implementation.
- Explore varying global national contexts to gain an understanding of key features of HRM practices.

## Learning Outcomes

### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a: (subject specific)
K1	Deep and systematic understanding of the 'rhetoric's and realities' of HRM in a global setting.
K2	In-depth level of understanding of current issues impacting IHRM within global organisations and of management solutions.
K3	In-depth knowledge of the tools and techniques available for the effective mobilisation, evaluation and control of the global labour force.
K4	Comprehensive understanding of the tools and techniques available to the international manager in order to evaluate, respond and anticipate employee and stakeholder interests.

### Cognitive Skills

Ref	B. Students should be able to:
C1	Proactively source and apply research to inform managerial options in a range of organisational contexts.
C2	Critically evaluate the relationships between an organisation and its environments and propose alternative approaches for the purpose of efficiency and/or effectiveness.
C3	Demonstrate expertise in the evaluation and the use of tools and techniques for the development of strategies for the purpose of business development.

C4	Apply a wide range of theories to the area of IHRM with a high level of competence displaying an awareness of the various factors contributing to business success.
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#### Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Critically evaluate a range of alternative courses of action for an organisation in order to implement valuable change.
P2	Demonstrate sensitivity and understanding of the needs of stakeholders when recommending courses of action.
P3	Apply the practical skills associated with the strategic planning process and shape concepts to formulate and implement strategic and business plans.
P4	Work effectively and proactively in a team in order to prepare and present analyses and strategic plans in a variety of business contexts.

#### General Transferable Skills

Ref	D. Students should be able to:
T1	Make relevant and professional contributions to decisions that reflect good business practice in given situations.
T2	Take responsibility for initiating and controlling own work and learning experience in order to improve personal effectiveness and ensure continuous professional development.
T3	Apply relevant and appropriate presentation formats in order to communicate methodologies and recommendations to different stakeholders.
T4	Foster empathy and sensitivity to the needs and opinions of others in order to maximise the effectiveness of team working.

### Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Elements].

In addition to the summative elements, the module contains one (1) task to assist you in evaluating your progress in the module [the Formative Elements].

### Formative Elements

Weekly Problem Sets.

Please Note: These elements do not count towards your final module grade.

### Summative Elements

Please Note: You must achieve a pass in the following element(s) to pass the module.

1. 3,000 word investigative assignment based on a given case study scenario [100% of Module Grade]:

The Case Study Scenario will be set against the learning outcomes

Set: Week 6

Due: Week 9

The formative and graded elements are awarded a percentage grading according to the Level 7 (Masters) Marking Criteria contained in your programme handbook.

Each assessment is marked on a percentage basis and combined as a final module grade. For the classification of your degree (Distinction, Merit, Pass) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

### Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

### Core Texts

Briscoe, D. R., Schuler, R. S. & Claus, L. (2008) *International Human Resource Management: Policies and Practices for Multinational Enterprises* (3rd edn, London, Routledge Ltd

### Supporting Texts

Brewster, C., Sparrow, P. & Vernon, G. (2007) *International Human Resource Management*, (2<sup>nd</sup> edition), London, CIPD

Budhwar, P., Schuler, R. S. & Sparrow, P. R. (eds) (2009) *International Human Resources Management* (Volumes 1 - 4), Sage Library in Business Management, London, Sage

Caligiuri, P., Lepak, D. & Bonache, J. (2010) *"Managing the Global Workforce"* London, Wiley-Blackwell

Dickmann, E., Sparrow, P. & Brewster, C. (Eds) (2008) *International Human Resource Management: A European Perspective*, London, Routledge Ltd

Dowling, P. J., Festing, M. & Engle, Sr., A. D. (2008) *International Human Resource Management* (5<sup>th</sup> Edition), UK, Thomson

Edwards, T. & Rees, R (2005) *International human resource management : globalization, national systems and multinational companies*, London, Pearson

Hollinshead, G. (2010) *International and Comparative Human Resource Management*, London: McGraw-Hill

Tayeb, M. H. (2005) *International Human Resource Management: A Multinational Company Perspective*, Oxford, Oxford University Press

### Academic and Professional Articles

Chew, R. K. H. & Horwitz, F. M. "Human Resource Management Strategies in Practice: Case-Study Findings in Multinational Firms" in *Asia Pacific Journal of Human Resources*, April 2004; vol. 42, 1: pp. 32-56.

Enz, C. A. "Human Resource Management: A Troubling Issue for the Global Hotel Industry" in *Cornell Hospitality Quarterly*, November 2009; vol. 50, 4: pp. 578-583, first published on October 23, 2009

Ferner, A., Almond, P., Clark, I., Colling, T., Edwards, T., Holden, L. & Muller-Camen, M. "Dynamics of Central Control and Subsidiary Autonomy in the Management of Human Resources: Case-Study Evidence from US MNCs in the UK" in *Organization Studies*, March 2004; vol. 25, 3: pp. 363-391

Kim, S., Wright, P. M. & Su, Z. "Human resource management and firm performance in China: A critical review" in *Asia Pacific Journal of Human Resources*, April 2010; vol. 48, 1: pp. 58-85

Kusluvan, S., Kusluvan, Z., Ilhan, I. & Buyruk, L. "The Human Dimension: A Review of Human Resources Management Issues in the Tourism and Hospitality Industry" in *Cornell Hospitality Quarterly*, May 2010; vol. 51, 2: pp. 171-214.

Online Resources, Professional Bodies and Lobby Groups

People Management: [www.peoplemanagement.co.uk](http://www.peoplemanagement.co.uk)

Health and Safety Executive: [www.hse.gov.uk](http://www.hse.gov.uk)

Human Resource Planning: [www.flexibility.co.uk](http://www.flexibility.co.uk)

Recruitment and Employment Federation: [www.rec.uk.com](http://www.rec.uk.com)

International Foundation of Employee Benefits Plan: [www.ifebp.org](http://www.ifebp.org)

CIPD: [www.cipd.co.uk](http://www.cipd.co.uk)

Institute for Employment Studies: [www.employment-studies.co.uk](http://www.employment-studies.co.uk)

ACAS (Advisory, Conciliation and Arbitration Service): [www.acas.org.uk](http://www.acas.org.uk)

Trades Union Congress (TUC): [www.tuc.org.uk](http://www.tuc.org.uk)

Incomes Data Services (IDS): [www.incomesdata.co.uk](http://www.incomesdata.co.uk)

International Labour Organisation (ILO): [www.ilo.org](http://www.ilo.org)

**INDICATIVE SCHEME OF WORK**

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: International and Comparative HR Management Practices

**Syllabus**

- HRM practices in a global marketplace
- Global organisational structures and design and the implications for HRM policies
- The 'rhetoric's and realities' of IHRM in different cultural settings
- Politics, laws, ethics and institutional frameworks impacting the operationalisation of IHRM
- Recruitment and selection issues underpinning the 'host' and expatriate work force
- Training, developing and nurturing employees globally
- Understanding the prominence of compensation, benefits and taxes upon groups and individuals in the global arena
- Performance measures at the individual, group and organisational level to ensure maximisation of employee and organisational output
- Comparative analysis of IHRM in practice and implications for governments, business and employees
- Creating a viable workforce for tomorrow's business needs – the global challenge

Week	Content	Learning and Teaching Strategy
Head Start	<p><u>Introduction to International and Comparative Management Practices</u> Review of what it means to align key personnel with the aims of the business and the global practices available to management.</p>	<p><u>Preparation for module:</u> <i>Key Reading:</i> Chapter 1, Briscoe, D. R., Schuler, R. S. &amp; Claus, L. (2008) <i>International Human Resource Management: Policies and Practices for Multinational Enterprises</i> (3rd edn.), London, Routledge Ltd</p> <p>Chapter 1, Hollinshead, G. (2010) <i>International and Comparative Human Resource Management</i>, London: McGraw-Hill.</p> <p><i>Task:</i> Read case study: "The Offshoring of Financial Services" (Hollinshead, pp 16 – 18)</p>
Week 1	<p><u>Creating the international organisation -strategy and structure</u> Focus on how varying approaches to global business affect the nature and design of multinational firms and the important role that IHRM plays in those decisions.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The different approaches to international business.</li> <li>• Centralised control and the role of IHRM.</li> <li>• Local adaptation policies to stakeholders and culture.</li> </ul>	<p><u>Independent Study</u> <i>Key Reading:</i> Chapter 2, Briscoe, D. R., Schuler, R. S. &amp; Claus, L. (2008) <i>International Human Resource Management: Policies and Practices for Multinational Enterprises</i> (3rd edn.), London, Routledge Ltd.</p> <p>Chapter 3, Hollinshead, G. (2010) <i>International and Comparative Human Resource Management</i>, London: McGraw-Hill.</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Online exercise to identify the characteristics of successful IHRM practices. Tutor to facilitate discussion on key learning.</p> <p><i>Workshop Activity 2:</i> Review of "The Offshoring of Financial Services" case study and group work to identify employment issues, IHRM strategies and business implications.</p> <p><u>Independent Study:</u> (some independent study questions can be completed and passed to the tutor for formative assessment to develop experience of analysing assignment type questions. Other responses will be posted and shared with the group to allow for peer discussion and debate)</p> <p><i>Task:</i> Visit a known global organisation of your choice e.g. <a href="http://www.ikea.com">www.ikea.com</a></p>

Week	Content	Learning and Teaching Strategy
		and identify any changes to employment policy and working practices it has to consider when operating out of different countries. Support your findings with reference to any materials studied during week 1
Week 2	<p><u>IHRM &amp; Culture</u> National cultural differences sometimes need to be accommodated and sometimes they are influenced by corporate culture.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The nature of corporate and national cultures.</li> <li>• How culture influences in particular IHRM policies and practices.</li> <li>• How organisations have embraced culture to develop high performance cultures.</li> </ul>	<p><u>Independent Study:</u> <i>Key reading:</i> Chapter 3, Briscoe, D. R., Schuler, R. S. &amp; Claus, L. (2008) <i>International Human Resource Management: Policies and Practices for Multinational Enterprises</i> (3rd edn.), London, Routledge Ltd</p> <p>Chapter 2, Hollinshead, G. (2010) <i>International and Comparative Human Resource Management</i>, London: McGraw-Hill.</p> <p><i>Task:</i> Review Corporate culture and group values at Dicom Group plc case study (provided online)</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Tutor lead discussion to evaluate how Dicom Group plc could adapt its employment matters in a country different from its own.</p> <p><i>Workshop Activity 2:</i> Review of "Marks &amp; Spencer" case study and group work to identify employment issues, IHRM strategies and business implications bound by cultural frameworks.</p> <p><u>Independent Study:</u> <i>Task:</i> Imagine you are an HR manager for a medium-sized, domestically owned, engineering company in a country of your choice. Formulate a PEST (political, economic, social and technical) analysis of the contextual factors impacting on your business. To what extent are they indicative of an 'LME' (Liberal Market Economy) or 'CME' (Coordinated Market Economy) national institutional context? Post your answers for peer discussion.</p>
Week 3	<p><u>The diffusion of HR practices in MNCs</u> Review the range of political, legal, ethical and policy instruments facing the operation of IHRM in global markets.</p>	<p><u>Independent Study:</u> <i>Key reading:</i> Chapter 4, Briscoe, D. R., Schuler, R. S. &amp; Claus, L. (2008) <i>International Human Resource Management: Policies and Practices for Multinational Enterprises</i> (3rd edn.), London, Routledge Ltd</p>

Week	Content	Learning and Teaching Strategy
	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The application of country laws and politics outside the country of origin, particularly immigration rulings and impact on labour mobility and flexibility.</li> <li>• Ethical standards, CSR, behaviour and decision making, particularly how they impact IHRM.</li> <li>• Elements of global employment policies and how they impact upon the practice of IHRM.</li> </ul>	<p>Chapter 9, Dowling, P. J., Festing, M. &amp; Engle, Sr., A. D. (2008) <i>International Human Resource Management</i> (5<sup>th</sup> Edition), UK, Thomson</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor led exercise to work on mini cases identifying political, legal, ethical and policy issues impacting IHRM.</p> <p><i>Workshop Activity 2:</i> Tutor facilitated group work, each group given a legal, ethical, policy dilemma faced by an organisation and/or sector e.g. retail sector. Groups then present back how they would advise management should solve the problem.</p> <p><u>Independent Study:</u>  <i>Task:</i> Select one of the case studies (on-line) and evaluate the IHRM response. Post your answers for peer discussion.</p>
Week 4	<p><b>Global Talent Management and Staffing</b></p> <p>Policies and Practices - Focus on the importance of talent management for the MNE and provides an overview of global staffing, employment forecasting and planning, plus an analysis of the many types of employees used by NMEs today.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Recruitment and selection of international assignees (IAs).</li> <li>• Preparation for foreign assignments.</li> <li>• Difficulties with and best practices in their management whilst on assignment.</li> </ul>	<p><u>Independent Study:</u>  <i>Key reading:</i> Chapter 5, Briscoe, D. R., Schuler, R. S. &amp; Claus, L. (2008) <i>International Human Resource Management: Policies and Practices for Multinational Enterprises</i> (3rd edn.), London, Routledge Ltd</p> <p>Chapter 4, Hollinshead, G. (2010) <i>International and Comparative Human Resource Management</i>, London: McGraw-Hill.</p> <p>Chapters 4 &amp; 5, Dowling, P. J., Festing, M. &amp; Engle, Sr., A. D. (2008) <i>International Human Resource Management</i> (5<sup>th</sup> Edition), UK, Thomson</p> <p><u>Session 1:</u>  <i>Group Task:</i> Devise a selection process using whichever techniques are most suitable for a particular job you are analysing. From your findings suggest how you might devise a selection process that is free of any bias</p> <p><i>Workshop Activity 1:</i> Tutor led discussion on case studies to evaluate global staffing decisions in relation to achieving organisational, departmental and individual objectives.</p>

Week	Content	Learning and Teaching Strategy
		<p><i>Workshop Activity 2:</i> Read case study: "Quality compliance at the Hawthorn Arms" in Dowling, P. J., Festing, M. &amp; Engle, Sr., A. D. (2008) <i>International Human Resource Management</i>" (5<sup>th</sup> Edition), UK, Thomson, pp 315 - 317</p> <p><u>Independent Study:</u>  <i>Task:</i> Develop a 2 page research proposal as to how to evaluate a multichannel campaign designed to drive traffic to a job search website.</p>
Week 5	<p><u>Training, Management and Leadership Development</u></p> <p>Analysing the function of training for a global workforce as well as methods of management and leadership development in MNEs.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The role and importance of training for a global workforce.</li> <li>• Approaches to management and leadership development.</li> <li>• Critically evaluate the role of global team working and the development of a global mind-set.</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Chapter 6, Briscoe, D. R., Schuler, R. S. &amp; Claus, L. (2008) <i>International Human Resource Management: Policies and Practices for Multinational Enterprises</i> (3rd edn., London, Routledge Ltd</p> <p>Chapter 6, Dowling, P. J., Festing, M. &amp; Engle, Sr., A. D. (2008) <i>International Human Resource Management</i>" (5<sup>th</sup> Edition), UK, Thomson</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Group exercise – identify the elements of, and design a fair and discrimination-free performance appraisal process for managerial career development.</p> <p><i>Workshop Activity 2:</i> Tutor led review of case study to identify comparative approaches to management and leadership development.</p> <p><u>Independent Study:</u>  <i>Task:</i> Review 'The Agency' case study (provided online) and answer the three questions at the end. Post your answers online to allow for peer group discussion.</p>
Reading Week	<u>Reading Week</u>	<p><u>Consolidation</u>  <i>Key reading:</i> Chapter 3, Dowling, P. J., Festing, M. &amp; Engle, Sr., A. D. (2008) <i>International Human Resource Management</i>" (5<sup>th</sup> Edition), UK, Thomson</p>

Week	Content	Learning and Teaching Strategy
		<p>Review articles on indicative reading list ready for group presentations in Week 6</p> <p><i>Task:</i> Completion of any outstanding independent study questions</p>
Week 6	<p><u>Global Compensation, Benefits and Taxes</u></p> <p>Analyse the complex area of compensation, benefits and taxes for international assignees as well as local work forces.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Remuneration packages and incentives to work overseas.</li> <li>• Examining pension arrangements and tax implications.</li> <li>• Critically evaluate non-financial measures to secure tenure of employment.</li> </ul> <p><u>Group presentations formative assessment</u></p>	<p><u>Independent Study</u></p> <p><i>Key reading:</i> Chapter 7, Briscoe, D. R., Schuler, R. S. &amp; Claus, L. (2008) <i>International Human Resource Management: Policies and Practices for Multinational Enterprises</i> (3rd edn., London, Routledge Ltd</p> <p>Chapter 7, Dowling, P. J., Festing, M. &amp; Engle, Sr., A. D. (2008) <i>International Human Resource Management</i>" (5<sup>th</sup> Edition), UK, Thomson</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Why it might be important for MNCs to understand the compensation practices of other countries?</p> <p><i>Workshop Activity 2:</i> Read case study: "Wolfgang's balancing act" in Dowling, P. J., Festing, M. &amp; Engle, Sr., A. D. (2008) <i>International Human Resource Management</i>" (5<sup>th</sup> Edition), UK, Thomson, pp 326 – 336 and attempt the questions on pp 335 - 336</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> What should be the main objectives for a multinational firm with regard to its compensation policies?</p>
Week 7	<p><u>International Employee Performance Management</u></p> <p>Explore how performance measures are becoming increasingly more valuable as tools to enhance employee and organisational optimality and output.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Assessing key principles in the field of motivation.</li> <li>• Evaluating approaches to PDRs at the group and individual levels.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Key reading:</i> Chapter 8, Briscoe, D. R., Schuler, R. S. &amp; Claus, L. (2008) <i>International Human Resource Management: Policies and Practices for Multinational Enterprises</i> (3rd edn., London, Routledge Ltd</p> <p>Chapter 11, Dowling, P. J., Festing, M. &amp; Engle, Sr., A. D. (2008) <i>International Human Resource Management</i>" (5<sup>th</sup> Edition), UK, Thomson</p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>Critically analysing organisational metrics to maximise output and productivity.</li> </ul>	<p><u>Independent Study:</u>  <i>Task:</i> Read case study: "Norge Electronics (Portugal), SA" in Dowling, P. J., Festing, M. &amp; Engle, Sr., A. D. (2008) <i>International Human Resource Management</i>" (5<sup>th</sup> Edition), UK, Thomson, pp 326 – 336</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor led discussion on case to critique the main performance management issues.</p> <p><i>Workshop Activity 2:</i> Tutor facilitated group exercise to critique the effectiveness of performance management measures and their links with motivating the global workforce.</p> <p><u>Independent Study:</u>  <i>Task:</i> Discuss the advantages and disadvantages of motivational theories and of their value to MNCs.</p>
Week 8	<p><u>International and Comparative Employee Voice and Employment Engagement</u>  Review key issues in employer-employee relations.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Institutional explanations for regional variations in labour relations structures and practices.</li> <li>Assessing contrasting international philosophies and practices in employee involvement, participation and employee 'voice'.</li> <li>Critically evaluating the key concerns for workers and management of employee engagement.</li> </ul>	<p><u>Independent Study:</u>  <i>Key reading:</i> Chapter 10, Dowling, P. J., Festing, M. &amp; Engle, Sr., A. D. (2008) <i>International Human Resource Management</i>" (5<sup>th</sup> Edition), UK, Thomson.</p> <p>Chapter 6, Hollinshead, G. (2010) <i>International and Comparative Human Resource Management</i>, London: McGraw-Hill.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor led exercise using a 'Steel Industry' scenario (provided online) to critique comparative labour relations.</p> <p><i>Workshop Activity 2:</i> Tutor led exercise using mini case to discuss employee voice, social partnership and employee engagement at the local and international level.</p> <p><u>Independent Study:</u>  <i>Task:</i> Evaluate the role and importance of employee collectives (trade</p>

Week	Content	Learning and Teaching Strategy
		<i>unions) in MNCs. Are they a force for good or evil?</i>
Week 9	<p><u>Knowledge transfer within the MNC</u> Analyse key issues surrounding knowledge transfer and the implications of IHRM practices.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Assessing an organisation's knowledge base and its significance for a company's competitiveness in business.</li> <li>Be familiar with and know about the current debates and various strategies that MNCs can employ to disseminate best practices between subsidiaries and units.</li> <li>Discussing, through the Session 1 case study, the practical issues involved in knowledge creation and knowledge transfer in a foreign subsidiary of a Japanese company.</li> </ul>	<p><u>Independent Study:</u> <i>Key reading:</i> Ch 8, Edwards. T. &amp; Rees, R (2005) <i>International human resource management : globalization, national systems and multinational companies</i>, London, Pearson</p> <p>Chapter 7, Tayeb, M. H. (2005) "<i>International Human Resource Management: A Multinational Company Perspective</i>", Oxford, Oxford University Press</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Tutor led exercise using mini case studies to critique the design and devolvement of organisation-based knowledge management strategies that promote organisational learning.</p> <p><i>Workshop Activity 2:</i> Read case study: "<i>Transfer of knowledge in Oki – training and development</i>" in, Tayeb, M. H. (2005) "<i>International Human Resource Management: A Multinational Company Perspective</i>", Oxford, Oxford University Press, pp 148 – 151 and attempt the questions set</p> <p><u>Independent Study:</u> <i>Task: Evaluate the role and importance of employee collectives (trade unions) in MNCs. Are they a force for good or evil?</i></p>
Week 10	<p><u>IHRM trends: complexity, challenges and choices in the future</u> Gearing people and organisations for the business community of tomorrow This will concentrate on:</p> <ul style="list-style-type: none"> <li>Identifying the key challenges facing IHRM today.</li> <li>Assessing everyday matters which are now beginning to impact IHRM in relation to its professional practice.</li> <li>Understand the importance of managing diversity and the implications for IHRM practices.</li> </ul>	<p><u>Independent Study:</u> <i>Key Reading:</i> Chapter 12, Dowling, P. J., Festing, M. &amp; Engle, Sr., A. D. (2008) <i>International Human Resource Management</i>" (5<sup>th</sup> Edition), UK, Thomson</p> <p>Chapter 9, Briscoe, D. R., Schuler, R. S. &amp; Claus, L. (2008) <i>International Human Resource Management: Policies and Practices for Multinational Enterprises</i> (3rd edn., London, Routledge Ltd</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Tutor led discussion to evaluate the future role and</p>

Week	Content	Learning and Teaching Strategy
		<p>prominence of IHRM in shaping labour relations.</p> <p><i>Workshop Activity 2:</i> Read case study: “<i>Diversity Management at Barclays: a Focus on Ethnicity</i>” (Download from the platform)</p> <p><u>Independent Study:</u>  <i>Task:</i> Explain what organisations and leaders must do to create a viable workforce for tomorrow.</p>
Extension & Consolidation	Preparation for summative assignment based on course content weeks 1-10	<p><u>Independent Study:</u></p> <p><i>Task:</i> Review and reflect upon directed reading and course activities carried out in weeks 1 to 10</p>
Revision Week	<p><u>Revision of the syllabus</u></p> <p>Students should use this week to consolidate their learning.</p>	<p><u>Independent Study:</u></p> <p><i>Task 1:</i> Further readings following formative assessment and feedback earlier in the module.  <i>Task 2:</i> Students to recap on Learning Outcomes.</p>

## **Talent Management**

### General Information

School	Business School	
Level	Level 7 (Masters Level)	
Credit Value	15 Credits	
Contact Hours	30 Hours	
Programme(s)	MSc Professional HR	
Module Leader	Robert Goate	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	The Chartered Institute of Personnel and Development	

### Introduction

One of the major problems faced by many companies in today's fast paced market is how to grasp and retain labour that is of the best calibre. In the highly competitive business environment, the best talent quickly gets swept up by employers eager to strengthen the quality and efficacy of their workers. That's why it is important for a company to stay on track by utilising the best talent management programs available. Indeed, a successful venture will place a high priority on the organisation of labour pools and the effective regulation of *human capital resources*. The term used to describe this is Talent Management, which is the implementation of integrated strategies or systems designed to improve HRM and related organisational processes for recruiting, developing, and retaining people with critical skills and aptitudes to meet current and future organisational needs. Not only will the company pick up the right people to work for it, but it will also engender a sense of loyalty among its employees, both reducing the rate of turnover and upping the level of quality in the goods and services provided. To do this, there is a set of fundamental skills a company must have, and strategies it must utilise, in order to build up within its ranks the best and the brightest talent available for its specified field.

This module presents a comprehensive overview of Talent Management and how to effectively develop a talent management strategy. Topics include workforce analysis, building a talent pipeline, on-boarding, performance management, career management, succession planning, retention, engagement, and creating an inclusive environment.

Studying this module will develop your critical thinking skills, specifically in the area of evaluating, assessing and managing talent to support organisational needs.

## Educational Aims

This module aims to:

- Critically evaluate talent management strategies that may be used to support an organisation's strategy and objectives.
- Develop a critical, comprehensive and deep understanding of theories that underpin talent management.
- Utilise and apply a range of relevant HRM tools and techniques to create a Talent Management process.
- Show a critical approach to the design and operation of a talent management process.
- Evaluate the processes of talent management and adopt an ethical approach.

## Learning Outcomes

### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a: (subject specific)
K1	Comprehensive and systematic understanding talent management systems and the associated HRM processes.
K2	Critical evaluation and awareness of theoretical and practice issues including ethical issues, that impact on talent management processes.
K3	Comprehensive knowledge of the theory, tools and techniques available for the effective management of talent management.
K4	Critical understanding of theories underpinning talent management process and cycle.

### Cognitive Skills

Ref	B. Students should be able to:
C1	Proactively source and apply HRM and related talent management research to inform managerial options in a range of business and organisational contexts.
C2	Evaluate the relationships between an organisation and its environments and propose alternative HRM approaches for a talent management system to achieve organisational objectives.
C3	Use research and HRM expertise for the evaluation, and the use of tools and techniques for the development of talent management strategies.
C4	Critically apply a wide range of theories to the area of talent management with a high level of competence displaying an awareness of the various factors contributing to organisational performance.

### Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Critically evaluate a range of alternative HR strategies for an organisation in order to implement a talent management strategy and cycle.
P2	Demonstrate an ethical approach and sensitivity to the needs of stakeholders when recommending courses of action.

P3	Provide an effective consultancy and advice service to organisations and/or clients.
P4	Apply the practical skills associated with the talent management process and shape concepts to formulate and implement a talent management cycle.

General Transferable Skills

Ref	D. Students should be able to:
T1	Work effectively in a team in order to prepare and present analyses and suggested solutions.
T2	Reflect on own performance and identify their personal learning needs with respect to research and address these through their self directed learning and continuous personal development.
T3	Take responsibility for initiating and controlling their own work and learning experience in order to improve their personal effectiveness.
T4	Use relevant presentation formats in order to effectively communicate their methodologies and recommendations to different stakeholders.

### Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Elements].

In addition to the summative elements, the module contains one (1) task to assist you in evaluating your progress in the module [the Formative Elements].

### Formative Elements

Please Note: These elements do not count towards your final module grade.

#### 1. Class Presentation

In a group you will present an outline of an Employer Value Proposition EVP system for an organisation of your choice via a class presentation.

*Due Date: Week 6, Session 1*

### Summative Elements

Please Note: You must achieve a pass in the following element(s) to pass the module.

#### 1. Development of a Talent Management Strategy and System [100% of Module Grade]:

You will be required to develop and propose an integrated Talent Management system for an organisation you are familiar with or an allocated case. You will provide a 3000 word report which will include an analysis of the organisations needs and develop a proposal for a talent management system.

*Coursework Handout: Week 5*

*Coursework Due Date: Week 9*

The formative and graded elements are awarded a percentage grading according to the Level 7 (Masters) Marking Criteria contained in your programme handbook.

Each assessment is marked on a percentage basis and combined as a final module grade. For the classification of your degree (Distinction, Merit, Pass) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

### Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

### Seminal Works

Berger, L. and Berger, D. (2003), *The Talent Management Handbook: Creating Organizational Excellence by Identifying, Developing, and Promoting Your Best People* (New York: McGraw-Hill).

### Books and Texts

Blass, E (2009). *Talent management: cases and commentary*. Palgrave Macmillan Ltd: London

Davis, T., et al (2007). *Talent assessment: a new strategy for talent management*. Gower: London

Goldsmith, M and Carter, L (2010) *Best Practices in Talent Management: How the World's Leading Corporations Manage, Develop, and Retain Top Talent*. Pfeiffer, San Francisco, CA..

Hatun, A. (2010). *Next Generation Talent Management*. Palgrave McMillan: London

Israelite, L. (2010). *Talent Management: Strategies for Success from Six Leading Companies*. American Society for Training and Development. United Book Press, Inc., Baltimore, MD.

Lawler, E. (2008). *Talent : making people your competitive advantage*. Jossey Bass Ltd: New York

Scullion, H & Collings, D. G. (2010). *Global talent management*. Routledge: London

Silzer, R & Dowell, B.E. (2009) *Strategy-driven talent management: a leadership imperative*. Pfeiffer, San Francisco, CA.

### Academic and Professional Articles

Baron, A. (2011). *Measuring human capital*, *Strategic HR Review*, Vol. 10 (2), pp.30 – 35.

Coff, R & Kruscynski, D (2011). *Drilling for Micro-Foundations of Human Capital-Based Competitive Advantages*. *Journal of Management*, February 22.

Devasagayam, P. R., Buff, C. L., Aurand, T. W., Kimberly M. & Judson, K M. (2010). "Building brand community membership within organizations: a viable internal branding alternative?". *Journal of Product & Brand Management*, Vol. 19 Iss: 3, 210 – 217.

Ensley, M. D., Carland, J. W., Ensley, R. L., & Carland, J. C. (2010). THE THEORETICAL BASIS AND DIMENSIONALITY OF THE TALENT MANAGEMENT SYSTEM. *Academy of Strategic Management Journal*, 9(2), 9-42.

Frank, F D., Finnegan, R. P. & Taylor, C. R. (2004). The Race for Talent: Retaining and Engaging Workers in the 21st Century. *Human Resource Planning*, Vol. 27.

Guest, D. E.(2011). Human resource management and performance: still searching for some answers. *Human Resource Management Journal*. 21 (1), 3 - 13.

Heinen, J., & O'Neill, C. (2004). Managing Talent to Maximize Performance. *Employment Relations Today (Wiley)*, 31(2), 67-82.

Ingham, J. (2006) "Closing the talent management gap: Harnessing your employees' talent to deliver optimum business performance", *Strategic HR Review*, Vol. 5 Iss: 3, pp.20 – 23.

Mabey, C. (2008). Management Development and Firm Performance in Germany, Norway, Spain and the UK. *Journal of International Business Studies*. Vol. 39, No. 8 (Dec., 2008) pp. 1327-1342

Punjaisri, K & Wilson, A. (2011) "Internal Branding Process: Key Mechanisms, Outcomes and Moderating Factors", *European Journal of Marketing*, Vol. 45 Iss: 9/10.

Wright, P. M. & McMahan, G. C. (2011). Exploring human capital: putting 'human' back into strategic human resource management. *Human Resource Management Journal*, 21 (2), 93 – 104.

#### Online Resources

Global Talent Management [<http://www.rci.rutgers.edu/~schuler/mainpages/GTM.pdf>]

CMA Internal branding [<http://www.the-cma.org/PublicUploads/224862InternalBrandingHR08.pdf>]

EVP case [[http://www.keepeople.com/public/Employee\\_Value\\_Proposition.pdf](http://www.keepeople.com/public/Employee_Value_Proposition.pdf)]

HBR [[http://www.evolvondemand.com/media/resources/HBR\\_Competing-on-Talent-Analytics\\_Oct-2010.pdf](http://www.evolvondemand.com/media/resources/HBR_Competing-on-Talent-Analytics_Oct-2010.pdf)]

Compensation Today [<http://blogs.payscale.com/compensation/2009/02/talent-management-strategy.html>]

McKinsey Quarterly [[http://www.dniglobal.com/includes/repository/newsitem/TheMcKinseyQuarterly01\\_08.pdf](http://www.dniglobal.com/includes/repository/newsitem/TheMcKinseyQuarterly01_08.pdf)]

CIPD[[www.cipd.co.uk](http://www.cipd.co.uk)]

SIOP[[www.siop.org](http://www.siop.org)]

CCL [<http://www.ccl.org/leadership/pdf/research/HighImpactSuccessionManagement.pdf>]

SHRM [[www.shrm.org](http://www.shrm.org)] and [<http://www.shrm.org/TemplatesTools/HowtoGuides/Pages/default.aspx>]

**INDICATIVE SCHEME OF WORK**

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Talent Management

**Syllabus**

- Definitions and key process for Talent Management
- Cultural and global issues in talent management
- Implementation of the talent management cycle
- Ethical issues in talent management systems
- The Talent Management Cycle and associated HRM processes
- The development of EVP's and change processes
- Engagement and retention of talent

Week	Content	Learning and Teaching Strategy
Head Start	<u>What is Talent Management? (TM)</u>	<p><u>Preparation for Week 1:</u></p> <p><i>Key Reading:</i> Lewis, R. E. &amp; Heckman, R. J. (2006). Talent management: A critical review, Human Resource Management Review, Volume 16, Issue 2, June, 139-154.</p> <p><i>Watch/Listen/Task:</i> After reading the article bring to the lecture your definition and understanding of what you understand by the question "What is Talent Management"?</p>
Week 1	<p><u>The Talent Management Cycle</u></p> <p>The session will provide an overview of TM, the TM cycle and key issues for the practice and implementation of TM in a local and global context.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• What is Talent Management?</li> <li>• Strategic role of Talent Management.</li> <li>• The Talent Management cycle.</li> <li>• Global issues of talent management.</li> <li>• Cultural issues.</li> <li>• TM and CSR/Ethics.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Key Reading:</i></p> <p>Collings, D.G &amp; Mellahi, K. (2009). Strategic talent management: A review and research agenda, Human Resource Management Review, Volume 19, Issue 4, December 2009, Pages 304-313.</p> <p>Mellahi, K &amp; Collings, D. G. (2010). The barriers to effective global talent management: The example of corporate elites in MNEs, Journal of World Business, Volume 45, Issue 2, Global Talent Management, April 2010, Pages 143-149.</p> <p><i>Task:</i> Review the TM concept and the HRM issues associated with the notion of TM. What are the key concerns for HRM practitioners that may be associated with the TM concept?</p> <p><i>Workshop Activity 1:</i> Review and group discussion of the pre-reading task – what is talent management? Is TM a core organisational strategy?</p> <p><i>Workshop Activity 2:</i> Group discussion on ethical issues arising from the notion of</p>

Week	Content	Learning and Teaching Strategy
		<p><i>Talent Management (TM)</i></p> <p><u>Independent Study:</u></p> <p><i>Task:</i> - Use the article by <i>Gerstrøm and Jørgensen</i>, "Talent Management and the Law of Jante: An improbable coexistence?" as a basis to review the use of TM in a country of your choice. Are there cultural issues that may influence the nature, practice and implementation of TM? Can we have a global TM strategy?</p> <p>Link:  <a href="http://www.det-danske-ledelsesakademi.dk/2009/papers-2009/Talent%20Management%20and%20the%20Law%20of%20Jante.pdf">http://www.det-danske-ledelsesakademi.dk/2009/papers-2009/Talent%20Management%20and%20the%20Law%20of%20Jante.pdf</a></p>
Week 2	<p><u>The idea of Human Capital Management (HCM)</u></p> <p>Human Capital and TM as similar yet with some key differences. The session will review the research underlying both HCM and TM to provide you with a foundation for the practice and research in the area.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Human Capital and TM.</li> <li>• Development of Human Capital.</li> <li>• Alternative concepts to HCM, including HR Planning.</li> <li>• HCM Research and performance.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i></p> <p>Ployhart, R.E and Moliterno, T.P. (2011). Emergence of the Human Capital Resource: A Multilevel Model. <i>The Academy of Management Review</i>, 36 (1), 127 – 150.</p> <p>Álvaro López-Cabrales, Juan C. Real, Ramón Valle, (2011) "Relationships between human resource management practices and organisational learning capability: The mediating role of human capital", <i>Personnel Review</i>, Vol. 40 Iss: 3, pp.344 – 363.</p> <p><i>Task:</i> Review the readings and reflect on the assumptions underlying TM and HCM. Answer questions set by tutor.</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Review of task from previous week – class to feedback the outcome of their reflection and the specific issues from the review of the country of</p>

Week	Content	Learning and Teaching Strategy
		<p>their choice.</p> <p><i>Workshop Activity 2:</i> Class debate on notions of HCM and TM, apply to set case study.</p> <p><u>Independent Study:</u> <i>Task:</i> Read the Accenture case from Blaas.</p>
Week 3	<p><u>Identifying talent</u></p> <p>The session looks at differing methods of identifying talent, at an organisational and individual level. Links between talent and performance and criterion issues.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Defining talent.</li> <li>• Analysis of needs.</li> <li>• Individual and organisational issues.</li> <li>• Talent identification tools.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> SILZER, R., &amp; CHURCH, A. H. (2009). The Pearls and Perils of Identifying Potential. <i>Industrial &amp; Organizational Psychology</i>, 2(4), 377-412 Ruggiero, J. A. (2008). IDENTIFYING AND DEVELOPING HIGH POTENTIAL LEADERSHIP TALENT. <i>Journal of Personal Finance</i>, 7(2), 13-33.</p> <p><i>Task:</i> List the core steps for identifying talent.</p> <p><u>Session 1: Accenture case</u></p> <p><i>Workshop Activity 1:</i> Activity to develop skills in the processes of identifying talent in organisations.</p> <p><i>Workshop Activity 2:</i> Review of Accenture case.</p> <p><u>Independent Study:</u> <i>Task:</i> Read Berger Part 1 (1-4) to prepare for the following weeks activity</p>
Week 4	<p><u>Competency modelling</u></p> <p>The process of competency modelling as a foundation of the TM process is studied and new developments in the field reviewed. The skills and techniques in this process are developed.</p>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i></p> <p><i>Berger &amp; Berger (2003) Part 1 (sections 1 - 4).</i> <i>Grigoryev, P. (2006). Hiring by Competency Models. Journal for Quality &amp;</i></p>

Week	Content	Learning and Teaching Strategy
	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The process of competency modelling.</li> <li>• Models of competency modelling.</li> <li>• Collection and analysis of data.</li> <li>• Integrated Competency models.</li> </ul>	<p><i>Participation, 29(4), 16-18.</i></p> <p><i>Task: Development of a competency model(in class)</i></p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Development of Competency model.  <i>Workshop Activity 2:</i> Review and evaluation of model developed.</p> <p><u>Independent Study:</u>  <i>Task:</i></p> <ol style="list-style-type: none"> <li>1. Read case form Blaas (I Oreal)</li> <li>2. Alldredge, M. E., &amp; Nilan, K. J. (2000). 3M'S LEADERSHIP COMPETENCY MODEL: AN INTERNALLY DEVELOPED SOLUTION. <i>Human Resource Management, 39(2/3), 133</i></li> </ol>
Week 5	<p><u>Attracting and selecting talent</u></p> <p>How do we attract and select talent to our organisations. This is a key building block of TM as the people we select are the foundation of our TM system.</p> <p>.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Attracting talent and selecting high potential.</li> <li>• Use of psychometrics and assessment centres.</li> <li>• On-boarding processes.</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading: Hatum (2010 ) Chapter 3; and Davis, T., et al (2007). Talent assessment: a new strategy for talent management. Gower: London</i></p> <p><i>Task: Loreal case</i></p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Case study analysis.  <i>Workshop Activity 2:</i> Activity to provide overview of EVP process.</p> <p><u>Independent Study:</u>  <i>Task: Allocated EVP project:</i></p>
Reading Week	<p>Managing Talent: You will select an organisation of your choice and use this to develop the concepts from week 1 – 5 and then develop the outline of an EVP process. You will develop a process using these</p>	<p><u>Consolidation</u>  <i>Key Reading:</i> Selected reading from reading list, e.g. text such as Berger or as directed.</p>

Week	Content	Learning and Teaching Strategy
	<p>four steps:</p> <p>Step 1: Define your key target audience.</p> <p>Step 2: Define your Employer Value Proposition.</p> <p>Step 3: Define your Message (external and internal branding).</p> <p>Step 4: Develop a communication strategy and Toolkit.</p>	<p><i>Watch/Listen/Task:</i> Prepare presentation.</p> <p>Williams-Lee, A. (2008). Accelerated leadership development tops the talent management menu at McDonald's. <i>Global Business &amp; Organizational Excellence</i>, 27(4), 15-31.</p> <p><u>Preparation for Week 6: as above</u></p> <p>.</p>
Week 6	<p><u>Developing EVPs and Internal Branding</u></p> <p>This session will focus on the development and implementation of an EVP strategy. The ideas applied are that of internal branding and EVPs as a TM strategy. In addition to the presentations these ideas will be critically analysed. You will make a short presentation of your EVP project.</p> <p>.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The EVP process.</li> <li>• Data collection and analysis for EVPs.</li> <li>• Communication as an internal branding tool.</li> <li>• Creating a brand and identity creation.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Key Reading: Chapter 3: Hatum, A. (2010) Next generation Talent Management. Palgrave van Knippenberg, D. &amp; Sleebos, E. (2006). Organizational Identification versus Organizational Commitment: Self-Definition, Social Exchange, and Job Attitudes. Journal of Organizational Behavior. Vol. 27, No. 5 (Aug., 2006), pp. 571-584.</i></p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Class presentation of EVP projects, and review of issues.</p> <p><u>Independent Study:</u></p> <p>Younger, J., Smallwood, N., &amp; Ulrich, D. (2007). Developing Your Organization's Brand as a Talent Developer. <i>Human Resource Planning</i>, 30(2), 21-29.</p>
Week 7	<p><u>Career Management and Succession</u></p> <p>You will examine the various career management strategies and techniques, and be able to design a succession planning process.</p> <p>This will concentrate on:</p>	<p><u>Independent Study</u></p> <p><i>Key Reading: Rothwell, W. J. (2011). Replacement planning: a starting point for succession planning and talent management. International Journal of Training and Development 15 (1) 87 – 99.</i></p> <p><i>Barnett, R &amp; Davis, S. (2008). Creating Greater Success in Succession Planning.</i></p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>• Career management processes.</li> <li>• Succession planning processes.</li> <li>• Career planning tools.</li> <li>• Succession planning tools.</li> <li>• Idea of talent pipeline.</li> </ul>	<p><i>Advances in Developing Human Resources. October, 10: 721-739</i>  <i>Walker, J. W., &amp; LaRocco, J. M. (2002). Talent Pools: The Best and the Rest. Human Resource Planning, 25(3), 12-14, and Walker, J. (1998). Do We Need Succession Planning Anymore? Human Resource Planning, 21(3), 9-11.</i></p> <p>Kevin S. Groves, (2007) "Integrating leadership development and succession planning best practices", <i>Journal of Management Development</i>, Vol. 26 Iss: 3, pp.239 – 260.</p> <p><i>Task:</i> Develop succession plan for key employees.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Case from Berger.  <i>Workshop Activity 2:</i> Evaluation of case analyses.</p> <p><u>Independent Study:</u>  <i>Task:</i> Allocated case study from Blaas</p>
Week 8	<p><u>Managing talent to achieve performance and retention</u></p> <p>Ensuring that talent we have invested in stays with the organisation is essential. You will look at how we can develop engagement and ensure talent is retained.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Commitment and engagement strategies.</li> <li>• Retention strategies.</li> <li>• Process of "on-boarding".</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading: Jamrog, J. (2004). The Perfect Storm: The Future of Retention and Engagement. Human Resource Planning, 27(3), 26-33</i>            BLASS - chapter 5            Berger – part 2</p> <p><i>Task:</i> Case study</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Mentoring/ Coaching role plays.  <i>Workshop Activity 2:</i> Review of case.</p>

Week	Content	Learning and Teaching Strategy
		<u>Independent Study:</u> <i>Task: Read Berger Part two (sections xx)</i>
Week 9	<p><u>Development of talent</u></p> <p>This topic is how to deal with the learning and development needs of TM and high potential staff.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Learning and development strategies.</li> <li>• Training issues.</li> <li>• Coaching and mentoring.</li> <li>• Action learning.</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading: Berger</i></p> <p><u>Session 1:</u>  <i>Workshop Activity 1: Case study from Berger (2003).</i>  <i>Workshop Activity 2: Coaching workshop.</i></p> <p><u>Independent Study:</u> Satter, A. M &amp; Russ, D. E. (2007) Why Don't More Senior Leaders Mentor? And How They Are Mortgaging Their Company's Future in the Process Journal of Management Inquiry December: 382-390.</p>
Week 10	<p><u>Rewards in the Talent Management Process</u></p> <p>Part of retention and motivation is to ensure that the organisation has appropriate reward strategies</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• How to reward high potential staff.</li> <li>• Total reward strategies.</li> <li>• Compensation tools and techniques.</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading: Zingheim, P. K. &amp; Schuster, J. R (2008). Developing Total Pay Offers for High Performers: Recruiting and retaining employees who perform in the top 20% require astute management from total rewards professionals Compensation &amp; Benefits Review July/August 2008 40: 55-59,</i></p> <p><i>Berger &amp; Berger (2003) Part 3 (26- 29)</i></p> <p><i>Task: Analysis of case to develop reward strategy.</i></p> <p><u>Session 1:</u>  <i>Workshop Activity 1: Case study from Blass (2009).</i>  <i>Workshop Activity 2:</i></p> <p><u>Independent Study:</u>  <i>Task:</i></p>

Week	Content	Learning and Teaching Strategy
Extension & Consolidation	Revision of notes and preparation of case	<u>Independent Study:</u> <i>Read:</i> text such as Berger, Blaas or similar from reading list
Revision Week	Revision of notes and preparation of case	<u>Independent Study:</u> <i>Read:</i> text such as Berger, Blaas or similar from reading list

## Leading Innovations in HR

### General Information

School	Business School	
Level	Level 7 (Masters Level)	
Credit Value	30 credits	
Contact Hours	60 hours	
Programme(s)	MSc Professional HR	
Module Leader	John Kouraklis	
Related Modules	Pre-requisites	Competitive Intelligence in HR Emerging Themes in HR Leadership, Management and Entrepreneurialism , Organisational Stakeholder Behaviour
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	The Chartered Institute of Personnel and Development	

### Introduction

Do you have what it takes to be a senior manager or leader in the HR profession?

Could you convince a Board of Directors of your ability to successfully lead, develop and implement strategic human resource projects prior to evaluating their success in order to recommend effective project process improvements for the future?

In this respect this module is the 'Big One', it's the consolidation of all your learning, from both the programme and occupationally, and it's the opportunity to prove that you have the commercial/business acumen needed to succeed and develop further.

It is a practical project that will further develop and build upon the proposal you submitted at the end of the 'Competitive Intelligence in HR Research Skills' module to address a 'live' human resource problem provided by an industry recognised, sponsor organisation (public, private, not-for-profit).

The project will therefore provide you with an unrivalled opportunity to work on a 'real' human resource problem, gaining valuable in-sight and 'hands-on experience' of consultancy work undertaken by human resource professionals in practice.

It is a practical project underpinned with sound academic principles that identifies and addresses a Strategic Human Resource opportunity. It also provides a platform for the further development of major human resource management skills such as self-management, team working factors, innovation, risk and profit and so on.

The outcome of your endeavours will lead to a value adding, practical human resource solution during which you will be able to demonstrate your professional competence and credibility.

## Educational Aims

This module aims to:

- Provide you with a 'showcase' that allows you to demonstrate your ability to work on a complex, integrated activity to consolidate and integrate previous skills and learning on a significant and specialised task.
- Critically assess published research to determine methods of designing, implementing, measuring and monitoring the success of a project and human resource performance.
- Design and conduct research into human resource and business issues using a range of business data, research sources and appropriate research methods.
- Demonstrate a comprehensive understanding of the relationship between theory and professional practice through the application of a range of appropriate assessment tools and techniques to measure project success.
- Critically evaluate project success and recommend appropriate actions to improve future implementation or to revise approaches to practice.
- Encourages reflection to critically evaluate the success of a business related project and assess personal competence in light of current knowledge of the topic and future CPD needs.

## Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:
K1	Comprehensive understanding of the principles of research design and strategy within a human resource context.
K2	Deep and systematic understanding and critical application of a range of research methods and techniques that can be applied to complex research problems.
K3	In-depth appreciation of the techniques required when preparing, managing and disseminating suitable outcomes of research in a way that is consistent with professional practice and the accepted principles.
K4	Comprehensive understanding of tools and techniques that are applied to evaluate process and personal outcomes.

## Cognitive Skills

Ref	B. Students should be able to:
C1	Critically assess the reliability and validity of data, research methodologies and practice, identifying limitations of current research and arguing actions to develop or enhance future activities.
C2	Critically evaluate the status of knowledge and apply research methods and techniques to obtain required intelligence, solving complex HR related problems.
C3	Demonstrate critical, creative and reflective thinking-skills, drawing upon knowledge to facilitate decision-making and synthesis of strategic and operational alternatives.
C4	Critically assess strategic project implementation using effective and appropriate techniques identified through research.

## Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Proactively recognise and solve complex human resource problems using appropriate research tools and techniques.

P2	Conduct accurate and timely research demonstrating precision in the choice of methods and methodology appropriate to the solution of human resource problems or opportunities.
P3	Write with a high degree of relevance and clarity for a senior specialist human resource audience.
P4	Demonstrate an ethical approach and sensitivity to the needs of stakeholders when recommending courses of action.

#### General Transferable Skills

Ref	D. Students should be able to:
T1	Demonstrate a highly developed ability to communicate orally and in writing, though the discussion and production of research proposal documentation.
T2	Make sound judgements in the absence of complete data which demonstrates a high degree of logic and professional responsibility.
T3	Plan and organise time effectively in the execution of problem solving tasks in complex and unpredictable situations.
T4	Demonstrate the ability to evaluate and assess their own abilities, performance and understanding in relation to human resource practice and project application.

## Mode of Assessment

This module is assessed through the completion of one (1) independent task and two (2) group tasks [the Summative Elements].

In addition to the summative elements, the module contains one (1) group and two (2) independent tasks to assist you in evaluating your progress in the module [the Formative Elements].

### Formative Elements

Please Note: These elements do not count towards your final module grade.

1. Revised Project Proposal

Individuals have the opportunity to submit a revised outline of their project proposal (produced for "Competitive Intelligence in HR"). Feedback is provided to students by Week 4.

*Due Date: Week 2.*

2. Project Summary Outline and Proposed Approach to Evaluation

Each student can submit a short paper (900 words maximum) for tutor comment indicating the proposed evaluation techniques they have identified through their research and the justification as to why these are applicable in this context.

*Due Date: Week 8.*

Reflective e-portfolio (PebblePad) - students are required to write short reflective pieces on their experiences with various research and subject matter areas they encounter throughout the module.

*Due Date: After each session.*

This module is assessed through the completion of one (1) independent Activity [the Summative Elements].

### Summative Elements

Please Note: You must achieve a pass in the following element to pass the module.

1. A 8000 to 10,000 word seen assessment related to Leading Innovations in HR [100% of Module Grade]

Scenario: develop a research and implementation proposal for a given scenario based on candidate's organisation, or an organisation of their choice, selected with tutor advice.

*Coursework Handout: Week 1*

*Coursework Due Date: Week 12*

In addition to the above a non-assessed self-review and professional development documentation will be produced that:

- Critically compares your pre- and post-project competence to determine progression within a leadership role.
- 
- Allows you to reflect on your learning and indicate management of your future development.

This will not be assessed other than to ensure it is of a professional standard

The formative and graded elements are awarded a percentage grading according to the Level 7 (Masters) Marking Criteria contained in your programme handbook.

The summative assessment is marked on a graded percentage basis and forms your final module grade. For the classification of your degree (Distinction, Merit, Pass) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

### Indicative Reading

To develop, and reinforce, your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc). Below is a 'basic' indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

Please note that this module 'draws' upon the content of previous modules and 'builds' upon these to individually research and develop a proposal for the design and implementation of a strategic work-based project. The activity is therefore predominantly self-managed where specific readings will be an outcome of individual research and investigation (although tutor supported throughout).

### Seminal Works

Creswell, J.W. (2009) *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3<sup>rd</sup> ed., London: Sage Publications.

Lock, D. (2007) *Project Management*, 9<sup>th</sup> Revised Edition, Aldershot: Gower Publishing Limited. Books

### And Texts

Bradley, N (2010) *Marketing Research; Tools and Techniques*, 2<sup>nd</sup> ed., Oxford University Press.

Dawson – Shepherd, A., Kellner, K., & Neumann, J. E. (1997) *Developing Organizational Consultancy*, London: Routledge.

Drucker, P.F. (1985) *Innovation and Entrepreneurship: Practices and Principles*, Oxford: Butterworth Heinemann.

Gray, C.F. and Larson, E.W. (2007) *Project Management: the managerial process*, 4<sup>th</sup> ed., McGraw-Hill Maidenhead.

Kotter, J. P. (1996) *Leading Change*, Boston: Harvard Business School Publishing.

Kotter, J. P. (2008) *A Sense of Urgency*, Boston: Harvard Business School Publishing.

O'Mahoney, J. (2010) *Management Consultancy*, Oxford: Oxford University Press.

Rogers, E. M. (2009) *Diffusion of Innovations*, 5<sup>th</sup> ed., Simon & Schuster International.

Various (1998) *Harvard Business Review On Change*, Boston: Harvard Business School Publishing.

Various (2008) *Harvard Business Review On Strategic Renewal*, Boston: Harvard Business School Publishing.

Von Stamm, B. (2008) *Managing Innovation, Design and Creativity*, 2<sup>nd</sup> ed., Chichester: John Wiley & Sons Limited.

### Journals

International Journal of Market Research

Journal of Consumer Research  
Journal of Marketing Communications  
Journal of Marketing Research  
Marketing Intelligence & Planning  
Marketing research  
Qualitative Market Research: An International Journal  
The Marketing Review

Online Information

Project Management Today <http://www.pmtoday.co.uk>  
Project Management Institute <http://www.pmi.org> for PMBOK  
Association for Project Management <http://www.apm.org.uk>  
International PM Association + Journal <http://www.ipma.ch/asp/>

### INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Leading Innovations in HR

- Market Research Practice (techniques, terminology and protocols)
- Key Principles in identifying and obtaining Data
- Appropriate research approaches and application
- Project planning, implementation and evaluation
- Analysing and synthesising data (Qualitative, Quantitative & Secondary)
- Appropriate and coherent Reporting techniques for Research Findings
- Personal Development Planning

### Learning and Teaching Strategy

There are limited formal sessions associated with the delivery of this module. Throughout, the emphasis will be on high levels of participation, both individually and within small groups or teams.

Participants can therefore expect the reflective-practitioner approach to learning to be embedded in all activity through undertaking activities which facilitate them to apply theory to 'real-life' situations, critically analysing and making recommendations for appropriate ways forward for themselves as individuals the organisations/ industries involved and the processes used.

The learning and teaching strategy is therefore primarily based upon individual student activity (with group support and interaction) under the guidance of the teaching staff. Critical reflection on knowledge, experience and practice underpins the learning and teaching philosophy along with the explicit development of competence.

Although there are some formal sessions, as a precursor for subsequent student research and activity, these will give an introductory account of the structure and requirements of the module. Within this preliminary period, students will be made aware of the importance of the learning

outcomes with which the present module is associated. This period will also include an overview of previously studied techniques that will be required for the task.

After the initial sessions additional sessions will be allocated to provide the opportunity for individuals to consult with members of staff on matters related to the tasks on which they are working and work with others for mutual support. At all times, individuals will however be required to think critically and plan realistic strategies in accordance with the learning outcomes.

The module is predominantly a participant centred research based project which is supported by sessions that provide tutor guidance (formal and informal) and the opportunity for discussions between participants. As a result of the former there is the necessity for independent identification and reading of relevant literature which is a critical dimension of this module.

Students' progress will be monitored regularly. All students will research information, ideas and data relevant to the task and to use the information acquired constructively.

Week	Content	Learning and Teaching Strategy
Head Start	<p><u>Introduction to the Module</u></p> <p>This week will focus and 'build' upon your previous experience of Marketing and consider how you can apply the skills and knowledge you have acquired to the task required.</p> <p>You will be introduced to the consultancy project and core concepts required to 'build' upon the consultancy proposal submitted in 'Competitive Intelligence in HR'.</p>	<p><u>Preparation for Week 1:</u></p> <p><i>Task:</i> Read materials on the module structure.</p> <p><i>Task:</i> Student to 'revisit' the proposal submitted at the end of the 'Competitive Intelligence in HR' module and brainstorm the domain the HR student would like to focus on for the project.</p>
Week 1	<p><u>Project Parameters</u></p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Describing the differences in the module structure from previous modules.</li> <li>• Addressing the importance of a substantive business project to synthesise learning throughout the program.</li> <li>• The importance of not just 'doing' but being able to critically 'assess' in order to achieve organisational and process improvements.</li> <li>• The importance of putting learning into action plus the relationship to personal development.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Task:</i> Start a discussion board on topics students intend to develop.</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Lecture from a guest speaker from the CIPD and/ or business community with regard to the importance of this type of project and ongoing personal development. Q &amp; A session.</p> <p><i>Workshop Activity 2:</i> Tutor-Led Discussion of issues around the parameters of the project. Q and A's.</p> <p><u>Session 2:</u></p> <p><i>Workshop Activity 1:</i> Tutor facilitated session where groups are created and begin brainstorming potential business issues or opportunities for the cumulative project.</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Students begin investigating their areas of their Innovation report (ongoing).</p> <p><i>Task:</i> Create reflective e-Portfolio</p>
Week 2	<p><u>Review of Market Research</u></p>	<p><u>Independent Study</u></p>

Week	Content	Learning and Teaching Strategy
	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Defining and refining the research problem.</li> <li>• Starting a Research Project.</li> <li>• Research Design.</li> <li>• Devising a Sampling Plan.</li> </ul> <p>Revised Proposal due</p>	<p><i>Task:</i> Read 'posts' and contribute to the discussion board.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Initial discussion of market research practice and research design encouraging knowledge transfer from earlier modules.</p> <p><i>Workshop Activity 2:</i> Short Lecturer-led, <i>overview</i> presentation on Market Research (Issues and Perspectives) with Q&amp;A's.</p> <p><u>Session 2:</u>  <i>Workshop Activity 1:</i>  Initial discussion on/around definitions and differences between qualitative and quantitative research.</p> <p><i>Workshop Activity 2:</i>  Short Lecturer-led, <i>overview</i> presentation on the following:</p> <ul style="list-style-type: none"> <li>• An overview of qualitative research approaches.</li> <li>• Key principles, features, uses, strengths and limitations of different Methods of Data Collection -</li> </ul> <p><i>Workshop Activity 3:</i>  Class discussion and debate of key issues related to the task.</p> <p><u>Independent Study</u>  <i>Task:</i> Continue work on individual research report.  <i>Task:</i> Reflection on process.  <i>Task:</i> Add to reflective e-Portfolio.</p>
Week 3	<p><u>Review of Methods Data Collection and the design of Instruments</u></p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Methods of Data Collection.</li> <li>• Setting up a Project.</li> </ul>	<p><u>Independent Study</u>  <i>Task:</i> Read 'posts' and contribute to the discussion board.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i></p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>• Designing instruments for gathering and recording data.</li> </ul>	<p>Discussion of qualitative and quantitative methods, definitions and differences between the approaches.</p> <p><i>Workshop Activity 2:</i> Short lecturer-led presentation on Quantitative and Quantitative Research Methods and the stages involved in setting up and running a Quantitative/qualitative Project</p> <p><i>Workshop Activity 3:</i> Class discussion and debate of key issues related to the task.</p> <p><u>Session 2:</u> <i>Workshop activity 1:</i> Discussion around the methods for gathering and recording data and differences between the approaches.</p> <p><i>Workshop Activity 2:</i> Short lecturer-led presentation on designing instruments for gathering and recording quantitative and qualitative data.</p> <p><i>Workshop Activity 3:</i> Class discussion and debate of key issues related to the task.</p> <p><u>Independent Study</u> <i>Task:</i> Continue work on individual research report. <i>Task:</i> Reflection on process. <i>Task:</i> Add to reflective e-Portfolio.</p>
Week 4	<p><u>Reporting, Project Planning and Evaluation</u> This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Appropriate Reporting on Research Findings.</li> <li>• Project Planning and implementation.</li> <li>• Assessment techniques: <ul style="list-style-type: none"> <li>○ <i>What is evaluation?</i></li> <li>○ <i>What to evaluate and how to evaluate</i></li> </ul> </li> </ul>	<p><u>Independent Study</u> <i>Task:</i> Read 'posts' and contribute to the discussion board.</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> A discussion on factors that apply to reporting findings.</p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>○ <i>Formative and summative evaluation</i></li> <li>○ <i>Integrative evaluation</i></li> <li>○ <i>Techniques of evaluation</i></li> <li>○ <i>Stakeholders</i></li> </ul> <p>Revised Proposal Feedback</p>	<p><i>Workshop Activity 2:</i> A short lecturer-led presentation on the links between research objectives, data gathering, processing and analysis.</p> <p><i>Workshop Activity 3:</i> A Class discussion and debate of key issues related to the task.</p> <p><u>Session 2:</u></p> <p><i>Workshop Activity 1:</i> Lecture from a guest speaker (Project Management specialist) on Project Management and the importance of evaluation and continuous process improvement followed by Q &amp; A session.</p> <p><i>Workshop Activity 2:</i> Tutor-Led Discussion of issues around an aspect of the project. Q and A's.</p> <p><u>Independent Study</u> <i>Task:</i> Continue work on individual research report. <i>Task:</i> Reflection on process. <i>Task:</i> Add to reflective e-Portfolio.</p>
Week 5	<p><u>Individual Work</u> Individuals have time to work on their final projects. They have access to the tutor for questions and feedback from others should they choose to formally meet this week.</p>	<p><u>Independent Study</u> <i>Task:</i> Read 'posts' and contribute to the discussion board.</p> <p><u>Session 1 and 2:</u> Individuals have time to work on their final projects with access to the tutor for questions and feedback.</p> <p><u>Independent Study:</u> <i>Task:</i> Continue work on individual research report. <i>Task:</i> Reflection on process.</p>

Week	Content	Learning and Teaching Strategy
		<i>Task:</i> Add to reflective e-Portfolio.
Reading Week	<u>Reading week</u> Reading of selected texts and review of project at this significant milestone.	<u>Consolidation</u> Self-directed reading and preparation of research proposal for Marketing Consultancy Project.
Week 6	<u>Individual Work</u> Individuals have time to work on their final projects. They have access to the tutor for questions and feedback from others should they choose to formally meet this week.	<u>Independent Study:</u> <i>Key Reading:</i> Continue work on individual research paper and report.  <u>Session 1 and 2:</u> Individuals have time to work on their final projects with access to the tutor for questions and feedback.  <u>Independent Study:</u> <i>Task:</i> Continue work on individual research paper and report. <i>Task:</i> Reflection on process. <i>Task:</i> Submit mock independent research paper.  <u>Independent Study</u> <i>Task:</i> Continue work on individual research report. <i>Task:</i> Reflection on process. <i>Task:</i> Add to reflective e-Portfolio.
Week 7	<u>Individual Work</u> Individuals have time to work on their final projects. They have access to the tutor for questions and feedback from others should they choose to formally meet this week.	<u>Independent Study:</u> <i>Key Reading:</i> Continue work on individual research paper and report.  <u>Session 1 and 2:</u> Individuals have time to work on their final projects with access to the tutor for questions and feedback.

Week	Content	Learning and Teaching Strategy
		<p><u>Independent Study</u>  <i>Task:</i> Continue work on individual research report.  <i>Task:</i> Reflection on process.  <i>Task:</i> Add to reflective e-Portfolio.</p>
Week 8	<p><u>Individual Work</u>            Individuals have time to work on their final projects. They have access to the tutor for questions and feedback from others should they choose to meet formally this week.</p> <p>Please Note: Proposed approach to Evaluation paper due</p>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Continue work on individual research paper and report.</p> <p><u>Session 1 and 2:</u>            Individuals have time to work on their final projects with access to the tutor for questions and feedback.</p> <p><u>Independent Study</u>  <i>Task:</i> Continue work on individual research report.  <i>Task:</i> Reflection on process  <i>Task:</i> Add to reflective e-Portfolio</p>
Week 9	<p><u>Peer Review</u>            Students have an opportunity to gain feedback from their peers on their current progress. Tutors are available to answer questions and provide feedback.</p>	<p><u>Independent Study:</u>  <i>Task:</i> Prepare portions of the plan or report to share with classmates.</p> <p><u>Session 1 and 2:</u>            Students discuss with one another their progress on the report and what they have learned thus far. Peers and the tutor provide support, ideas, feedback and assistance.</p> <p><u>Independent Study</u>  <i>Task:</i> Continue work on individual research report.  <i>Task:</i> Reflection on process.  <i>Task:</i> Add to reflective e-Portfolio.</p>

Week	Content	Learning and Teaching Strategy
Week 10	<p><u>Individual Work</u> Individuals have time to work on their final projects. They have access to the tutor for questions and feedback from others should they choose to meet formally this week.</p> <p>Response to Proposed approach to Evaluation papers</p>	<p><u>Independent Study:</u> <i>Task:</i> Read materials on business presentations.</p> <p><u>Session 1 and 2:</u> Individuals have time to work on their final projects with access to the tutor for questions and feedback.</p> <p><u>Independent Study</u> <i>Task:</i> Continue work on individual research report. <i>Task:</i> Reflection on process <i>Task:</i> Add to reflective e-Portfolio</p>
Week 11 (Extension & Consolidation week)	<p><u>Individual Work</u> Individuals have time to work on their final projects. They have access to the tutor for questions and feedback from others should they choose to meet formally this week.</p>	<p><u>Independent Study:</u> <i>Key Reading:</i> Continue work on individual research paper and report.</p> <p><u>Session 1 and 2:</u> Individuals have time to work on their final projects with access to the tutor for questions and feedback.</p> <p><u>Independent Study</u> <i>Task:</i> Continue work on individual research report. <i>Task:</i> Reflection on process. <i>Task:</i> Add to reflective e-Portfolio.</p>
Week 12 (Revision week)	<p><u>Individual Work</u> Individuals complete and submit their final reports and related documentation.</p> <p>Final (Summative) assessment due</p>	<p><u>Independent Study:</u> <i>Key Reading:</i> Continue work on individual research paper and report. <i>Task:</i> Reflection on the process. <i>Task:</i> Add to reflective e-Portfolio.</p>

## Resourcing and Assessing Talent

### General Information

School	Business School	
Level	Level 7 (Masters Level)	
Credit Value	15 Credits	
Contact Hours	30 Hours	
Programme(s)	MSc Professional HR	
Module Leader	Jennifer Park/Liz Aylott	
Related Modules	Pre-requisites	Talent Management
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	The Chartered Institute of Personnel and Development	

### Introduction

*There are two differing approaches and they have different virtues, the method of talent management and recruitment.*

John Gibbons (American Baseball Coach)

A major and fundamental objective of the human resources (HR) function is the mobilisation of a workforce. Organisations can only function if they are able to assemble together teams of people with the necessary skills, attitudes and experience to meet their objectives. A further objective is then to retain effective performers for as long as possible.

Effective organisations develop a strategic approach to the attraction and retention of staff, analysing their key employment markets and gaining an understanding of their dynamics so as to enable them to compete more effectively, both now and in the future.

This module examines all the activities that are essential for the acquiring, managing and retaining talent from HR planning through to release from employment. Students will analyse contemporary HR practice in context, covering the latest developments in people resourcing and talent planning. Focusing not just on the practical aspects of recruitment, selection, employee retention and dismissal, but also on the strategic aspects to equip you with the knowledge and skills required for resourcing and talent management within a global context.

## Educational Aims

This module aims to:

- Analyse and evaluate the major features of national and international employment markets from which organisations source staff and ways in which these markets evolve or change.
- Evaluate resourcing and talent management strategies, diversity management and flexible working initiatives.
- Provide you with a deep and comprehensive knowledge of the management of recruitment, selection and induction activities.
- Evaluate long- and short-term talent planning and succession planning exercises with a view to building long-term organisational performance.
- Develop your awareness of the gathering, analysis and use of information on employee turnover as the basis for developing robust staff retention strategies.
- Develop expertise in managing retirement, redundancy and dismissal practices fairly, lawfully and efficiently.
- Develop a considerable body of knowledge regarding the legislation and ethical and professional practice related to resourcing.

## Learning Outcomes

### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a: (subject specific)
K1	Deep and systematic understanding, drawing upon knowledge from the forefront of the people resourcing discipline, of how strategically focused people resourcing activities can build organisational capability.
K2	Critical awareness of the people resourcing issues that face the human resources professional which are influenced by the internal and external environment.
K3	In-depth level of understanding of the techniques available to develop and evaluate resourcing and talent management strategies, diversity management and flexible working initiatives.
K4	Critical awareness of HR's role in the recruitment, retention and development of organisational talent.

### Cognitive Skills

Ref	B. Students should be able to:
C1	Critically evaluate current theories, concepts and models which lead to an in-depth understanding of the people resourcing discipline.
C2	Demonstrate the ability to have originality and initiative when diagnosing people resourcing issues by understanding and applying knowledge to solve related issues.
C3	Demonstrate high level critical, creative and reflective thinking skills drawing upon knowledge from the forefront of the people resourcing discipline to facilitate decision making.
C4	Critically analyse the legal and ethical obligations in people resourcing and their subsequent impact upon the organisation.

### Professional Skills and Attitudes

Ref	C. Students should be able to:
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P1	Recognise and deal with complex issues using appropriate analytical tools and techniques, anticipating future trends and arguing alternative approaches to solving people resourcing issues.
P2	Demonstrate the ability to be able to plan and self-manage and have originality in tackling and solving problems in a wide variety of situations.
P3	Critically apply strategic models, theories and concepts to solve people resourcing problems in complex and unpredictable environments.
P4	Apply the practical skills associated with the talent management process and shape concepts to formulate and implement a talent management cycle.

#### General Transferable Skills

Ref	D. Students should be able to:
T1	Effectively communicate complex ideas and arguments clearly to specialist and non-specialist audiences using a range of media and methods.
T2	Exercise initiative and take personal responsibility when dealing with different situations in the workplace by working with others whilst maintaining a professional profile.
T3	Make decisions in complex and unpredictable situations where there is a need to show leadership and is able to deliver good practice solutions.
T4	Demonstrate their ability to be independent learners who are able to plan their own development and reflect upon experiences which will enable them to show their commitment to continuing professional development.

## Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Elements].

In addition to the summative elements, the module contains two (2) tasks to assist you in evaluating your progress in the module [the Formative Elements].

### Formative Elements

Please Note: These elements do not count towards your final module grade. Formative assessment will be briefed in week 1 of the module.

1. Group Exercise

The first part comprises a group exercise requiring students to research and make recommendations to address a specific resourcing problem within an organisational context of their choice and present their findings in class during session 5 of the module.

2. Individual Report

Following the group exercise students will be required to submit an individual report (1000 words) on their learning about the topic from the group exercise and their reading of the relevant literature. This will be submitted in session 6 of the module

The group exercise will attract 40% and the individual report will attract 60% of the formative assessment marks.

### Summative Elements

Please Note: You must achieve a pass in the following element(s) to pass the module.

1. Written assessment (3000 words) [100% of Module Grade]:

For the summative assessment you should choose a **different** topic area from the module and, using a different organisation, devise a problem-solving scenario encompassing your selected topic. The scenario, which should be approximately one side of A4, should set out the context for the resourcing/talent management problem and describe the nature of the problem. It is not necessary to repeat this information in the main assignment and your scenario should be attached as an appendix to the main assignment, excluded from the word-count.

In the main part of the assignment, focusing on your selected problem area and the context you have described in the scenario, you should assume the role of an HR manager asked to advise upon and to solve the resourcing problem. You should analyse the causes of the problem, examine options and make recommendations to address the problem. Explicit reference to relevant theoretical frameworks, models, empirical data and legislation to support your analysis, conclusions and recommendations should be made.

*Coursework Handout: Week 4*

*Coursework Due Date: Week 10*

The formative and graded elements are awarded a percentage grading according to the Level 7 (Masters) Marking Criteria contained in your programme handbook.

Each assessment is marked on a percentage basis and combined as a final module grade. For the classification of your degree (Distinction, Merit, Pass) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

## Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

### Seminal Works

TAYLOR, S. (2008) *People resourcing*. 4th ed. Chartered Institute of Personnel and Development. (New edition: *Resourcing and talent management*, due August 2010).

### Books and Texts

PILBEAM, S. and CORBRIDGE, M., 2010. *People resourcing and talent planning*. 4th ed. Harlow: Pearson Education Ltd

LEWIS, D. and SARGEANT, M., 2009. *Essentials of employment law*. 10th. ed. London: CIPD.

ARMSTRONG, M. (2009) *A handbook of human resource management practice*. 11th ed. London: Kogan Page.

BACH, S. (ed). (2005) *Managing human resources: personnel management in transition*. 4th ed. Maldon, MA: Blackwell.

BEARDWELL, J. (2007) Recruitment and selection. In: BEARDWELL, J. and CLAYDON, T. (eds). *Human resource management: a contemporary approach*. 5th ed. Harlow: Pearson Education.

COOK, M. (2009) *Personnel selection: adding value through people*. 5th ed. Chichester: John Wiley.

DOWLING, P., FESTING, M. and ENGLE, A. D. (2007) *International human resource management: managing people in a multi-national context*. 5th ed. London: Thomson Learning.

EDENBOROUGH, R. (2007) *Assessment methods in recruitment, selection and performance: a manager's guide to psychometric testing, interviews and selection*. London: Kogan Page.

ILES, P. Employee resourcing and talent management. In: STOREY, J. (ed). (2007) *Human resource management: a critical text*. 3rd ed. London: Thomson Learning.

LAROCHE, L. and RUTHERFORD, D. (2007) *Recruiting, retaining and promoting culturally different employees*. Oxford: Butterworth Heinemann.

PILBEAM, S. and CORBRIDGE, M. (2006) *People resourcing: contemporary HRM in practice*. 3rd ed. Harlow: Financial Times / Prentice Hall.

ROBERTS, G. (2005) *Recruitment and selection*. 2nd ed. London: Chartered Institute of Personnel and Development.

SPARROW, P. (2006) *International recruitment, selection and assessment*. London: Chartered Institute of Personnel and Development.

DELONG D, TRAUTMAN S, (2011) *The Executive Guide to High-Impact Talent Management: Powerful Tools for leveraging a changing workforce*, McGraw-Hill

TAYLORE S, EMIR A (2010) *Employment law: an introduction*, Oxford University Press

Academic and Professional Articles

WADEE Z, (2004) *Partnership Streamlines Nokia Recruitment Process*, Strategic HR Review, Vol 10 Iss 4

MAERTZ, C. P. and CAMPION, M. A. (2001) 25 years of voluntary turnover research: a review and critique. In: ROBERTSON, I. T. and COOPER, C.L. (eds) *Personnel psychology and human resource management; a reader for students and practitioners*. Chichester: Wiley.

STEPHEN N, (2010) *Talent management: ensuring your people give you the competitive edge*, STRATEGIC DIRECTION, Volume 26, Number 7, pp. 3-5

FARNDAL E, SCULLION H, SPARROW P (2010) *The role of the corporate HR function in global talent management*, *Journal of World Business*, Volume 45, Issue 2, Pages 161-168

ANTONACOPOULOU E P, GÜTTEL W H, (2010), *Staff induction practices and organizational socialization: A review and extension of the debate*", *Society and Business Review*, Vol. 5 Iss: 1, pp.22 - 47

Zibarras L, Woods S (2010), *A survey of UK selection practices across different organization sizes and industry sectors*, *Journal of Occupational and Organizational Psychology*, Volume 83, Issue 2, pages 499–511

**MCDONNELL A, LAMARE R, GUNNIGLE P AND LAVELLE J,(2010) *Developing tomorrow's leaders—Evidence of global talent management in multinational enterprises*, *Journal of World Business*, Volume 45, Issue 2, Pages 150-160**

LUBITSCH, G. & SMITH, I. (2010) *Talent Management: Maximising talent for business performance*, in Earley, P. & Jones, J. (eds) *Accelerated Leadership Development: Fast-tracking school leaders*, Institute of Education, Ashridge.org.uk

ALAGARAJA M, (2010) *Managing Talent Retention: An ROI Approach*, *Journal of European Industrial Training*, Vol. 34 Iss: 3, pp.289 - 292

DONALDSON T, EARL J K AND MURATORE A M (2010), *Extending the integrated model of retirement adjustment: Incorporating mastery and retirement planning*, *Journal of Vocational Behavior*, Volume 77, Issue 2, Pages 279-289

PARRY E, SHAUN TYSON S (2008) *An analysis of the use and success of online recruitment methods in the UK*, *Human Resource Management Journal*, Volume 18, Issue 3, Pages 257-274

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Journals

Human Resource Management Journal  
International Journal of Human Resource Management  
International Journal of Selection and Assessment  
THE HR and Training Journal  
People Management  
Personnel Review  
Work, Employment and Society

Online Resources

Talent Management: [talentmgt.com/](http://talentmgt.com/)  
McKinsey Quarterly : [www.mckinseyquarterly.com/](http://www.mckinseyquarterly.com/)  
About HR.com: [humanresources.about.com](http://humanresources.about.com)  
Fairness at Work White Paper (Cmnd 3968) ://[www.dti.gov.uk](http://www.dti.gov.uk)  
HR Network: [www.hrnetwork.co.uk](http://www.hrnetwork.co.uk)  
Chartered Institute of Personnel and Development: [www.cipd.co.uk](http://www.cipd.co.uk)  
Institute of Management :[www.inst-mgt.org.uk](http://www.inst-mgt.org.uk)  
People Management: [www.peoplemanagement.co.uk](http://www.peoplemanagement.co.uk)  
Personnel Today: [www.personneltoday.net](http://www.personneltoday.net)  
Employment Superlaw Portal: [www.emplaw.co.uk](http://www.emplaw.co.uk)  
Acts of Parliament: [www.hmso.gov.uk/acts.htm](http://www.hmso.gov.uk/acts.htm)  
Age Positive Website: [www.agepositive.gov.uk/](http://www.agepositive.gov.uk/)  
Human Resource Management: [www.hrmguide.co.uk/](http://www.hrmguide.co.uk/)

**INDICATIVE SCHEME OF WORK**

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Resourcing and Assessing Talent

**Syllabus**

- The major features of national and international employment markets from which organisations source staff and how these markets evolve or change
- The development and evaluation of resourcing and talent management strategies, diversity management and flexible working initiatives
- The effective and efficient management of recruitment,
- Selection and induction activities (including issues of legislation)
- Long-and short-term talent planning and succession planning to build long-term organisational performance
- The gathering and analysis of information related to resourcing (including assessing talent) and retention
- Managing and retaining organisational talent
- Role of business leaders, HRM, line managers and employees in performance management of talent
- Exiting the Organisation
- Legal, ethical and professional practice

Week	Content	Learning and Teaching Strategy
Head Start	<p>Preparatory reading</p> <p>This headstart week is focussed on introducing the student to the basic concepts of resourcing and talent management.</p>	<p><u>Preparation for Week 1:</u></p> <p><i>Key Reading:</i> Chp 1, TAYLOR, S. (2008) <i>People resourcing</i>. 4th ed. Chartered Institute of Personnel and Development. (New edition: <i>Resourcing and talent management</i>, due August 2010).</p>
Week 1	<p><u>Major features of national and international employment markets</u></p> <p>This session examines ways in which employment markets vary and the implications for organisations.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The commercial environment.</li> <li>• Labour market developments.</li> <li>• Regulatory requirements.</li> </ul> <p><u>Formative assessment briefed</u></p>	<p><u>Independent Study</u></p> <p><i>Key Reading:</i> Chp 2, TAYLOR, S. (2008) <i>People resourcing</i>. 4th ed. Chartered Institute of Personnel and Development. (New edition: <i>Resourcing and talent management</i>, due August 2010).</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Interactive lecture which examines ways in which employment markets vary and the implications for organisations. Current and future demand and supply of skills; identifying and assessing the role of employment market competitors; key national and international employment market and demographic trends.</p> <p><i>Workshop Activity 2:</i> Group exercise based on case study examining recent employment market trends.</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Group work on formative assessment.</p>
Week 2	<p><u>Resourcing and talent management strategies</u></p> <p>This session will examine strategies organisations deploy to remain competitive in employment markets and to support achievement of organisational goals.</p> <p>This will concentrate on:</p>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Chp 19 and 20, TAYLOR, S. (2008) <i>People resourcing</i>. 4th ed. Chartered Institute of Personnel and Development. (New edition: <i>Resourcing and talent management</i>, due August 2010).</p> <p><u>Session 1:</u></p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>• HR planning processes.</li> <li>• Resourcing and talent management strategies.</li> <li>• Managing skills shortages, diversity and ethical working practices.</li> </ul>	<p><i>Workshop Activity 1:</i> An interactive lecture that examines how organisations remains competitive in employment markets. Assessing HR planning processes with regard to meeting organisational objectives. Examines strategies in resourcing and talent management including, resource constraints and the need to enhance flexibility; positioning an organisation in the market; work–life balance initiatives, employer branding exercises, setting terms and conditions, job analysis and design, flexible working. Reviews management of skills shortages; managing diversity; ethical working practices.</p> <p><i>Workshop Activity 2:</i> Tutor led discussion on given resourcing scenarios e.g. skills shortage, diversity issues and flexible working practices. Followed by group exercise to make recommendations on a given scenario. Tutor to set expectations on recommendations (as per assignment guidelines).</p> <p><u>Independent Study:</u>  <i>Task: Read, FARNDALE E, SCULLION H, SPARROW P (2010) The role of the corporate HR function in global talent management, Journal of World Business, Volume 45, Issue 2, Pages 161-168.</i></p>
Week 3	<p><u>Management of recruitment</u></p> <p>This session focuses on the key decisions that need to be taken in managing the recruitment process and the skills needed to undertake them. Different approaches to recruitment methods are assessed, in the context of current regulatory framework.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Recruitment process, inc. role and person specifications.</li> <li>• Recruitment methods, online to head hunting.</li> <li>• Relevant legislation.</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Chp 7,8, TAYLOR, S. (2008) <i>People resourcing</i>. 4th ed. Chartered Institute of Personnel and Development. (New edition: <i>Resourcing and talent management</i>, due August 2010).</p> <p><i>Task:</i> Research and bring to the lecture min of 2 different person and role specifications for the same job title, either from own organisation or from recruitment websites.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor led work as individuals on recruitment task to assess range of person and role specifications. Followed by evaluative Q&amp;A on key learning of what works and what doesn't.</p>

Week	Content	Learning and Teaching Strategy
		<p><i>Workshop Activity 2:</i> An interactive lecture that critically analyses the major methods used in recruiting people in national and international settings; efficient recruitment administration; job advertising, employment agencies, online recruitment, education liaison and ethical and legal considerations.</p> <p><u>Independent Study:</u>  <i>Task:</i> Read: PARRY E, SHAUN TYSON S (2008) <i>An analysis of the use and success of online recruitment methods in the UK</i>, Human Resource Management Journal, Volume 18, Issue 3, Pages 257-274.</p>
Week 4	<p><u>Management of selection and induction</u>  This session assesses the divergence between academic and day to day practice in employee selection techniques.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Classic trio: application, interview and offer.</li> <li>• Alternative methods of employee selection e.g. assessment centres, psychometric testing and ability tests.</li> <li>• Legal issues in selection.</li> <li>• Effective staff induction.</li> </ul> <p><u>Summative assessment briefed</u></p>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Chp 10, 11,12, TAYLOR, S. (2008) <i>People resourcing</i>. 4th ed. Chartered Institute of Personnel and Development. (New edition: <i>Resourcing and talent management</i>, due August 2010).</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Interactive lecture that analyses approaches to selecting people in national and international settings; reliability and validity of different selection methods; psychometric testing, selection interviewing, assessment centres; design and delivery of timely and effective staff induction.</p> <p><i>Workshop Activity 2:</i> Tutor supervised exercise for students to trial alternative assessment approaches. Feedback via Q&amp;A on student experience and learning from HR perspective.</p> <p><u>Independent Study:</u>  <i>Task:</i> Examine own experience of staff induction and make recommendations as to how it can be improved. To feedback next week.</p>
Week 5	<u>Talent planning and succession planning</u>	<u>Independent Study:</u>

Week	Content	Learning and Teaching Strategy
	<p>This session evaluates long and short-term talent planning and succession planning approaches with a view to building long-term organisational performance.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Succession planning.</li> <li>• Approaches to talent management.</li> <li>• Role of scenario planning and contingency arrangements.</li> </ul> <p><u>Formative assessment presentations</u></p>	<p><i>Key Reading:</i> Chp 13, TAYLOR, S. (2008) <i>People resourcing</i>. 4th ed. Chartered Institute of Personnel and Development. (New edition: <i>Resourcing and talent management</i>, due August 2010).</p> <p><i>Task:</i> Bring an example of either succession plan or talent management programme.</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Feedback on independent study task for 10 mins.</p> <p><i>Workshop Activity 2:</i> Interactive lecture that reconciles the demand for and supply of skills; workforce planning, scenario planning, succession planning; enhancing functional and numerical flexibility; outsourcing, subcontracting etc. Examines the role and approaches to talent management. Followed by Q&amp;A on students' own experience, using example from task set.</p> <p><u>Independent Study:</u> <i>Task:</i> Read: MCDONNELL A, LAMARE R, GUNNIGLE P AND LAVELLE J,(2010) <i>Developing tomorrow's leaders—Evidence of global talent management in multinational enterprises</i>, Journal of World Business, Volume 45, Issue 2, Pages 150-160</p> <p>LUBITSCH, G. &amp; SMITH, I. (2010) <i>Talent Management: Maximising talent for business performance</i>, in Earley, P. &amp; Jones, J. (eds) <i>Accelerated Leadership Development: Fast-tracking school leaders</i>, Institute of Education, Ashridge.org.uk</p>
Reading Week	<u>Consolidation of knowledge of resourcing and talent management</u>	<p><u>Consolidation</u> <i>Key Reading:</i> Students to review reading and learning to date and complete formative assessment report.</p>

Week	Content	Learning and Teaching Strategy
		<p><u>Preparation for Week 6:</u>  <i>Key Reading:</i> FARNDALE E, SCULLION H, SPARROW P (2010) <i>The role of the corporate HR function in global talent management, Journal of World Business</i>, Volume 45, Issue 2, Pages 161-168</p>
Week 6	<p><u>Information requirements for resourcing</u>  This session examines data requirements to inform resourcing decisions and methods for acquiring this data. How information is used in recruitment and retention.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Measurement and benchmarking of data.</li> <li>• Staff surveys.</li> <li>• Use of technology and legislative requirements.</li> </ul> <p><u>Formative individual report due</u></p>	<p><u>Independent Study</u>  <i>Key Reading:</i> Chp 5, 14, TAYLOR, S. (2008) <i>People resourcing</i>. 4th ed. Chartered Institute of Personnel and Development. (New edition: <i>Resourcing and talent management</i>, due August 2010).</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor led Q&amp;A with students examining many reasons why people leave positions. Link to experience of how this information was captured.</p> <p><i>Workshop Activity 2:</i> Interactive lecture assessing means to measure, record and analyse turnover data, diagnosing the principal drivers of unwanted turnover; developing, operationalising and evaluating actions aimed at increasing employee retention. Legal and ethical requirements in data management and staff release.</p> <p><u>Independent Study:</u>  <i>Task:</i> Read CIPD report on: <b>Resourcing and talent planning 2011</b>, Published CIPD 17 Jun 2010 to further inform knowledge on current practice and support work in subsequent weeks.</p>
Week 7	<p><u>Managing and retaining organisational talent</u>  This session addresses the how unavoidable demographics is creating a greater need for HR professionals to focus on retaining talented employees</p>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Chp 9 and 15, TAYLOR, S. (2008) <i>People resourcing</i>. 4th ed.</p>

Week	Content	Learning and Teaching Strategy
	<p>and keeping them actively engaged in their work.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Robust methods of improving retention.</li> <li>• Role of training, job enrichment and work environment in retention.</li> <li>• Employee engagement.</li> <li>• Fair treatment and family friendly policies.</li> </ul>	<p>Chartered Institute of Personnel and Development. (New edition: <i>Resourcing and talent management</i>, due August 2010).</p> <p><i>Task: Identify 10 HR practices that contribute to retention.</i></p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor led Q&amp;A based on task identifying key HR practices that contribute to retention, particularly focusing on role of recruitment, selection and induction. Followed by short exercise to examine cost of staff turnover vs retention.</p> <p><i>Workshop Activity 2:</i> Interactive lecture assessing traditional retention strategies and emerging strategies that go beyond traditional solutions to keep and engage well-performing employees.</p> <p><u>Independent Study:</u></p> <p><i>Task: Read ALAGARAJA M, (2010) Managing Talent Retention: An ROI Approach, Journal of European Industrial Training, Vol. 34 Iss: 3, pp.289 – 292.</i></p>
Week 8	<p><u>Performance management of talent</u></p> <p>This session examines how you can reduce the incidence of poor performance and the role of talent in improving organisational performance.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Absence management.</li> <li>• Role of performance appraisals.</li> <li>• Strategies for improving performance.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> TAYLOR, S. (2008) <i>People resourcing</i>. 4th ed. Chartered Institute of Personnel and Development. (New edition: <i>Resourcing and talent management</i>, due August 2010).</p> <p><i>Task:</i> Trial online appraisal approaches e.g. <a href="http://www.businessballs.com/performanceappraisals.htm">http://www.businessballs.com/performanceappraisals.htm</a> and or <a href="http://www.emperform.co.uk/tour">www.emperform.co.uk/tour</a>, to determine your own perspective on approaches to performance appraisal and its role in identification and</p>

Week	Content	Learning and Teaching Strategy
		<p>retention of talent.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Interactive lecture that provides different perspectives on performance management, focusing on managing poor performance e.g. absence management and the role of appraisals and strategies for improving performance from reward, work design, counselling through to behaviour orientated approached.</p> <p><i>Workshop Activity 2:</i> Tutor led exercise to evaluate issues and positives of performance appraisals based on task exercise.</p> <p><u>Independent Study:</u>  <i>Task:</i> Work on summative assessment.</p>
Week 9	<p><u>Exiting the Organisation</u>  This session focuses on the HR practices of releasing employees.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• professional practice in disciplinary procedure.</li> <li>• redundancy selection and severance compensation.</li> <li>• pre-retirement planning and training phased retirement.</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Chp 16,17,18 TAYLOR, S. (2008) <i>People resourcing</i>. 4th ed. Chartered Institute of Personnel and Development. (New edition: <i>Resourcing and talent management</i>, due August 2010).</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Interactive lecture that examines the process for dismissing employees through disciplinary and assesses the role of ACAS. Evaluates best practice approaches in handling redundancy and retirement, with a review of key issues.</p> <p><i>Workshop Activity 2:</i> Tutor led group case study exercise that requires students to evaluate the case and make recommendations on HR strategies to reduce need for redundancies.</p> <p><u>Independent Study:</u></p>

Week	Content	Learning and Teaching Strategy
		<i>Task:</i> Review ACAS website to examine full range of support available.
Week 10	<p><u>Legal, ethical and professional practice</u></p> <p>This session examines legal restraints and rights in employment but particularly with regards to the release of employees whether through disciplinary, redundancy or retirement.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• HR guidance on legal and ethical employment practice.</li> <li>• Legal requirements regarding the release of employees.</li> <li>• HR and legal teams working in partnership.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> 16,17,18 TAYLOR, S. (2008) <i>People resourcing</i>. 4th ed. Chartered Institute of Personnel and Development. (New edition: <i>Resourcing and talent management</i>, due August 2010).</p> <p><i>Task:</i> Review ACAS website to examine full range of support available.</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Interactive lecture that examines current legislation with regards to employment, particularly focusing on the release of employees through disciplinary, redundancy or retirement. Also covers severance and compromise agreements and how HR can work in partnership with legal teams to achieve organisational goals.</p> <p><i>Workshop Activity 2:</i> Tutor-led exercise based on scenarios for group on how to manage the release of employees ethically and lawfully. Utilising knowledge from task on use of ACAS website as key support tool.</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Completion of summative assessment</p>
Extension & Consolidation	Preparation for examination based on course content in weeks 1-5	<p><u>Independent Study:</u></p> <p><i>Task:</i> Revision using core text, background reading which includes revision material and module material.</p>
Revision Week	Students will be using the reading week to prepare their assessment.	<p><u>Assignment and revision:</u></p> <p><i>Task:</i> Complete the summative assessment drawing on learning from weeks 1 to 10 and your own self-directed reading.</p>

## Organisational Performance

### General Information

School	Business School	
Level	Level 7 (Masters Level)	
Credit Value	15 Credits	
Contact Hours	30 Hours	
Programme(s)	MSc Professional HR	
Module Leader	Jennifer Park	
Related Modules	Pre-requisites	Talent Management
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	The Chartered Institute of Personnel & Development	

### Introduction

The module provides learners with the knowledge and understanding of the role HR may play in achieving organisational performance. This is the process of performance management which includes supporting the strategic objectives of the organisation in different business environments, and to develop effective performance management policies and practices to improve organisational and employee performance. Performance management is about creating a culture that encourages the continuous improvement of business processes and of individuals' skills, behaviour and contributions. It is an integrated approach that helps to define and execute strategies and continuously drive performance improvements and competitive advantages. Performance Management is what organisations do to become more successful and stay ahead of their competitors.

This module examines the design of performance management systems that aim to transform organisational objectives and performance outcomes and identifies the knowledge and skills needed for effective performance review processes that are fair, ethical and improve people performance in modern organisations. It will provide you with the necessary skills and a critical understanding of the performance management and review process that combines challenge and support and places a focus on personal, team and organisational learning and accountability. Furthermore, it recognises the importance of communication skills in the performance review process and evaluates the need for employee involvement as well as transparent, ethical and justifiable rewards for performance. The module requires you to reflect critically on theory and practice from an ethical and professional standpoint.

Performance management therefore incorporates: Performance improvement - throughout the organisation, in respect of individual, team and organisational effectiveness; Development - unless there is continuous development of individuals and teams, performance will not improve; and Managing behaviour - ensuring that individuals are encouraged to behave in a way that allows and fosters better working relationships.

## Educational Aims

This module aims to:

- Develop a comprehensive understanding of the role of performance management in achieving organisational performance.
- Evaluate critically current research and advanced scholarship in the area.
- Show a critical and comprehensive understanding of performance management theory and techniques applicable to your own research or advanced scholarship.
- Critically evaluate and decide on strategies for achieving performance and communicating strategic performance aims, objectives, priorities and targets.
- Critically analyse, devise and sustain arguments for using appropriate performance management techniques, rewards and sanctions to improve performance.

## Learning Outcomes

### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a: (subject specific)
K1	Critical and comprehensive understanding of the theory and practice of performance management theories, tools and techniques.
K2	Critical understanding of the processes that are fair, ethical and improve performance in modern organisations.
K3	A critical and analytical approach to acting in a professional role to develop appropriate diagnoses and recommendations.
K4	Apply the practical skills associated with the talent management process and shape concepts to formulate and implement a talent management cycle.

### Cognitive Skills

Ref	B. Students should be able to:
C1	Proactively source and apply HRM and related research to inform performance management options in a range of business and organisational contexts.
C2	Evaluate the relationships between an organisation and its environments and propose alternative HRM approaches for performance management processes to achieve organisational objectives.
C3	Carry out research and proactively apply HRM expertise for the evaluation, and the use of tools and techniques for the development of organisational performance.
C4	Critically apply a wide range of theories to the area of performance management with a high level of competence displaying an awareness of the various factors contributing to organisational performance

### Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Critically evaluate a range of alternative performance management strategies for an organisation in order to implement a performance management system to support organisational strategy.

P2	Demonstrate an ethical approach and sensitivity to the needs of stakeholders when recommending courses of action.
P3	Effectively demonstrate how HRM practitioners can support organisational strategy and performance.
P4	Apply the practical skills associated with the Performance Management process and shape concepts to formulate and implement a Performance Management cycle and process.

#### General Transferable Skills

Ref	D. Students should be able to:
T1	Work effectively in a team in order to prepare and present analyses and suggested solutions.
T2	Take responsibility for initiating and controlling their own work and learning experience in order to improve their personal effectiveness.
T3	Effectively use relevant presentation formats in order to communicate their methodologies and recommendations to different stakeholders.
T4	Effectively and efficiently diagnose and suggest solutions to organisational performance issues and problems.

### Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Elements].

In addition to the summative elements, the module contains one (1) task to assist you in evaluating your progress in the module [the Formative Elements].

### Formative Elements

Please Note: These elements do not count towards your final module grade.

1. Prepare and present an outline of a 360 degree strategy and process for an organisation of your choice (1000 words).

*Due Date: Week 6, Session 1*

### Summative Elements

Please Note: You must achieve a pass in the following element(s) to pass the module.

1. A proposal for introducing a 360-degree feedback programme (3000 words) [100% of Module Grade]:

Task: Using your reading, notes from the module and your own research prepare: 'A proposal for introducing 360-degree feedback' OR for a coaching programme. You can provide a proposal based on information from within an organisation or a case study.

The coursework must be written in two parts: Part 1 (1500 – 200 words) should introduce a critical discussion of relevant research, and include a review of the current recommendations regarding design and methodology of 360 or coaching programmes, together with any pertinent case studies and findings that you have chosen to inform your practical work. Part 2 (1500 -200 words) must be written for your client as a "real client" as a proposal for either a 360 degree feedback programme or a coaching programme and may re-introduce, albeit briefly, any relevant issues raised within Part 1.

*Coursework Handout: Week 5*

*Coursework Due Date: Week 10*

The formative and graded elements are awarded a percentage grading according to the Level 7 (Masters) Marking Criteria contained in your programme handbook.

Each assessment is marked on a percentage basis and combined as a final module grade. For the classification of your degree (Distinction, Merit, Pass) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

### Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

#### Seminal Works

Aguinis, H. (2009). Performance management. Edition 2nd ed Upper Saddle River, N.J.,: Pearson Prentice Hall.

#### Books and Texts

Bratton, J. and Gold J., (2007). *Human Resource Management: Theory and Practice*. Basingstoke, UK: Palgrave Macmillan.

DeNisi, A. S. (2007). Cognitive Approach to Performance Appraisal (People and Organizations). Routledge

Foot, M & Hook, C (2005). Introducing human resource management 4th ed. Pearsons

Smither, J and London, M. (2009) Performance management : putting research into action

Torrington, D., Hall, L. & Taylor, S (2007). Human resource management 7th ed.

#### Supplementary

Coens T., Jenkins M. (2002). *Abolishing performance appraisals. Why they backfire and what to do instead*. Barret-Koehler, San Francisco, CA.

#### Academic and Professional Articles

Baranik, L. E., Roling, E. A. & Eby, L. T. (2010) Why does mentoring work? The role of perceived organizational support, *Journal of Vocational Behavior*, Volume 76, Issue 3, June, Pages 366-373.

Chiang, F. F. T. & Birtch, T. A. (2010). Appraising Performance across Borders: An Empirical Examination of the Purposes and Practices of Performance Appraisal in a Multi-Country Context. *Journal of Management Studies*. 47 (7), 1365-1393

DeNisi, A. S. & Pritchard, R. D. (2006). Performance Appraisal, Performance Management and Improving Individual Performance: A Motivational Framework. *Management and Organization Review*, 2, (2), 253-277.

Dickinson, J. (2005). Employees preferences for the bases of pay differentials. *Employee Relations*, 28, 2, 164 – 183.

Goodhew, G. W., Cammock, T. A. & Hamilton, R. T. (2008). "The management of poor performance by front-line managers", *Journal of Management Development*, Vol. 27: 9, pp.951 – 962.

Gruman, J. A. & Saks, A. M. (2011). Performance management and employee engagement, *Human Resource Management Review*, Volume 21, Issue 2, New Developments in Performance Management, June 2011, Pages 123-136.

Lawler, E. E. (2003). 'Reward practices and performance management system effectiveness'. *Organizational Dynamics*, 32, 396–404.

Latham, Gary P. & Mann, Sara (2006) *Advances in the Science of Performance Appraisal: Implications for Practice* in Gerard P. Hodgkinson, and J. Kevin Ford (eds), *International Review of Industrial and Organizational Psychology*. John Wiley & Sons, Ltd

*Latham, Gary; Sulsky, Lorne M and MacDonald, Heather. Performance Management [online]. In: Boxall, Peter (Editor); Purcell, John (Editor); Wright, Patrick (Editor). Oxford Handbook of Human Resource Management, The. Oxford; New York: Oxford University Press, 2007: 364-381. Oxford handbooks in business and management.*

Morgan, A., Cannan, K. & Cullinane, J. (2005). 360-degree feedback: A critical enquiry. *Personnel Review*, Vol 34(6), 663-680.

Perkins, Stephen J. & Hendry, Chris (2005) Ordering Top Pay: Interpreting the Signals. *Journal of Management Studies* 42 (7), 1443-1468.

Smither, J., London, M. & Reilly, R. (2005). Does performance improve following multisource feedback? A theoretical model, meta-analysis, and review of empirical findings. *Personnel Psychology*, Vol 58(1), 33-66.

Tziner, A., Murphy, K. R & Cleveland, J. N. (2005). Performance Appraisal: Evolution and Change Group & Organization Management February 30: 4-5

Van Hooft, E., van der Flier, H. & Minne, M. (2006). Construct validity of multi-source performance ratings: An examination of the relationship of self, supervisor, and peer ratings with cognitive and personality measures. *International Journal of Selection and Assessment*, Vol 14(1), 67-81.

#### Online Resources

Ashridge

[[http://www.ashridge.org.uk/website/IC.nsf/wFARATT/Critical%20moments%20of%20clients%20and%20coaches:%20A%20direct-comparison%20study/\\$file/CriticalMomentsOfClientsAndCoaches.pdf](http://www.ashridge.org.uk/website/IC.nsf/wFARATT/Critical%20moments%20of%20clients%20and%20coaches:%20A%20direct-comparison%20study/$file/CriticalMomentsOfClientsAndCoaches.pdf)]

Cox uni [[http://pheslin.cox.smu.edu/documents/Keen\\_to\\_help\\_-\\_Managers\\_IPTs\\_and\\_their\\_subsequent\\_employee\\_coaching.pdf](http://pheslin.cox.smu.edu/documents/Keen_to_help_-_Managers_IPTs_and_their_subsequent_employee_coaching.pdf)]

SIOP [[www.siop.org](http://www.siop.org)]

CIPD [[www.cipd.co.uk](http://www.cipd.co.uk)] and [<http://www.cipd.co.uk/hr-resources/factsheets/performance-management-overview.aspx>]

SHRM society [<http://www.shrm.org/TemplatesTools/HowtoGuides/Pages/default.aspx>]

HayMcBer Competencies [<http://www.eyesociety.co.uk/resources/CILSChap9.pdf>] and

[<http://www.eyesociety.co.uk/resources/CILSChap15.pdf>]

[<http://www.humandimension.org/haymcbcr.html>]

EQ workplace

[<http://qubranx.com/systemadmin/mbt.resources/The%20Emotionally%20Intelligent%20Workplace.pdf#page=46>]

*Consortium for Research on Emotional Intelligence in Organizations*

[<http://www.eq4results.com/page/page/2244873.htm>]

IJCO[<http://www.philrosinski.com/pdf/Global%20Coaching%20for%20Organizational%20Development%202-11%20IJCO%20Philippe%20Rosinski.pdf>]

**INDICATIVE SCHEME OF WORK**

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

**Module Title:** Organisational Performance

**Syllabus**

- Alignment of performance management systems and strategy.
- Performance management and associated HRM practices, processes, tools and techniques.
- The planning and implementation of effective performance management policies and practices to improve organisational and employee performance and engagement.
- Evaluation of the effectiveness of performance management.
- The performance planning and review process.

Week	Content	Learning and Teaching Strategy
Head Start	<p><u>What is performance management ?</u></p> <p>You should read the recommended article by Aguinis (2009). This provides a useful overview of performance management and key themes for the module. Following this reading, you will then be able to review the case given to you.</p>	<p><u>Preparation for Week 1:</u></p> <p><i>Key Reading:</i> Aguinis, H (2009) An expanded view of Performance Management, in Smither and London (2009)</p> <p><i>Watch/Listen/Task:</i></p> <p>Read case study from Aguinis (2009) as allocated.</p>
Week 1	<p><u>What is Performance Management and key processes?</u></p> <p>You will examine how HRM plays a key role on achieving organisational strategy and organisational performance. This is achieved by the development and implementation of an integrated and holistic performance management system (PMS).</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• What is Performance Management?</li> <li>• Core aspects of a PMS.</li> <li>• The relationship between strategy and performance management.</li> <li>• Role of performance appraisal.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Key Reading:</i></p> <p>Chapter 2 and 3 from Aguinis (2009) Performance Management. Schiemann (2009) in Smither and London (2009)</p> <p><i>Task:</i> case study from Aguinis (or as allocated)</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Tutor-led discussion on strategy and performance management.</p> <p><i>Workshop Activity 2:</i> Class discussion on selected case study from Aguinis (2009).</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Read: PULAKOS, E. D.&amp; O'LEARY, R. S. (2011). Why Is Performance Management Broken? Industrial and Organizational Psychology. 4 (2), 1754-9434, and the debate in the issue around the topic ( Volume 4, Issue 2, June 2011)</p>
Week 2	<p><u>Defining and measuring performance</u></p>	<p><u>Independent Study:</u></p>

Week	Content	Learning and Teaching Strategy
	<p>You will define what performance is and what it is not, and understand the multidimensional nature of performance. The various factors that determine performance will be explored, and the contextual issues understood. The role of motivation theory will be a central theme.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Defining performance.</li> <li>• Determinants of performance.</li> <li>• Design of appraisal systems.</li> <li>• Motivation theory including setting goals.</li> <li>• Approaches to measuring.</li> <li>• Issues in implementing appraisals.</li> </ul>	<p><i>Key Reading:</i> Aguinis (2009) Chapter 4.</p> <p><i>Heslin et al (2009) in Smither and London (chapter 3)</i></p> <p>Latham G.P., &amp; Latham S. D., (2000) Overlooking theory and research in performance appraisal at one's peril: Much done, more to do. In C. Cooper &amp; E.A. Locke (Eds). <i>International Review of Industrial and Organizational Psychology</i>, Chichester, England: Wiley.</p> <p><i>Task:</i> Bring to the lecture information on a job/occupation as briefed by tutor</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Review of independent reading and the development of performance measures (criterion).</p> <p><i>Workshop Activity 2:</i> Case: Diagnosing the causes of poor performance.</p> <p><u>Independent Study:</u>  <i>Task:</i> Prepare information: Kline, T and Sulsky, L. (2009) Measurement and Assessment Issues in Performance Appraisal. <i>Canadian Psychology</i>, Vol. 50, No. 3, 161–171</p>
Week 3	<p><u>Development of measurement system</u></p> <p>This will provide you with a more detailed description of how to measure performance with a focus on results and behaviour. You will examine different measurement systems and potential pitfalls such as rater error, bias and developing a system that is fair.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Psychometric issues.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i>            Spence, J. R., &amp; Keeping, L. (2011). Conscious rating distortion in performance appraisal: A review, commentary, and proposed framework for research, <i>Human Resource Management Review</i>, Volume 21, Issue 2, <i>New Developments in Performance Management</i>, June 2011, Pages 85-95</p> <p>Wilson, K. Y. (2010). An analysis of bias in supervisor narrative comments in performance appraisal. <i>Human Relations</i>. December, 63: 1903-1933.</p> <p><i>Task:</i> Developing measurement systems and tools</p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>• Measuring results and behaviours.</li> <li>• Types of scales.</li> <li>• Issues around error, bias, fairness and ethics.</li> </ul>	<p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Development of BARS /BOS scales  <i>Workshop Activity 2:</i> Tutor led discussion on fairness issues in assessment</p> <p><u>Independent Study:</u></p> <p>Deadrick, D. L. &amp; Gardner, D. G (2008). Maximal and typical measures of job performance: An analysis of performance variability over time, <i>Human Resource Management Review</i>, Volume 18, Issue 3, <i>Critical Issues in Human Resource Management Theory and Research</i>, September 2008, Pages 133-145.</p> <p>And</p> <p>David A. Hofrichter and Lyle M. Spencer, Jr. (1996), <i>Competencies: The Right Foundation The Right Foundation For Effective Human Resources Management Compensation &amp; Benefits Review</i> November 1996 28: 21-26.</p>
Week 4	<p><u>Competency Issues: Performance as behaviours</u></p> <p>We outline how competencies can be used as a tool to help enhance both the design and use of performance management processes. We show how competencies can make a significant contribution to all the stages and purposes of performance management.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Differing competency models.</li> <li>• Determining the competency model.</li> <li>• Data collection.</li> <li>• Use of competencies in reviews.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i>  <i>Watkin, Chris (2000). Developing Emotional Intelligence. International Journal of Selection and Assessment, 8 (2), 89 – 92, and/or</i>  Richard E. Boyatzis, (2009) "Competencies as a behavioral approach to emotional intelligence", <i>Journal of Management Development</i>, Vol. 28 Iss: 9, pp.749 – 770.</p> <p>Mike Young, Victor Dulewicz, (2009) "A study into leadership and management competencies predicting superior performance in the British Royal Navy", <i>Journal of Management Development</i>, Vol. 28 Iss: 9, pp.794 – 820.</p> <p>Campion, Michael A., Fink, Alexis A., Ruggerberg, Brian J., Carr, Linda A., Phillips, Geneva M.&amp; Odman, Ronald B.(20110 <i>Doing Competencies Well: Best Practises in Competency Modeling</i>.</p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>Development and Pay issues in a competency approach.</li> </ul>	<p>Personnel Psychology. 64 (1), 225- 262.</p> <p>See CIPD Link: <a href="http://www.cipd.co.uk/hr-resources/research/management-competencies-for-engagement.aspx">http://www.cipd.co.uk/hr-resources/research/management-competencies-for-engagement.aspx</a></p> <p><i>Task: Development of competency models for performance</i></p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Develop and define a competency model.  <i>Workshop Activity 2:</i> Case on using competencies in the HRM cycle.</p> <p><u>Independent Study:</u>  <i>Task:</i></p> <ol style="list-style-type: none"> <li>Read about Goleman's model of EQ:  <a href="http://www.hrmproducts.ir/downloads/books/5b78cddf83366ebde856f5145d45f57.pdf#page=46">http://www.hrmproducts.ir/downloads/books/5b78cddf83366ebde856f5145d45f57.pdf#page=46</a></li> <li>Research competency models – see CIPD resources and relevant module texts</li> </ol>
Week 5	<p><u>Managing performance</u></p> <p>Performance management includes several stages. The session provides you with the understanding of these stages and insight into the implementation of these stages.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Gathering Performance information.</li> <li>The feedback process.</li> <li>Rater motivation and training.</li> <li>The appraisal process, forms and meeting.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Key Reading: Chapter 6 – Aguinis (2009), and chapter 15 from Smither and London (2009)</i></p> <p>Osnat Bouskila-Yam, Avraham N. Kluger, Strength-based performance appraisal and goal setting, Human Resource Management Review, Volume 21, Issue 2, New Developments in Performance Management, June 2011, Pages 137-147.</p> <p>George P. Sillup, Ronald Klimberg, (2010) "Assessing the ethics of implementing performance appraisal systems", Journal of Management Development, Vol. 29 Iss: 1, pp.38 – 55</p> <p><i>Task:</i> Performance appraisal process and feedback issues.</p>

Week	Content	Learning and Teaching Strategy
		<p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Role plays of the key stages in the appraisal and feedback process.</p> <p><u>Independent Study:</u>  <i>Reading:</i> Avraham N. Kluger, Dina Nir, The feedforward interview, Human Resource Management Review, Volume 20, Issue 3, September 2010, Pages 235-246.</p>
Reading Week	<p><u>Develop Performance Management Systems:</u></p> <p>The focus is on developing various tools used in the performance management process, and as a preparation for your assignment. You should research the 360 degree feedback process and how it may be implemented in organisations. Prepare for your presentation.</p>	<p><u>Consolidation</u>  <i>Key Reading for previous weeks:</i> Chapters 17 and 15 from Smither and London (2009)</p> <p><i>Watch/Listen/Task:</i> Using the previous weeks learning, the resources given here and your own research you will be developing a 360 degree feedback process and how it may be implemented in organisations.</p> <p><u>Preparation for Week 6:</u>  <i>Key Readings:</i>            Research the issue of 360 feedback: Use this websites and also your own research:-</p> <p>Best practice guidelines:  <a href="http://www.psychtesting.org.uk/downloadfile.cfm?file_uuid=E39E0206-1143-DFD0-7EAD-34EE9316F322&amp;ext=pdf">http://www.psychtesting.org.uk/downloadfile.cfm?file_uuid=E39E0206-1143-DFD0-7EAD-34EE9316F322&amp;ext=pdf</a>            and  <a href="http://www.ccl.org/leadership/pdf/assessments/360bestpractices.pdf">http://www.ccl.org/leadership/pdf/assessments/360bestpractices.pdf</a>            and  <a href="http://www.peopleinsight.co.uk/resources/360_guide.pdf">http://www.peopleinsight.co.uk/resources/360_guide.pdf</a>            and a reading:            HOFFMAN, BRIAN J.&amp; WOEHR, DAVID J.(2009). DISENTANGLING THE MEANING OF MULTISOURCE PERFORMANCE RATING SOURCE AND DIMENSION FACTORS. Personnel Psychology, 62 (4), 735-</p>

Week	Content	Learning and Teaching Strategy
Week 6	<p><u>Design and issues in multi-source feedback systems</u></p> <p>Traditional appraisal systems are often not suitable for modern complex organisations. Many organisations use 360-degree feedback, also known as multi-rater feedback, multisource feedback, or multisource assessment, is feedback subordinates, peers, and supervisors. It also includes a self-assessment and, in some cases, feedback from external sources. We will develop this process as a model and some of the issues around the topic, e.g. controversy as to whether 360-degree feedback should be used exclusively for development purposes, or should be used for appraisal purposes as well, and whether 360-degree feedback improves employee performance.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The concept of multi-source feedback.</li> <li>• Uses of MSFS/360 degree appraisals.</li> <li>• Development of a system.</li> <li>• Implementation issues.</li> </ul>	<p>765.</p> <p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Maylett, T (2009). 360-Degree Feedback Revisited: The Transition From Development to Appraisal <i>Compensation &amp; Benefits Review</i> September/October 2009 41: 52-59</p> <p><i>See:</i> <a href="http://www.star360feedback.com/old-site/360_degree_feedback_by_topic.html">http://www.star360feedback.com/old-site/360_degree_feedback_by_topic.html</a> <a href="http://www.shl.com/WhatWeDo/Documents/360_Best_Practice_Guide.pdf">http://www.shl.com/WhatWeDo/Documents/360_Best_Practice_Guide.pdf</a> <i>common mistakes:</i> <a href="http://abstracts.envisialearning.com/9-abstractFile.pdf">http://abstracts.envisialearning.com/9-abstractFile.pdf</a></p> <p><i>Task: Design 360 degree appraisal system</i></p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Workshop on developing 360 degree system. <i>Workshop Activity 2:</i> Development of relevant proformas and tools for system.</p> <p><u>Independent Study:</u> <i>Task:</i> Read chapter 9 in Aguinis (2009) in preparation for the following week tasks.</p>
Week 7	<p><u>Managing Performance: Advanced Coaching</u></p> <p>An important part of performance management is the developmental role. Often performance management is seen as "judgmental" process, however, the development of performance is contingent on employee development based on the feedback from the PMS. You will look at the developmental aspects of a PMS and specifically the</p>	<p><u>Independent Study</u></p> <p><i>Key Reading:</i> <i>Smither and London (2009) chapter 4 and 5;</i></p> <p>Elizabeth C. Thach, (2002) "The impact of executive coaching and 360 feedback on leadership effectiveness", <i>Leadership &amp; Organization Development Journal</i>, Vol. 23 Iss: 4, pp.205 – 214.</p>

Week	Content	Learning and Teaching Strategy
	<p>role of coaching and mentoring in organisational performance.</p> <p>.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• PMS and developmental models.</li> <li>• Coaching and mentoring.</li> <li>• Coaching models such as GROW, appreciative coaching and narrative models.</li> <li>• Role of individual and organisational learning.</li> </ul>	<p><i>Daniel C. Feldman and Melenie J. Lankau(2005). Executive Coaching: A Review and Agenda for Future Research Journal of Management December 2005 31</i></p> <p><i>Task:</i> Development of advanced coaching skills.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Coaching role plays.  <i>Workshop Activity 2:</i> Mentoring role plays.</p>
Week 8	<p><u>Managing team performance</u></p> <p>The nature of work has changed and much of our working life is spent in teams. Managing teams is a key competency for organisational performance and this session will give you the skills to manage a team with a PMS process.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Development of adaptive teams.</li> <li>• Measuring and managing team performance.</li> <li>• Role of individuals in team performance.</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading:</i>  <i>Salas et al (2009) in Smither and London (2009) chapter 6.</i></p> <p>Stephanie T. Solansky, (2011) "Team identification: a determining factor of performance", <i>Journal of Managerial Psychology</i>, Vol. 26 Iss: 3, pp.247 - 258</p> <p><i>See:</i> Dierdorff, E. C., Bell, S. T., &amp; Belohlav, J. A. (2010, October 4). The Power of "We": Effects of Psychological Collectivism on Team Performance Over Time. <i>Journal of Applied Psychology</i>. Advance online publication. doi: 10.1037/a0020929; (<a href="http://works.bepress.com/cgi/viewcontent.cgi?article=1003&amp;context=james_belohlav&amp;sei-redir=1#search=%22team%20performance%22">http://works.bepress.com/cgi/viewcontent.cgi?article=1003&amp;context=james_belohlav&amp;sei-redir=1#search=%22team%20performance%22</a>)</p> <p><i>Task:</i> Dealing with conflict in teams, measuring team outputs.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Case study on managing team performance.  <i>Workshop Activity 2:</i> Role plays: Managing "difficult people" in teams.</p>

Week	Content	Learning and Teaching Strategy
		<p><u>Independent Study:</u>  <i>Task: For week 9 read:</i>            P. Latham &amp; Craig C. Pinder (2005). Work Motivation Theory and Research at the Dawn of the Twenty-First Century. Annual Review of Psychology. Vol. 56: 485-516.</p>
Week 9	<p><u>Motivation theory and reward systems</u></p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Review current and classic motivation theories.</li> <li>• Reward systems and strategies.</li> <li>• Compensation systems.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i>            Gary P. Latham, Christopher T. Ernst, Keys to motivating tomorrow's workforce, Human Resource Management Review, Volume 16, Issue 2, The New World of Work and Organizations, June 2006, Pages 181-198.</p> <p><i>Michael Armstrong and Duncan Brown (1998). Relating Competencies to Pay: The UK Experience Compensation &amp; Benefits Review May 1998 30: 28-39</i></p> <p><i>Frank L. Giancola (2011) Skill-Based Pay: Fad or Classic? Compensation &amp; Benefits Review 2011.</i></p> <p><i>Task: Development of reward strategies.</i></p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Design of pay system.  <i>Workshop Activity 2:</i> Debate on motivation and pay.</p> <p><u>Independent Study:</u>            Giovanni Azzone, Tommaso Palermo, (2011) "Adopting performance appraisal and reward systems: A qualitative analysis of public sector organisational change", Journal of Organizational Change Management, Vol. 24 Iss: 1, pp.90 – 111.</p>
Week 10	<u>Compensation and performance management</u>	<u>Independent Study:</u>

Week	Content	Learning and Teaching Strategy
	<p>.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• PRP.</li> <li>• Executive pay.</li> <li>• Current issues in reward and performance management.</li> <li>• Integration of concepts.</li> </ul>	<p><i>Key Reading:</i></p> <p>Armstrong, M., Brown, D &amp; Reilly, P. (2011) "Increasing the effectiveness of reward management: an evidence-based approach", <i>Employee Relations</i>, Vol. 33 Iss: 2, pp.106 – 120.</p> <p>Glassman, M., Glassman, A., Champagne, P. J. &amp; Zugelder, M. T.(2010). Evaluating Pay-for-Performance Systems: Critical Issues for Implementation <i>Compensation &amp; Benefits Review</i>. July/August 2010 42: 231-238.</p> <p><b>Summers, L. (2005)</b> Integrated Pay for Performance: The High-Tech Marriage of Compensation Management and Performance Management. <i>Compensation &amp; Benefits Review</i>, Vol. 37, No. 1, 18-25 (2005).</p> <p><i>Task:</i> Review of current compensation issues and the executive pay debate.</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Review of current issue.</p> <p><i>Workshop Activity 2:</i> Evaluation of executive pay issues (case) .</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Smither and London (2009) Chapter 17</p>
Extension & Consolidation	Preparation for assignment based on course content	<p><u>Independent Study:</u></p> <p><i>Task:</i> Develop assignment as indicated.</p>
Revision Week	Students will be using the reading week to prepare their assessment.	<p><u>Assignment and revision:</u></p> <p><i>Task:</i> Complete the summative assessment drawing on learning from weeks 1 to 10 and your own self-directed reading.</p>

## Compliance and Risk Management

### General Information

School	BPP Business School	
Level	Level 7 (Masters Level)	
Credit Value	15 Credits	
Contact Hours	30 Hours	
Programme(s)	MSc Professional HR	
Module Leader	Liz Aylott	
Related Modules	Pre-requisites	Employment Law in Practice
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body (if appropriate)	The Chartered Institute of Personnel and Development	

### Introduction

Business leaders and managers appreciate that legal expertise at any level has to be underpinned by the ability to apply such expertise to resolve real-world problems. The Employment Law in Practice is designed to help you develop both your expertise and your practical experience.

This module builds on core employment law knowledge and skills gained to support HR professionals and managers to develop their thinking, expertise and experience in the related areas of compliance and risk management.

Experienced managers already know that compliance is never really achieved through enforcement alone and that increasing levels of control can be counter-productive. At the same time the cost of failure can be catastrophic and the pressure for more and more control irresistible.

This module takes four practical areas and uses them as vehicles to explore the issues of compliance. At the same time the management processes and thinking that are referred to as Risk Management but that are so often only partially understood, are critically analysed in a practical and user friendly way.

This module begins with areas that will be familiar to you from the pre-requisite module of Employment Law in Practice, Health & Safety and Data Protection, and examines the principles behind the law in these areas, as well as the practicalities of ensuring compliance in the work place. At the same time it begins to explain the concepts and processes that make up Risk Management.

This module then moves through some of the requirements of Sarbanes Oxley, Money Laundering Regulations and the latest Bribery Act, critically analysing the real difficulties in both ensuring and demonstrating compliance. Finally the module looks at specific employment restrictions in terms of the checks required of those working with young people and vulnerable adults and the requirements regarding the rehabilitation of offenders.

## Educational Aims

This module aims to:

- Consider longstanding employment law, specifically Health & Safety and Data Protection, which students should already be familiar with, and provide an in-depth understanding of the practical difficulties in ensuring compliance in the workplace.
- Develop knowledge and understanding of new areas where compliance is required, specifically: Sarbanes Oxley, Bribery Act 2010, Money Laundering Regulations 2007, Safeguarding Vulnerable Groups Act 2006, Rehabilitation of Offenders Act 1974 and the Human Rights Act 1998.
- Analyse the various aspects of Risk Management and allow students to begin to use some of them and to critically evaluate their effectiveness.
- Provide students with a critical understanding of compliance and risk management and enable them to explore the range of approaches that are required to both ensure and demonstrate compliance as well as some of the potential tensions that exist through conflicting priorities, values and resource constraints.
- Develop a range of transferable skills and abilities in students, specifically in the areas of reflective thinking, criticality and analysis.
- Enable students to combine the knowledge and understanding that they have gained with the skills and abilities that they have developed and apply these to resolve relevant business problems in the area of compliance and risk management.
- Stimulate students into adopting an enquiring and critical approach to the law and provide a platform for future formal and informal legal study.

## Learning Outcomes

### Knowledge and Understanding

Ref	A. Students should be able to:
K1	Critically analyse the concepts, costs and benefits of risk management and the practical issues concerning its implementation and use in different industry sectors.
K2	Demonstrate in-depth and systematic understanding of the range of issues that interplay, and the difficulties that are encountered, when trying to ensure and demonstrate compliance in the workplace in respect of behaviour and the adherence.
K3	Critically assess various techniques and approaches that assist with ensuring and demonstrating compliance in the workplace in respect of behaviour and adherence to specific standards and rules.
K4	Demonstrate an in-depth and systematic understanding of the laws and regulations relating to specific areas requiring workplace compliance, together with the wider social and economic issues involved with them.

### Cognitive Skills

Ref	B. Students should be able to:
C1	Develop their capacity for legal analysis, research and problem solving skills within the

	context of laws related to compliance in the workplace.
C2	Demonstrate a high level of competence in structuring succinct and well developed business and legal arguments on issues of compliance.
C3	Critically assess with a view to effectively determining, the most appropriate risk management approaches and techniques applicable to a given situation.
C4	Critically analyse and evaluate competing legal and ethical imperatives.

#### Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Recognise and manage complex issues using appropriate analytical tools and techniques and be able to develop strategies and tactics to identify and pre-empt future potential problems.
P2	Evaluate critically, debate and present on potentially emotive issues in a calm, logical, professional and ethical manner.
P3	Systematically and critically analyse all aspects of a case or situation and draw conclusions from this both about the case and their own approach and thinking on the issues involved
P4	Critically evaluate a range of alternative courses of action in order to solve problems and implement decisions which result in achievable and appropriately viable outcomes for specific organisations.

#### General Transferable Skills

Ref	D. Students should be able to:
T1	Succinctly analyse and then summarise legal issues in ways which are contextually relevant and appropriate.
T2	Produce appropriate written briefs, summaries and reports on complex issues that involve both fact, values and professional judgement.
T3	Communicate complex ideas and information effectively, selecting format and media with discernment in support of identifying organisational problems and developing strategies to facilitate effective resolution.
T4	Reflect on own performance and identify their personal learning needs with respect to research and address these through their self-directed learning and continuous personal development.

### Mode of Assessment

This module is assessed through the completion of two (2) independent tasks [the Summative Elements].

In addition to the summative elements, the module contains one (1) task to assist you in evaluating your progress in the module [the Formative Elements].

### Formative Element

Please Note: This element does not count towards your final module grade.

#### 1. Practice Essay

Write a 1,000 word management briefing on the Importance of Risk Management in the workplace.

*Formative Assessment Handout: Week 2*  
*Formative Assessment Due Date: Week 5*

### Summative Elements

Please Note: You must achieve a pass in the following elements to pass the module.

#### 1. Written Assignment [40% of Module Grade]

Explain the difficulties in ensuring and demonstrating compliance in respect of an Act 2010 in an organisation of the student's choice. Word limit is 1500 words.

*Summative Assessment Handout: Week 1*  
*Summative Assessment Due Date: Week 5*

#### 2. Written Assignment [60% of Module Grade]

Case studies are to be released in the last week of teaching.

Identify the key compliance issues and draft a risk management plan for a specific case study provided to students. Word limit is 2500 words.

*Summative Assessment Handout: Week 5*  
*Summative Assessment Due Date: Week 10*

The formative and graded elements are awarded a percentage grading according to the Level 7 (Masters) Marking Criteria contained in your programme handbook.

Each assessment is marked on a percentage basis and combined as a final module grade. For the classification of your degree (Distinction, Merit, Pass) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

### Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge as well as legislation and case law you are encouraged to explore all sources of information to drive and enhance your learning (books, law reports, academic and professional journals, online resources, etc). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

#### Core Text:

Students will be directed to appropriate sections of this core text during the module:

HOPKIN, P. (2010), *Fundamentals of Risk Management*, London, The Institute of Risk Management.

#### Other Seminal Works

Students will also be expected to have access to the core material provided in the pre-requisite module Employment Law in Practice and to have previously studied them; these are:

Lewis, D and SARGEANT, M (2011) *Essentials of Employment Law*. 11<sup>th</sup> ed. London: Chartered Institute of Personnel and Development.

Philips, G. and Scott, K. (2011) *Employment Law*. London: College of Law Publishing. Books

#### and Texts

Baxter, K. (2010), *Risk Management: Fast Track to Success*, London, Pearson Education Limited.

Crouhy, M., Galai, D. and Mark, R (2006). *The Essentials of Risk Management*, London: McGraw Hill.

Finch, E. and Fafinski, S. (2011) *Law Express: Exam Success (Revision Guide)*, Harlow: Pearson Education Limited.

Foster, S. (2011) *Human Rights and Civil Liberties*, 3<sup>rd</sup> ed. Harlow: Pearson Education Limited.

Foster, S. (2009) *How to Write Better Law Essay*, 2<sup>nd</sup> ed. Harlow: Pearson Education Limited.

Kidner, R. (2010) *Blackstone's Statutes on Employment Law*, Oxford: Oxford University Press [Please Note: This text is updated annually].

MacIntre, E. (2010) *Business Law*, 2<sup>nd</sup> ed. Harlow: Pearson Education Limited.

Nairns, J. (2011) *Employment Law for Business Students*, 4<sup>th</sup> ed. Harlow: Pearson Education Limited.

Williams, G. (2002) *Learning the Law*, London: Sweet & Maxwell. Academic

#### and Professional Articles

Martinez, M.D. (2007) Risk Management in Restricted Countries in *Intel Technology Journal*, May 2007, Vol. 11 Issue 2, p137-145, 9p

Posthuma, R.A., Roehling, M.V. and Campion, M.A. (2005) *Employment Discrimination Law Exposures For International Employers: A Risk Assessment Model* in Academy of Management Annual Meeting Proceedings; 2005, pH1-H6, 6p

Yoffie, D.B. and Kwak, M. (2001) Palying by the Rules in *Harvard Business Review*, June 2001, Vol. 79 Issue 6, p119-122, 4p

Online Resources

British Employment Law: [www.emplaw.co.uk](http://www.emplaw.co.uk)

Chartered Institute of Personnel and Development: [www.cipd.co.uk](http://www.cipd.co.uk)

Department of Business and Innovation: [www.bis.gov.uk](http://www.bis.gov.uk)

UK statutes: [www.legislation.gov.uk](http://www.legislation.gov.uk)

It is also envisaged that students will have access to online legal resources for the duration of their period of study on this module and that specific contemporary cases will be drawn to their attention as appropriate.

### INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Compliance and Risk Management

### Syllabus

- A thorough overview of risk management is provided together with an evaluation of the main approaches and techniques and a detailed consideration of specific aspects and issues of the topic.
- Operational and enterprise wide risk management.
- Legal structures, dispute resolution processes in England and Wales.
- Health & Safety and Data Protection laws.
- The practical difficulties in ensuring compliance in the workplace.
- Sarbanes Oxley.
- The Bribery Act 2010.
- The effectiveness of legislation in terms of achieving compliance is examined and as part of this the Money Laundering Regulations 2007.
- Restrictions on employment in order to protect vulnerable groups.
- Human Rights and the need to rehabilitate offenders and enable them to work.

Week	Content	Learning and Teaching Strategy
Head Start	<p>During the head start week students are asked to carry out preparation work in 3 areas:</p> <ol style="list-style-type: none"> <li>1. To revise the material they studied in the pre-requisite module Employment Law in Practice and in particular the law relating to the enforcement of workplace requirements in respect of Health &amp; Safety and Data Protection.</li> <li>2. To briefly familiarise themselves with the core text, Paul Hopkin's Fundamentals of Risk Management, the topics covered and the structure of the text and to see the links between this and the module study plan.</li> <li>3. To ensure that they have access to the online legal resources and to familiarise themselves with some of the core skills of studying law by identifying and reading relevant pieces of legislation and specifically the Bribery Act 2010 and the Human Rights Act 1998.</li> </ol>	<p><u>Student Directed Study</u> Module and legal studies familiarisation using the core text, module material and the text from the pre-requisite module.</p> <p><u>Practical Research</u> Using the online resources and module material to identify and review legislation that will be covered in the module.</p>
Week 1	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Understanding of legal structures.</li> <li>• Law making and dispute resolution processes in England and Wales.</li> <li>• Health and Safety</li> <li>• Data Protection.</li> <li>• Outline of Risk Management.</li> </ul>	<p><u>Independent Study:</u> <i>Key Reading:</i> Study chapters 1, 2 and 3 of Part 1 of the core text Fundamentals of Risk Management together with material from the pre-requisite module, Employment Law in Practice. Reference to specific legislation either using Blackstone's Statutes or the UK online legislation website. Use of specific module material. Use of the self-test activities provided in the module material.</p> <p>Prepare for the tutor facilitated workshop by completing a self-analysis form identifying the level of understanding in respect of the pre-requisite areas of knowledge.</p>

Week	Content	Learning and Teaching Strategy
		<p><u>Session 1:</u> A teaching session that introduces the core areas of law that will be studied during the module and that covers in more detail the requirements concerning Health &amp; Safety and 'Data Protection'.</p> <p><i>Workshop Activity 1:</i> A tutor facilitated but student centred discussion split into two equal sessions. The first on areas where students are less strong in respect of their understanding of the pre-requisite knowledge areas and methods by which they can improve this understanding.</p> <p><i>Workshop Activity 2:</i> A moderated discussion board with the focus this week on how students keep themselves updated on legal and practical developments that could impact on their work.</p> <p><u>Independent Study:</u> <i>Task:</i></p>
Week 2	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The practical considerations of ensuring compliance in respect of the distinct areas of Health &amp; Safety and Data Protection</li> <li>• Students' general HR and management skills and experience as well as their previous management studies.</li> <li>• Risk management, moving through the background, principles and standards of risk management.</li> </ul>	<p><u>Independent Study</u> <i>Key Reading:</i> Study chapters 4, 5 and 6 of Part 1 of the core text Fundamentals of Risk Management together with material from the pre-requisite module, Employment Law in Practice. Reference to specific legislation either using Blackstone's Statutes or the UK online legislation website. Use of specific module material. Use of the self-test activities provided in the module material.</p> <p><u>Session 1</u> <i>Workshop Activity 1:</i> Students to prepare a short presentation for the tutor facilitated workshop that summarises the details from case study on Barclays Bank and reflects on how an organisation, with which the student is</p>

Week	Content	Learning and Teaching Strategy
		<p>familiar, compares to it.</p> <p><i>Workshop Activity 2:</i> A teaching session that looks in detail at a number of cases relevant to the areas of Health &amp; Safety and Data Protection.</p> <p><u>Session 2</u></p> <p><i>Workshop Activity 1:</i> A tutor facilitated but student centred discussion. Students are split into smaller working groups and make presentations to their colleagues. As part of the small group working students provide brief written feedback to each presenter. A plenary session is then held where the relevance and use of risk management, as studied so far, to ensuring and demonstrating compliance in respect of Health &amp; Safety and Data Protection is discussed and evaluated.</p> <p><i>Workshop Activity 2:</i> A moderated discussion board with the focus this week on the practical difficulties that students have encountered in ensuring compliance in respect of Health &amp; Safety and Data Protection.</p>
Week 3	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The requirements of Sarbanes Oxley and the Bribery Act 2010. This week the overall requirements of both.</li> <li>• Risk management and specifically at risk architecture, strategy and protocols together with specific organisational roles.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Reading:</i> Study Part 2 of the core text Fundamentals of Risk Management together with material from the pre-requisite module, Employment Law in Practice.</p> <p>Reference to specific legislation using the UK online legislation website.</p> <p>Relevant factsheets published for members on the CIPD website.</p> <p>Use of specific module material.</p> <p>Students will also be starting work on their Formative Assessment this week.</p> <p><u>Session 1</u></p> <p><i>Workshop Activity 1:</i> Prepare a short written summary for the tutor facilitated workshop that summarises the details from case study on Tesco and reflects on how an organisation, with which the student is familiar,</p>

Week	Content	Learning and Teaching Strategy
		<p>compares to it.</p> <p><i>Workshop Activity 2:</i> A teaching session that looks in detail at the requirements of Sarbanes Oxley and the Bribery Act 2010.</p> <p><u>Session 2</u></p> <p><i>Workshop Activity 1:</i> A tutor facilitated but student centred discussion. Students are split into smaller working groups and share their written summaries. As part of the small group working students provide verbal feedback to each other on the written briefs.</p> <p><i>Workshop Activity 2:</i> A moderated discussion board with the focus this week on benefits, drawbacks and difficulties in having named individuals responsible for specific compliance issues in an organisation and the experience that students have with this.</p>
Week 4	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The requirements of Sarbanes Oxley and the Bribery Act 2010.</li> <li>• Risk management as specific areas and concepts are studied around the theme of risk assessment.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Key Research:</i> Study Part 3 of the core text, Fundamentals of Risk Management.</p> <p>Reference to specific legislation using the UK online legislation website.</p> <p>Relevant factsheets published for members on the CIPD website.</p> <p>Use of specific module material.</p> <p>Students will also be working on their Formative Assessment.</p> <p><u>Session 1</u></p> <p><i>Workshop Activity 1:</i> Draft a policy statement that could be used in an organisation of the student's choosing in respect of Bribery Act 2010.</p> <p><i>Workshop Activity 2:</i> A teaching session that looks at recent developments concerning Sarbanes Oxley and / or the Bribery Act 2010.</p>

Week	Content	Learning and Teaching Strategy
		<p><u>Session 2</u></p> <p><i>Workshop Activity 1:</i> A tutor facilitated but student centred discussion that this week uses a case study provided to the students at the start of the session. Students are given specific roles and are expected to work in small groups in order to achieve the objectives stated in their individual brief. The personal preparation time will be 15 minutes followed by 45 minutes of group work. The plenary session will then evaluate the outcome in each group and analyse the behaviour of individuals in the activity.</p> <p><i>Workshop Activity 2:</i> A moderated discussion board with the focus this week on policy statements that could be used in respect of the Bribery Act 2010 and the benefits and drawbacks on different approaches to such a statement.</p>
Week 5	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Money Laundering and the legislation that has been put in place to try and prevent it.</li> <li>• The compliance and reporting roles imposed on specific professions are considered together with its effectiveness.</li> <li>• Risk management as specific areas and concepts are studied around the theme of risk and organisations.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Reading:</i> Study Part 4 of the core text, Fundamentals of Risk Management. Reference to specific legislation using the UK online legislation website. Relevant factsheets published for members on the CIPD website. Use of specific module material. Students will also be finalising the working on their Formative Assessment for submission at the end of this week.</p> <p><u>Session 1</u></p> <p><i>Workshop Activity 1:</i> Carry out research into businesses and organisations in order to support the analysis of the case study provided at the end of Part 4 of the core text.</p> <p><i>Workshop Activity 2:</i> A teaching session that looks in detail at the issue of Money Laundering and the legal requirements imposed by the Money Laundering Regulations 2007.</p>

Week	Content	Learning and Teaching Strategy
		<p><u>Session 2</u>  <i>Workshop Activity 1:</i> A tutor facilitated but student centred discussion that is split into two equal sessions. In the first part students work in small groups to prepare a short presentation on the process that someone called in to audit an organisation's approach to risk should follow. In the following plenary session the proposed approaches will be discussed followed by the drafting of a person specification detailing the skills, experience, values and behaviours needed to carry out such an audit effectively.</p> <p><i>Workshop Activity 2:</i> A moderated discussion board with the focus this week on whether it is right and appropriate for the state to impose the requirements it does in the Money Laundering Regulations 2007.</p>
Reading Week	<u>Reading Week</u>	<p><u>Consolidation</u>  <i>Key Reading:</i> Students should read the journal articles provided and seek out further related material to inform and deepen their thinking.</p> <p><i>Watch/Listen/Task:</i> Students should watch the BBC report into the News of the World and consider how and why compliance failed within that organisation and whether better risk management could have prevented the problems encountered.</p> <p><u>Preparation for Week 6:</u>  <i>Key Reading:</i> Students not familiar with Human Rights legislation should take the opportunity to pre-read in this area including use of the optional text Foster, S. (2011) Human Rights and Civil Liberties, 3rd ed. Harlow: Pearson Education Limited.</p>
Week 6	<u>Linking Compliance and Risk Management Concepts</u>	<p><u>Independent Study</u>  <i>Reading:</i> Study Parts 1 to 4 of the core text, Fundamentals of Risk</p>

Week	Content	Learning and Teaching Strategy
	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Recapping and consolidating the work covered so far and links the compliance issues with the risk management approaches and techniques.</li> </ul>	<p>Management. Reference to specific legislation using the UK online legislation website. Use of specific module material.</p> <p><u>Session 1</u> <i>Workshop Activity 1</i>: Prepare for taking part in a case study based exercise the details of which will be provided to students as part of the module material.</p> <p><i>Workshop Activity 2</i>: A teaching session that looks specifically at aspects of human behaviour and subconscious barriers that can hinder compliance and effective risk management.</p> <p><u>Session 2</u> <i>Workshop Activity 1</i>: A tutor facilitated but student centred discussion that this week uses the case study provided to the students as part of the course material. The students will work in teams in order to achieve one overall objective for the whole group, each team will have a specific function to fulfil. Time will be spent at the end of the session assessing the appropriateness of the function of each team and identifying different approaches.</p> <p><i>Workshop Activity 2</i>: A moderated discussion board with the focus this week on discussing the core concepts covered in the module and what practical changes students have already planned as a result of the understanding and experience gained.</p>
Week 7	<p>This will concentrates on:</p> <ul style="list-style-type: none"> <li>Human Rights and specific related areas. This is a topic that will span three weeks of study and begins with looking at the background and development of Human Rights since the mid-20<sup>th</sup> century.</li> </ul>	<p><u>Independent Study</u> <i>Reading ~</i>: Study Part 5 of the core text, Fundamentals of Risk Management. Reference to specific legislation using the UK online legislation website. Relevant factsheets published for members on the CIPD website.</p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>The study of risk management continues with examining aspects of the risk response.</li> </ul>	<p>Use of specific module material. Students will also be starting work on their first Summative Assessment this week.</p> <p><u>Session 1</u> <i>Workshop Activity 1:</i> Each student needs to prepare for a debate on whether Human Rights should apply universally or be suspended in certain specific circumstances. Students need to ensure that they have relevant examples to support both positions.</p> <p><i>Workshop Activity 2:</i> A teaching session that looks specifically at aspects of human behaviour and subconscious barriers that can hinder compliance.</p> <p><u>Session 2</u> <i>Workshop Activity 1:</i> A tutor facilitated but student centred discussion that this week takes the form of a debate on whether Human Rights should apply universally or not. Students will be allocated at random to one side or other of the debate at the start of the session. At the end of the sessions students will be asked to summarise the issues and express their personal opinion.</p> <p><i>Workshop Activity 2:</i> A moderated discussion board with the focus this week on identifying and discussing issues in the media concerning Human Rights or labelled as so doing.</p>
Week 8	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Human Rights and specific related areas. This week the focus is on conflicting and competing rights and how these are balanced and determined.</li> <li>The study of risk management continues to consider the risk response with use of a case study.</li> </ul>	<p><u>Independent Study</u> <i>Reading:</i> Study Part 5 of the core text, Fundamentals of Risk Management. Reference to specific legislation using the UK online legislation website. Relevant factsheets published for members on the CIPD website. Use of specific module material. Students will also be working on their first Summative Assessment this</p>

Week	Content	Learning and Teaching Strategy
		<p>week.</p> <p><u>Session 1</u>  <i>Workshop Activity 1:</i> Each student needs to identify relevant case law relating to at least one of the rights provided by the Human Rights Act 1998.</p> <p><i>Workshop Activity 2:</i> A teaching session that looks specifically at case law relating to Human Rights and also draws on input from students.</p> <p><u>Session 2</u>  <i>Workshop Activity 1:</i> A tutor facilitated but student centred session that this week provides opportunity for students to discuss their personal learning strategies for keeping up to date with relevant law and practice.</p> <p><i>Workshop Activity 2:</i> A moderated discussion board with the focus this week on the case study that appears at the end of Part 5 of the core text.</p>
Week 9	<p>This module finishes looking at the area of Human Rights by considering the restrictions imposed on employment in order to protect vulnerable groups.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The practical approaches that are needed to ensure that a balanced and legally compliant result is obtained whilst recognising the emotional issues that can intervene.</li> <li>• The study of risk management concludes by looking at risk assurance and reporting.</li> </ul>	<p><u>Independent Study</u>  <i>Reading:</i> Study Part 6 of the core text, Fundamentals of Risk Management. Reference to specific legislation using the UK online legislation website. Relevant factsheets published for members on the CIPD website. Use of specific module material. Students will also be completing work on their first Summative Assessment for submission at the end of this week.</p> <p><u>Session 1</u>  <i>Workshop Activity 1:</i> Each student needs to identify examples of risk documentation relating to an organisation with which they are familiar and be prepared to describe its function and utility in light of the concepts discussed during the module.</p>

Week	Content	Learning and Teaching Strategy
		<p><i>Workshop Activity 2:</i> A teaching session that looks specifically at the law relating to the Safeguarding Vulnerable Groups Act 2006 and how this links to the Rehabilitation of Offenders Act 1974, Human Rights and Data Protection laws.</p> <p><u>Session 2</u></p> <p><i>Workshop Activity 1:</i> A tutor facilitated but student centred discussion on the factors that impact on whether documentation produced to try and demonstrate proper risk management is actually useful or not.</p> <p><i>Workshop Activity 2:</i> A moderated discussion board with the focus this week on the underlying purposes behind the Rehabilitation of Offenders Act 1974 and how well these purposes can be and are being met by this legislation.</p>
Week 10	In this final week the module recaps and consolidates the work covered throughout. Students are encouraged to reach relevant overarching conclusions and to consider how their own thinking has changed as a result of their learning.	<p><u>Independent Study</u></p> <p><i>Reading:</i> Re-cap the core text. Fundamentals of Risk Management together with material from the pre-requisite module, Employment Law in Practice. Use of specific module material.</p> <p><u>Session 1</u></p> <p><i>Workshop Activity 1:</i> Prepare a short written brief for the tutor facilitated workshop outlining the key areas in which their individual understanding and thinking has changed, the practical changes they plan to take in their workplace as a result and how they plan to keep their knowledge and understanding refreshed.</p> <p><i>Workshop Activity 2:</i> A teaching session recapping on the contents of the module and helping the students to focus on the requirements of the second Summative Assessment.</p>

Week	Content	Learning and Teaching Strategy
		<p><u>Session 2</u></p> <p><i>Workshop Activity 1:</i> A tutor facilitated but student centred discussion which will explore how students' thinking has developed and changed through the module and how they will keep their knowledge refreshed.</p> <p><i>Workshop Activity 2:</i> A moderated discussion board with the focus this week on students' discussion where they would place limited resources, in terms of time, expertise and money, in respect of areas to ensure compliance and the risk management approaches they would deploy in order to maximise the use of such resources in achieving their objectives.</p>
Extension & Consolidation	Preparation for the second Summative Assessment.	<p><u>Independent Study</u></p> <p>Revision using core text, background reading which includes revision material and module material.</p>
Revision Week	Preparation for and completion of the second summative assessment.	<p><u>Independent Study</u></p> <p>Specific revision using core text, background reading which includes revision material and module material focussed on the second Summative Assessment.</p> <p><u>Practical Research</u></p> <p>Using the online resources students will carry out research into relevant areas connected with the requirements of the second Summative Assessment.</p>

## Business and Contract Law

### General Information

School	BPP Business School	
Level	Level 7 (Masters Level)	
Credit Value	15 Credits	
Contact Hours	30 Hours	
Programme(s)	MSc Professional HR	
Module Leader	Liz Aylott	
Related Modules	Pre-requisites	Employment Law in Practice
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body (if appropriate)	The Chartered Institute of Personnel and Development	

### Introduction

Business leaders and managers appreciate that legal expertise at any level has to be underpinned by the ability to apply such expertise to resolve real-world problems.

This module builds on the core employment law knowledge and skills gained in the 'Employment Law in Practice' module and help HR professionals and managers to develop their thinking, expertise and experience in this increasingly important area of HR and management practice.

Within this module you will develop a comprehensive level of knowledge and understanding of important aspects of Business and Contract Law as it applies in the employment arena. In so doing you will gain both practical experience and key employment law related skills that you will be able to use when tackling these and other employment law related issues.

This module begins by exploring the different legal forms of businesses and organisations and the importance of legal frameworks in enabling them to operate successfully and in particular, to be able to deploy labour. You will then carry out detailed analysis of how contracts are drafted with the objective of developing your own skills in understanding and drafting contracts and contractual terms. The module concludes by focusing on the various methods of dispute resolution with a broad consideration of all of the issues involved and again providing you with the opportunity to develop relevant practical skills.

### Educational Aims

This module aims to:

- Enable students to explore the development of the legal framework in England and Wales as it applies to businesses and how this allows organisations to operate effectively, with a specific focus on the deployment of labour and disputes resolution.
- Provide students with a critical understanding of contract law and the practicalities of drafting contractual terms particularly in respect of employment contracts.

- Develop a range of transferable skills and abilities in students, specifically in the areas of: reflective thinking, critical and analytical abilities, legal analysis and research, legal drafting and negotiation.
- Enable students to combine the knowledge and understanding that they have gained with the skills and abilities that they have developed and apply these to resolve relevant business problems.
- Stimulate students into adopting an enquiring and critical approach to the law and provide a platform for future formal and informal legal study.

### Learning Outcomes

#### Knowledge and Understanding

Ref	A. Students should be able to:
K1	Critically analyse various forms of 'business organisations' in England and Wales, including sole traders, different types of partnerships, different types of companies and public sector organisations and be able to critically evaluate the characteristics, advantages and limitations of each against particular commercial situations.
K2	Demonstrate in-depth and systematic understanding of the legal framework, main common law concepts and key legislation applicable to contract law in England and Wales including the impact of the EU jurisdiction.
K3	Demonstrate a deep and systematic understanding of how organisations can contract for the deployment of labour including how the common law and legislation work with various methods for resolving individual employment disputes.
K4	Demonstrate a critical awareness of topical developments and trends in the area of employment contract law and dispute resolution, and be able to comment on these developments in the context of the economic and commercial development of businesses and organisations.

#### Cognitive Skills

Ref	B. Students should be able to:
C1	Critically analyse the law of contract and tort in law.
C2	Demonstrate a high level of competence in structuring succinct and well developed business and legal arguments on issues of compliance.
C3	Critically analyse contractual terms, both in isolation and within a wider contractual context, and effectively interpret the terms.
C4	Critically evaluate relevant statutes and case law relevant to a specific employment contract problem and devise and implement an appropriate strategy for resolving that problem.

#### Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Recognise and manage complex issues using appropriate analytical tools and techniques and be able to develop strategies and tactics to identify and pre-empt future potential problems.

P2	Evaluate critically, debate and present on potentially emotive issues in a calm, logical, professional and ethical manner.
P3	Systematically and critically analyse all aspects of a case or situation and draw conclusions from this both about the case and their own approach and thinking on the issues involved
P4	Critically evaluate a range of alternative courses of action in order to solve problems and implement decisions which result in achievable and appropriately viable outcomes for specific organisations.

General Transferable Skills

Ref	D. Students should be able to:
T1	Succinctly analyse and then summarise legal issues in ways which are contextually relevant and appropriate.
T2	Produce appropriate written briefs, summaries and reports on complex issues that involve fact, values and professional judgement.
T3	Communicate complex ideas and information effectively, selecting format and media with discernment in support of identifying organisational problems and developing strategies to facilitate effective resolution.
T4	Reflect on own performance and identify their personal learning needs with respect to research and address these through their self-directed learning and continuous personal development.

### Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Elements].

In addition to the summative elements, the module contains one (1) task to assist you in evaluating your progress in the module [the Formative Elements].

### Formative Element

Please Note: This element does not count towards your final module grade.

#### 1. Practice Essay

Write a 1500 word essay outlining the various forms of business law in England and Wales with a brief evaluation of each.

*Formative Assessment Handout: Week 2*  
*Formative Assessment Due Date: Week 5*

### Summative Elements

Please Note: You must achieve a pass in the following elements to pass the module.

#### 1. 3 hour unseen exam based on a pre-seen case study [100% of Module Grade]

Case studies are to be released in the last week of teaching.

The exam paper will be of 3 hours duration and will offer students a compulsory question, followed by five questions covering the totality of the syllabus of which two must be answered. All questions are equally weighted.

Students are permitted to bring into the exam room a single side of A4 notes and an unmarked copy of Blackstone's Statutes on Employment Law.

*Summative Assessment Handout: Week 10 - provision of case study*  
*Summative Assessment Due Date: Week 12 - exam*

The formative and graded elements are awarded a percentage grading according to the Level 7 (Masters) Marking Criteria contained in your programme handbook.

Each assessment is marked on a percentage basis and combined as a final module grade. For the classification of your degree (Distinction, Merit, Pass) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

### Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge as well as legislation and case law you are encouraged to explore all sources of information to drive and enhance your learning (books, law reports, academic and professional journals, online resources, etc). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

#### Core Text:

Students will be directed to appropriate sections of this core text during the module:

RICHES, S. and ALLEN, V. (2011) *Keenan & Riches' Business Law*, 10<sup>th</sup> ed. Harlow UK: Pearson Education Limited

#### Other Seminal Works

Students will also be expected to have access to the core material provided in the pre-requisite module Employment Law in Practice and to have previously studied them; these are:

Lewis, D and SARGEANT, M (2011) *Essentials of Employment Law*. 11<sup>th</sup> ed. London: Chartered Institute of Personnel and Development.

Philips, G. and Scott, K. (2011) *Employment Law*. London: College of Law Publishing. Books

#### and Texts

Elliott, C. and Quinn, F. (2011) *Contract Law*, Harlow: Pearson Education Limited.

Finch, E. and Fafinski, S. (2011) *Law Express: Exam Success (Revision Guide)*, Harlow: Pearson Education Limited.

Foster, S. (2009) *How to Write Better Law Essay*, 2<sup>nd</sup> ed. Harlow: Pearson Education Limited.

Kidner, R. (2010) *Blackstone's Statutes on Employment Law*, Oxford: Oxford University Press [Please Note: This text is updated annually].

MacIntre, E. (2010) *Business Law*, 2<sup>nd</sup> ed. Harlow: Pearson Education Limited.

Nairns, J. (2011) *Employment Law for Business Students*, 4<sup>th</sup> ed. Harlow: Pearson Education Limited.

Williams, G. (2002) *Learning the Law*, London: Sweet & Maxwell.

#### Academic and Professional Articles

Haggard, S. and Tiede, L. (2011) *The Rule of Law and Economic Growth: Where are We?* In World Development; May 2011, Vol. 39 issue 5, p673-685, 13p

McMahon, F. and Karabegovic, A. (2006) Rule of Law Critical to Economic Success in *Fraser Forum* accessed from Business Source Complete.

#### Online Resources

British Employment Law: [www.emplaw.co.uk](http://www.emplaw.co.uk)

Chartered Institute of Personnel and Development: [www.cipd.co.uk](http://www.cipd.co.uk)

Department of Business and Innovation: [www.bis.gov.uk](http://www.bis.gov.uk)

UK statutes: [www.legislation.gov.uk](http://www.legislation.gov.uk)

It is also envisaged that students will have access to online legal resources for the duration of their period of study on this module and that specific contemporary cases will be drawn to their attention as appropriate.

### INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Business and Contract Law

### Syllabus

- Legal structures, law making and dispute resolution processes in England and Wales together with the impact of European law.
- A classification and survey of the types of business organisations that operate in England and Wales.
- The legal frameworks in which specific organisations operate including non-corporate organisations, sole traders, various types of partnerships and both public and private companies.
- The nature of law as it applies to business contracts and its development and the factors that have influenced this.
- The importance of this area of law and its impact on the regulation of business organisations and business transactions in terms of enabling business growth and protecting society and individuals.
- The deployment of labour by organisations including employment.
- The structure, interpretation and drafting of employment related contracts.
- Restrictive covenants and mobility clauses and the developing area of implied terms.
- The appropriateness and use of compromise agreements.
- The process of drafting employment related documents.
- The process of producing draft contractual documents.
- How contractual disputes in England and Wales are resolved both through the courts and tribunals and outside of them.

Week	Content	Learning and Teaching Strategy
Head Start	<p>During the head start week students are asked to carry out preparation work in 3 areas:</p> <ol style="list-style-type: none"> <li>2. To revise the material they studied in the pre-requisite module Employment Law in Practice and in particular the law relating to contracts of employment.</li> <li>3. To briefly familiarise themselves with the core text, Keenan and Riches' Business Law, the topics covered and the structure of the text and to see the links between this and the module study plan.</li> <li>4. To ensure that they have access to the online legal resources and to familiarise themselves with some of the core skills of studying law by identifying and reading relevant pieces of case law.</li> </ol>	<p><u>Student Directed Study</u></p> <p>Module and legal studies familiarisation using the core text, module material and the text from the pre-requisite module.</p> <p><u>Practical Research</u></p> <p>Using the online resources and module material to identify and review case law specifically in respect of cases that provide the legal tests for determining whether a contract is one of employment or not, building on study in the pre-requisite module.</p>
Week 1	<p>This week refreshes students' understanding of the legal structures, law making and dispute resolution processes in England and Wales together with the impact of European law with a particular emphasis on the business, contract and employment related aspects of these areas.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The operation of the courts, alongside the key roles within the legal arena and alternative dispute resolution processes.</li> <li>• The role of case law, together with how case law is used alongside statutes when examining legal problems.</li> <li>• The impact of European law is reviewed together with the extent to which this promotes and regulates a free market. How laws change to reflect a changing world is considered.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Reading:</i> Study of Part 1 of the core text Keenan and Riches' Business Law together with material from the pre-requisite module, Employment Law in Practice.</p> <p>Use of specific module material.</p> <p>Use of the self-test activities in the core text and in chapters 11 from the background text Business Law.</p> <p><u>Session 1</u></p> <p><i>Workshop Activity 1:</i> Prepare for the tutor facilitated workshop by completing a self-analysis form identifying the level of understanding in respect of the pre-requisite areas of knowledge.</p> <p><i>Workshop Activity 2:</i> A teaching session focussing on the core areas of classification of law (including the common law, the use of case law and the concept of equitable law), European law and the basic court and tribunal</p>

Week	Content	Learning and Teaching Strategy
		<p>structure and dispute resolution processes.</p> <p><u>Session 2</u></p> <p><i>Workshop Activity 1:</i> A tutor facilitated but student centred discussion split into two equal sessions. The first on areas where students are less strong in respect of their understanding of the pre-requisite knowledge areas and methods by which they can improve this understanding. The second is on the interpretation and use of case law and the legal tests and approaches used in determining whether a contract is one of employment or not.</p> <p><i>Workshop Activity 2:</i> A moderated discussion board with the focus this week on how students keep themselves updated on legal developments that could impact on their work.</p>
Week 2	<p>This week introduces the classification of the types of business organisation that operate in England and Wales and examines specific organisational types and looks at the legal frameworks in which they operate.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• How the law intervenes to varying degrees to regulate and govern the management of these is considered as well as the characteristics and relative merits of each organisational type.</li> <li>• The specific business organisations covered are: non-corporate organisations, sole traders, ordinary partnerships, the limited liability partnership, private companies and public limited companies.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Reading:</i> Study of chapters 4 and 5 in Part 2 of the core text Keenan and Riches' Business Law.</p> <p>Use of specific module material.</p> <p>Use of the self-test activities in the core text and in chapter 8 from the background text Business Law.</p> <p><u>Session 1</u></p> <p><i>Workshop Activity 1:</i> Prepare a short presentation for the tutor facilitated workshop on how employees of a sole trader are protected if the sole trader becomes bankrupt with the specific requirement of identifying and summarising at least three relevant pieces of case law.</p> <p><i>Workshop Activity 2:</i> A teaching session examining and comparing the key characteristics of the specific business organisations covered (i.e. non-corporate organisations, sole traders, ordinary partnerships, the limited liability partnership, private companies and public limited companies)</p>

Week	Content	Learning and Teaching Strategy
		<p>together with the relative merits of each type.</p> <p><u>Session 2</u></p> <p><i>Workshop Activity 1:</i> A tutor facilitated but student centred discussion following a selection of student presentations on how employees of a sole trader are protected if the sole trader becomes bankrupt with the specific requirement of identifying and summarising at least three relevant pieces of case law. The discussion is to focus on the interpretation and relevance of the case law provided.</p> <p><i>Workshop Activity 2:</i> A moderated discussion board with the focus this week on the purpose and impact of the introduction of limited liability partnerships to the UK.</p>
Week 3	<p>This week continues with the examination of the types of business organisation that operate in England and Wales.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• How the law intervenes to varying degrees to regulate and govern the management of these is considered as well as the characteristics and relative merits of each organisational type.</li> <li>• The specific business organisations covered are: non-corporate organisations, sole traders, ordinary partnerships, the limited liability partnership, private companies and public limited companies.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Reading:</i> Study chapter 6 in Part 2 of the core text Keenan and Riches' Business Law.</p> <p>Use of specific module material.</p> <p>Use of the self-test activities in the core text and in chapters 6 and 7 from the background text Business Law.</p> <p>Students will also be working on their Formative Assessment.</p> <p><u>Session 1</u></p> <p><i>Workshop Activity 1:</i> Prepare for the tutor facilitated workshop by considering a case study provided as part of the module material outlining a specific business opportunity. Each student is expected to prepare a justified recommendation, in written form, as to which organisational type would be most suited to take advantage of the business opportunity. Students should bring enough copies of their brief with them to the tutor-led workshop to share with their fellow students.</p>

Week	Content	Learning and Teaching Strategy
		<p><i>Workshop Activity 2:</i> A teaching session examining how the law intervenes to varying degrees to regulate and govern the management of different types of business organisations (i.e. non-corporate organisations, sole traders, ordinary partnerships, the limited liability partnership, private companies and public limited companies).</p> <p><u>Session 2</u></p> <p><i>Workshop Activity 1:</i> A tutor facilitated but student centred discussion focussing on the case study provided as part of the module material outlining a specific business opportunity. Initially students will vote as to the preferred organisational type having read the written brief provided by their fellow students. Then there will be a discussion with the objective of reaching a reasoned consensus as to which organisational type would be most suited to take advantage of the business opportunity.</p> <p><i>Workshop Activity 2:</i> A moderated discussion board with the focus this week on the practical steps that are necessary in forming a small limited liability company and the on-going costs of maintaining such a company in existence.</p>
Week 4	<p>This week focuses on contract law and its development.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Aspects of contract law will be examined in detail from the essentials of a valid contract through to specific issues such as misrepresentation and then statutory interventions in respect of business contracts.</li> <li>• The factors that have influenced the development of the law in this area will be considered together with its impact on the regulation of business organisations and business transactions in terms of enabling business growth and protecting society and individuals.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Reading:</i> Study chapters 7, 8 and, 9 in Part 3 of the core text Keenan and Riches' Business Law.</p> <p>Use of specific module material.</p> <p>Use of the self-test activities in the core text and in chapters 1, 2, 3 and 4 from the background text Business Law.</p> <p>Students will also be working on their Formative Assessment.</p> <p><u>Session 1</u></p> <p><i>Workshop Activity 1:</i> Prepare a short presentation for the tutor facilitated workshop by researching the positive and negative impacts of legal interventions in England and Wales on the development of commerce since the mid-18<sup>th</sup> century.</p>

Week	Content	Learning and Teaching Strategy
		<p><i>Workshop Activity 2:</i> A teaching session using the main relevant legal cases to unfold the core concepts of contract law as it relates to business organisations.</p> <p><u>Session 2</u></p> <p><i>Workshop Activity 1:</i> A tutor facilitated but student centred discussion focussing on the impact of legal interventions in England and Wales on the development of commerce since the mid-18<sup>th</sup> century.</p> <p><i>Workshop Activity 2:</i> A moderated discussion board with the focus this week on legal interventions in business either from the students' own experience or from contemporary press reports.</p>
Week 5	<p>This week continues the focus on contract law.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The specifics of contracts for the use of labour.</li> <li>• The characteristics and merits of various methods of deploying labour will be examined in detail together with the unfolding impact of legislation from the Equal Pay Act 1970 through to the Agency Workers Regulations 2011.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Reading:</i> Study chapters 16 in Part 4 of the core text Keenan and Riches' Business Law together with chapters 2 and 3 of The Essentials of Employment Law and other material from the pre-requisite module, Employment Law in Practice.</p> <p>Use of specific module material.</p> <p>Use of the self-test activities in the core text and in chapter 9 from the background text Business Law.</p> <p>Students will also be finalising work on their Formative Assessment ready for submission at the end of this week.</p> <p><u>Session 1</u></p> <p><i>Workshop Activity 1:</i> Prepare for the tutor facilitated workshop by analysing the case study provided in respect of agency workers and carrying out any legal research necessary to properly contribute to the discussion.</p> <p><i>Workshop Activity 2:</i> A teaching session recapping the legal protection</p>

Week	Content	Learning and Teaching Strategy
		<p>provided to employees and workers.</p> <p><u>Session 2</u></p> <p><i>Workshop Activity 1:</i> A tutor facilitated but student centred discussion focussing on the evolving protection provided to agency workers including, but not limited to, the Agency Workers Regulations 2011. A key focus of the discussion will be the impact of such protection both on businesses and on individuals.</p> <p><i>Workshop Activity 2:</i> A moderated discussion board with the focus this week on the students' own experiences of protection provided to workers and employees.</p>
Reading Week	<u>Reading Week</u>	<p><u>Consolidation</u></p> <p><i>Key Reading:</i> Students should further their understanding of contract law by using the optional text Elliott, C. and Quinn, F. (2011) Contract Law, Harlow: Pearson Education Limited.</p> <p><i>Watch/Listen/Task:</i> Students should take the opportunity to visit a court and observe a contractual dispute. Course material will explain how students can get most benefit from such a visit.</p> <p><u>Preparation for Week 6:</u></p> <p><i>Key Reading:</i> Students should take the opportunity to look at the structure and form of as many types of written employment contracts as they can obtain.</p>
Week 6	This week begins an examination of contractual terms. This is a practically based examination using a variety of example contracts and contractual terms.	<p><u>Independent Study</u></p> <p><i>Reading:</i> Study CIPD factsheets on contracts of employment together with material from the pre-requisite module, Employment Law in Practice</p>

Week	Content	Learning and Teaching Strategy
	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Express and implied terms that routinely feature in contracts of employment and the commonly encountered rules of contractual interpretation (e.g. the blue pencil test).</li> </ul>	<p>Use of specific module material.</p> <p><u>Session 1</u>  <i>Workshop Activity 1:</i> Prepare for the tutor facilitated workshop by identifying the wide range of implied terms that feature in contracts of employment and the case law that relates to them and their interpretation. A written brief is expected for the workshop.</p> <p><i>Workshop Activity 2:</i> A teaching session outlining the main rules of interpretation using employment related contractual terms as examples.</p> <p><u>Session 2</u>  <i>Workshop Activity 1:</i> A tutor facilitated but student centred discussion the first part of which will focus on implied contractual terms and their interplay with express terms. In the second part of the session students will work in small groups to draft terms for specific purposes.</p> <p><i>Workshop Activity 2:</i> A moderated discussion board with the focus this week about the observations by students during their court visits in Reading Week.</p>
Week 7	<p>This week continues the examination of contractual terms again taking a practically based perspective using a variety of example contracts and contractual terms.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>How the various contractual terms work together in a contract to form a whole agreement.</li> <li>The use of more complex terms such as restrictive covenants. The merits of different approaches and different terms are considered (e.g. the use or not of payment in lieu of notice clauses).</li> </ul>	<p><u>Independent Study</u>  <i>Reading:</i> Study CIPD factsheets on contracts of employment together with material from the pre-requisite module, Employment Law in Practice</p> <p>Use of specific module material.</p> <p><u>Session 1</u>  <i>Workshop Activity 1:</i> Prepare for the tutor facilitated workshop by researching case law relating to specific terms provided to the students as part of the module material. A written brief is expected for the workshop that contains exemplar contractual terms that could be successfully used.</p>

Week	Content	Learning and Teaching Strategy
		<p><i>Workshop Activity 2:</i> A teaching session using case law to highlight more complex areas of contractual interpretation and in particular the interplay between different contractual terms.</p> <p><u>Session 2</u></p> <p><i>Workshop Activity 1:</i> A tutor facilitated but student centred discussion the first part of which will focus on the specific terms provided to students for practical research. In the second part of the session students will work in small groups to draft a whole contract for a specific purpose.</p> <p><i>Workshop Activity 2:</i> A moderated discussion board with the focus this week on the respective merits of using specific contractual terms in employment contracts and the options for how written employment contracts should be used in practice.</p>
Week 8	<p>The module moves to look in more detail at dispute resolution procedures. This will concentrate on:</p> <ul style="list-style-type: none"> <li>Courts and Employment Tribunals and the process for commencing a tribunal claim.</li> </ul> <p>The context will be contractual employment disputes although other types of employment disputes will be mentioned.</p>	<p><u>Independent Study</u></p> <p><i>Reading:</i> Re-study chapter 3 in Part 1 of the core text Keenan and Riches' Business Law together with material from the pre-requisite module, Employment Law in Practice.</p> <p>Use of specific module material.</p> <p>Students will also be starting work on their first Summative Assessment.</p> <p><u>Session 1</u></p> <p><i>Workshop Activity 1:</i> Prepare for the tutor facilitated workshop by drafting an appropriate claim form for the wrongful dismissal claim outlined in the case study provided as part of the module material. Then prepare an outline negotiation plan for resolving the claim prior to a substantive hearing.</p> <p><i>Workshop Activity 2:</i> A teaching session using specific examples of</p>

Week	Content	Learning and Teaching Strategy
		<p>contractual disputes to explain court and tribunal based processes for dispute resolution.</p> <p><u>Session 2</u>  <i>Workshop Activity 1</i>: A tutor facilitated but student centred session the first part of which will focus on the legal options for pursuing the wrongful dismissal claim and on the drafting of an appropriate claim form. The second part of the session will provide students with an opportunity to work in pairs to negotiate a settlement to the claim.</p> <p><i>Workshop Activity 2</i>: A moderated discussion board with the focus this week on employment disputes either that the students have personal experience of or are contemporary within the business press.</p>
Week 9	<p>This week the module concludes dispute resolution.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Analysing alternative and emerging approaches such as mediation and arbitration.</li> <li>• The risks and merits of such alternatives.</li> </ul>	<p><u>Independent Study</u>  <i>Reading</i>: Re-study chapter 3 in Part 1 of the core text Keenan and Riches' Business Law together with material from the pre-requisite module, Employment Law in Practice.            Study CIPD factsheets on dispute resolution together with material published by ACAS            Use of specific module material.            Students will also be working on their first Summative Assessment.</p> <p><u>Session 1</u>  <i>Workshop activity 1</i>: Prepare for the tutor facilitated workshop by researching the circumstances in which an Employment Tribunal will impose costs on one of the parties and the legal tests that should be applied by the Tribunal. Students should prepare a brief presentation.</p> <p><i>Workshop Activity 2</i>: A teaching session using specific examples of contractual disputes to explain alternative and emerging approaches to</p>

Week	Content	Learning and Teaching Strategy
		<p>dispute resolution.</p> <p><u>Session 2</u>  <i>Workshop Activity 1:</i> A tutor facilitated but student centred discussion which will focus on the imposition of costs in the Tribunal system and be centred on selection of student presentations.</p> <p><i>Workshop Activity 2:</i> A moderated discussion board with the focus this week on how employers can avoid employment contract based claims being made against them.</p>
Week 10	<p>In this final week students will begin to recap on the whole course.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• How the development of the law, particularly contract law, has helped and / or hindered the commercial development of businesses in England and Wales.</li> </ul>	<p><u>Independent Study</u>  <i>Reading:</i> Re-cap the core text Keenan and Riches' Business Law together with material from the pre-requisite module, Employment Law in Practice. Students will also be completing their work on their first Summative Assessment ready for submission at the end of the week.</p> <p><u>Session 1</u>  <i>Workshop Activity 1:</i> Prepare a short written brief for the tutor facilitated workshop outlining the key areas in which their individual understanding and thinking has changed, the practical changes that they plan to make in their workplaces as a result and how they plan to keep their knowledge and understanding refreshed.</p> <p><i>Workshop Activity 2:</i> A teaching session recapping on the contents of the module and helping the students to finalise a personal revision plan for the exam.</p> <p><u>Session 2</u>  <i>Workshop Activity 1:</i> A tutor facilitated but student centred discussion the first part of which will explore how students' thinking has developed and changed through the module and how they will keep their knowledge</p>

Week	Content	Learning and Teaching Strategy
		<p>refreshed. The second part will allow for specific areas of the module to be raised and for students to be guided towards relevant material for revision and / or further study.</p> <p><i>Workshop Activity 2:</i> A moderated discussion board with the focus this week on how the development of the law, particularly contract law, has helped and / or hindered the commercial development of businesses in England and Wales.</p>
Extension & Consolidation	Preparation for the examination based on course content in weeks 1-10.	<p><u>Independent Study</u> Revision using core text, background reading which includes revision material and module material.</p>
Revision Week	Preparation for the examination based on course content in weeks 1-10 and the Case Study provided in advance of the written examination.	<p><u>Independent Study</u> Revision using core text, background reading which includes revision material and module material.</p> <p><u>Practical Research</u> Using the online resources students will carry out research into relevant law connected with the Case Study provided in advance of the written examination.</p>

## **Employee Voice and Engagement**

### General Information

School	Business School	
Level	Level 7 (Masters Level)	
Credit Value	15 Credits	
Contact Hours	30 Hours	
Programme(s)	MSc Professional HR	
Module Leader	To Be Confirmed	
Related Modules	Pre-requisites	Employee Relations
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	The Chartered Institute of Personnel and Development	

### Introduction

According to the CIPD, employee engagement delivers business performance, and it is a two-way process; as the improving performance of an organisation means that we all have the jobs that match our ability to deliver and secure the futures that we aspire to.

But to improve business performance managers need to listen to employees, and employees need the information about the company so that they can become involved. Engagement is more than going the extra mile by taking on additional work or meeting tight deadlines. It requires two-way information which forms a commitment to the organisation, not just commitment to the people that are part of our team.

This module examines 'employee voice' and the way employers listen to their employees. It assesses the methods that employers choose to listen to employees, whether these are collective or individual and links these to engagement of employees and the performance of organisations. It takes a contemporary approach to a current and rapidly developing area of research which is vital for business competitiveness and the future of businesses in today's operating environment.

As globalisation is a developing theme in all business research, the module reviews contemporary issues surrounding employee voice and engagement with an international flavour. The module also reviews the legal framework and analyses this in light of different employment relations systems.

Successful completion of the module will provide you with a foundation of knowledge that will enable you to positively influence the effectiveness of your organisation, by selecting appropriate voice mechanisms that support engagement and meet the legal framework which developed in recent years.

## Educational Aims

This module aims to:

- Enable you to critically assess the effectiveness of different mechanisms for employee voice so that you can provide effective advice to your organisation.
- Critically analyse the association between employee voice and engagement and the effect it has on competitive advantage and organisational performance.
- Critically evaluate contemporary published research and to support you to use evidence to provide effective arguments, as you advise your organisation on its choices for voice and engagement.
- Provide you with critical awareness of legislative changes nationally and within Europe so that you are equipped to advise your organisation effectively.
- Support you to develop an understanding of the issues of globalisation on employee voice and engagement, and understand the challenges facing multi-national corporations.

## Learning Outcomes

### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a: (subject specific)
K1	Systematic and in-depth understanding of the indirect and direct (collective and individual) methods of employee voice.
K2	Comprehensive conceptual knowledge of employee engagement and its practical implementation within business.
K3	In-depth level of awareness and understanding of the legal framework to employee voice and engagement.
K4	A systematic level of knowledge and understanding of the impact of European and Global issues on employee voice and engagement.

### Cognitive Skills

Ref	B. Students should be able to:
C1	Critically analysis of complex academic information, to evaluate research findings and effectively extract key issues.
C2	Synthesise reasoned and coherent arguments and solutions using a range of appropriate sources.
C3	Apply a wide range of engagement and voice concepts and theories to different situations and businesses, both nationally and globally.
C4	Critically analyse evolving trends in the area of employee engagement and voice in support of robust strategic solutions for organisations.

### Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Effectively advise management on the choice, establishment and implementation of employee voice mechanisms that support engagement.
P2	Proactively and effectively advise on the application of relevant employment law to complex employee voice and engagement issues.

P3	Critically evaluate a range of appropriate courses of action in order to solve problems and implement decisions which result in achievable and appropriately viable outcomes for specific organisations.
P4	Contribute to the development of actionable change management initiatives which demonstrate sensitivity to stakeholders and achieve effective and sustainable outcomes.

General Transferable Skills

Ref	D. Students should be able to:
T1	Demonstrate a high level of professionalism and competence when undertaking group work, taking a proactive and participative role in order to encourage effective outcomes.
T2	Reflect on own performance and identify their personal learning needs with respect to research and address these through their self-directed learning and continuous personal development.
T3	Manage multiple sources of data and information and understand how these can be combined in different situations
T4	Communicate complex ideas and information effectively, selecting format and media with discernment in support of identifying organisational problems and developing strategies to facilitate effective resolution.

## Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Elements].

In addition to the summative elements, the module contains one (1) task to assist you in evaluating your progress in the module [the Formative Elements].

## Formative Elements

Please Note: These elements do not count towards your final module grade.

### 1. Presentations

The purpose of this assignment is to extend research outside of tutor provision and critically analyse complex academic information, to evaluate research findings and extract key issues in the field of employee voice and engagement. This will then be given as a PowerPoint presentation and notes which are submitted as evidence of formative assessment.

*Formative Assessment: Handout Date: Week 1*

*Formative Assessment Due Date: Week 10*

## Summative Elements

Please Note: You must achieve a pass in the following element(s) to pass the module.

### 1. Assignment [100% of Module Grade] (max. 3000 words):

The purpose of the assignment is to test the breadth and depth of knowledge and understanding, critically evaluating and making conclusions using a diverse range of academic and profession research. A case study will be released in week 5 with three questions, all of which need to be completed.

*Summative Assessment Handout: Week 5*

*Summative Assessment Due Date: Week 12*

The formative and graded elements are awarded a percentage grading according to the Level 7 (Masters) Marking Criteria contained in your programme handbook.

Each assessment is marked on a percentage basis and combined as a final module grade. For the classification of your degree (Distinction, Merit, Pass) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

## Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

### Books and Texts

Dibben, P., Klerck, G. and Wood G. (2011) *Employment Relations: A Critical and International Approach* London: CIPD.

Gatenby, M., Rees, C., Soane, E.C. and Truss, K. (2009) *Employee Engagement in Context*. London: CIPD

Gennard, J. and Judge, G. (2010) *Managing Employment Relations* London: CIPD

Marchington, M., Wilkinson, A., Ackers, P. and Dundon, T. (2001) *Management Choice and Employee Voice*. London: CIPD.

Roper, R, Prouska, R. and Chatrakul Na Ayudhya, U.eds. (2010) *Critical Issues in Human Resources Management*. London: CIPD

### Academic and Professional Articles

CIPD (2010) 'Voice and Engagement: How does Collective Consultation Contribute'? [Online] available at [http://www.cipd.co.uk/binaries/5149\\_Voice\\_and\\_engagement.pdf](http://www.cipd.co.uk/binaries/5149_Voice_and_engagement.pdf)

CIPD (2011) 'Locus of engagement: understanding what employees connect with at work'. [Online] Available at <http://www.cipd.co.uk/binaries/Locus%20of%20Engagement.pdf>

Benson, J. and Brown, M. (2010) Employee voice: does union membership matter? *Human Resource Management Journal*, 20:1 pp 80–99

Bryson, A. (2004), "Managerial responsiveness to union and non-union worker voice in Britain", *Industrial Relations*, Vol. 43 No.1, pp.213-41

Dundon, T. and Gollan, P. (2007) Re-conceptualising Voice in the Non-Union Workplace. *International Journal of Human Resource Management* 18:7 pp1182-1198.

Dundon, T., Wilkinson, A., Marchington, M., Ackers, A. (2004), "The meanings and purpose of employee voice", *The International Journal of Human Resource Management*, Vol. 15 No.6, pp.1149-70

Dundon, T., Wilkinson, A., Marchington, M., Ackers, A. (2005), "The management of voice in non-union organisations: managers' perspectives", *Employee Relations*, Vol. 27 No.3, pp.307- 19.

Elicker, J. D., Levy, P.E. and Hall, R. J. (2006) The Role of Leader-Member Exchange in the Performance Appraisal Process *Journal of Management* 32: 531

Ellis, C. & Sorensen, A. (2007), 'Assessing employee engagement: the key to improving productivity', *Perspectives*, Vol. 15, no. 1.

Haynes, P. (2005), "Filling the vacuum? Non-union employee voice in the Auckland hotel industry", *Employee Relations*, Vol. 27 No.3, pp.259-71.

Hall, M. and Purcell, J. (2011) Information and Consultation Practices across Europe five Years after the EU Directive. Eurofound. [Online] available at <http://www.eurofound.europa.eu/eiro/studies/tn1009029s/index.htm>

Hirsch B (2004) What do unions do for economic performance? *Journal of Labor Research* 25: 415– 55.

Hyman, R. (1997), "The future of employee representation", *British Journal of Industrial Relations*, Vol. 35 No. 3, pp. 309-36.

IPA (2009) IPA Guide to Engagement [Online] Available at <http://www.ipa-involve.com/employee-engagement/>

Kahn, William A. (1990). Psychological Conditions of Personal Engagement and Disengagement at Work. *The Academy of Management Journal*, Vol. 33, No. 4 (Dec., 1990), pp. 692–724.

Kim, J, MacDuffie, J. and Pils, F. (2010) Employee voice and organizational performance: Team verses representative influence. *Human Relations* 63: 371

Kular, S., Gatenby, M., Rees, C., Soane, E and Truss, T. (2008) 'Engagement: A Literature Review' Kingston Business School Working Paper Series No. 19 [Online] available at <http://eprints.kingston.ac.uk/4192/1/19wempen.pdf>

Lavelle J., Gunnigle, P. and McDonnell A. (2010) *Patterning Employee Voice in Multi-National Companies*. Human Relations. 63(3) 395–418

MacLeod, D, and Clarke, N (2009) Engaging for Success: Enhancing Performance through Employee Engagement. London: Department for Business, Innovation and Skills. [Online] Available at <http://www.bis.gov.uk/files/file52215.pdf>

Memmler, U (2011) Strengthening Workers' Involvement in Multinational Companies. EMF - EMCEF - ETUF: TCL Joint Conference, 2-3 February 2011 Transfer: European Review of Labour and Research 17: 279-282

Müller, T. and Hoffman, A.C. (2001) EWC: A Review of the Literature. Warwick Papers in *Industrial Relations*. No. 65 [Online] available at <http://www2.warwick.ac.uk/fac/soc/wbs/research/irru/wpir/wpir65.pdf>

Narisse, S. and Harcourt, M. (2008) Employee fairness perceptions of performance appraisal: a Saint Lucian case study. *International Journal of Human Resource Management* 19:6 pp. 1152–1169

Rees, C., Alfes, K., Gatenby, M., Soane, E. and Truss, K. (2009) Facilitating employee engagement through workplace employee voice. In: *6th International Conference of the Dutch HRM Network: Capitalizing on Diversity in HRM Research*; 13-14 Nov 2009, Amsterdam, Netherlands.

Saks, A (2006) Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*. Volume 21, Number 7, 2006 , pp. 600-619(20)

Wills, J. (1999) 'European Works Councils in British Firms', *Human Resource Management Journal* 9(4): 19-38.

Online Resources

Chartered Institute of Personnel and Development [[www.cipd.co.uk](http://www.cipd.co.uk)]

Eurofound [[www.eurofound.europa.eu/areas/industrialrelations](http://www.eurofound.europa.eu/areas/industrialrelations)]

Kingston Engagement Consortium [[www.business.kingston.ac.uk/research/research-centres/centre-research-employment-skills-society/employee-engagement-consortium](http://www.business.kingston.ac.uk/research/research-centres/centre-research-employment-skills-society/employee-engagement-consortium)]

The European Trade Union Institute [[www.etui.org](http://www.etui.org)]

The Federation of European Employers [[www.fedee.com](http://www.fedee.com)]

The Involvement and Participation Association [[www.ipa-involve.com/](http://www.ipa-involve.com/)]

UK Work Organisation Network [[www.ukwon.net](http://www.ukwon.net)]

Worker Participation.eu [[www.worker-participation.eu](http://www.worker-participation.eu)]

**INDICATIVE SCHEME OF WORK**

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Employee Voice and Engagement

**Syllabus**

- Mechanisms of collective employee voice including Trade Unions and European Works Councils
- Mechanism of individual employee voice including employee grievances and performance appraisals.
- The influence of legal regulation of voice
- The principles of employee engagement
- The link between employee voice, engagement and organisational performance
- The global perspective of employee voice and engagement
- Employee voice in Multi-National Corporations

Week	Content	Learning and Teaching Strategy
Head Start	<p><u>Title of Week</u></p> <p>The Head Start week requires students to</p> <ul style="list-style-type: none"> <li>Gain a foundation in employee voice and employee engagement</li> </ul>	<p><u>Preparation for Week 1:</u></p> <p><i>Key Reading:</i></p> <p>Hyman, R. (1997), "The future of employee representation", <i>British Journal of Industrial Relations</i>, Vol. 35 No. 3, pp. 309-36.</p>
Week 1	<p><u>Collective Voice and Union Representation</u></p> <p>The traditional approach to establishing employee rights in the UK has been through the Union, whether this be an expression of power collectively through Union bargaining and industrial action, or through the support of individual grievances. Nowadays there are other collective methods of representation which may not necessarily require Union involvement but demonstrate a sense of working together. This session will introduce you to employee voice. You will review the effectiveness of Union Representation from the perspective of employees and their ability to voice discontent.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Introducing employee voice, and in particular collective voice.</li> <li>Determining mechanisms for employee collective voice.</li> <li>Assessing the role of Unions in representing individual grievances.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Key Reading:</i> Dibben, P., Klerck, G. and Wood G. (2011) <i>Employment Relations: A Critical and International Approach</i> London: CIPD. Ch 7 pp151-177.</p> <p>Benson, J. and Brown, M. (2010) Employee voice: does union membership matter? <i>Human Resource Management Journal</i>, 20:1 pp 80–99.</p> <p>Read the CIPD Report 'Voice and Engagement: How does Collective Consultation Contribute?' published in 2010 and found at <a href="http://www.cipd.co.uk/binaries/5149_Voice_and_engagement.pdf">http://www.cipd.co.uk/binaries/5149_Voice_and_engagement.pdf</a></p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> An interactive lecture to familiarise students with employee voice and relate to collective bargaining, works councils and other indirect representative voice.</p> <p><i>Workshop Activity 2:</i> Group discussion to evaluate the role and effectiveness of two topics below and present to the class</p> <ul style="list-style-type: none"> <li>Union representation of individual grievances. Tutor to provide statistics on TU representation at Employment Tribunal.</li> <li>Collective representations through Unions</li> </ul> <p><i>Formative Assessment:</i> Students to be allocated in groups to prepare one of four presentations for week 10</p>

Week	Content	Learning and Teaching Strategy
Week 2	<p><u>Voice in Non-Union Firms – an Employer Focus</u></p> <p>There has been a steady decline in Union Membership since the late 1970s. (Office of National Statistics). As a result new (and effective) methods of employee voice have needed to be developed. In this session you will review new methods of voice in non-union firms, evaluating the motivation for employers to take this option.</p> <p>(<a href="http://stats.bis.gov.uk/UKSA/tu/TUM2010.pdf">http://stats.bis.gov.uk/UKSA/tu/TUM2010.pdf</a>)</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Establishing the difference between EPI and employee voice.</li> <li>• Determining mechanisms for non-union employee voice.</li> <li>• Determining the different factors affecting choice of non-union voice.</li> <li>• Clarifying the role of voice in cycle of control.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Dundon, T. and Gollan, P. (2007) Re-conceptualising Voice in the Non-Union Workplace. <i>International Journal of Human Resource Management</i> 18:7 pp1182-1198.</p> <p>Gennard, J. and Judge, G. (2010) <i>Managing Employment Relations</i> London: CIPD ch8 pp 258-307</p> <p><i>Read:</i> Case Study</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Interactive lecture to emphasise key points to introduce employee voice in this setting and drawing on concepts from the pre-session reading.</p> <p><i>Workshop Activity 2:</i> Seminar to review paper covering the macro-environmental and micro-organisational influences on choice of method using reference to organisations such as Marks &amp; Spencer and John Lewis. Link to business and employment relations strategic choices.</p>
Week 3	<p><u>Voice in Non-Union Firms – an Employee Focus</u></p> <p>There are fewer studies able to evaluate voice from an employee's perspective. Methods that seek to give employees greater influence and autonomy and influence are not always viewed positively and without a union, the ability to communicate dissatisfaction may be seen to carry more risk. In This session you will evaluate direct voice methods from the perspective of employee as well as employer, and in particular will review methods of expressing dissatisfaction, and contribution to decision making.</p> <p>This will concentrate on:</p>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Dundon, T., Wilkinson, A, Marchington, M and Ackers, P. (2004) The meaning and purpose of employee voice. <i>International Journal of Human Resource Management</i> 15:6 pp1149-1170.</p> <p><i>Haynes, P. (2005) Filling the Vacuum? Non-Union Employee Voice in the Auckland Hotel Industry. Employee Relations 27:3 pp259-271</i></p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Interactive lecture to review key direct voice methods,</p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>• Evaluating the strengths and weaknesses of the main direct employee voice methods.</li> <li>• Discussing methods of resistance in non-union firms.</li> <li>• Critically evaluating the impact of employee voice in decision-making.</li> </ul>	<p>assessing the role of voice in decision-making and assessing impact on employees.</p> <p><i>Workshop Activity 2:</i> Seminar to discuss the issues of non-union employee voice and apply to the Hotel Industry. This will evaluate effectiveness but take a more employee-centric approach.</p> <p><i>Workshop Activity 2:</i> Case study reviewed in groups and presented back to the class</p>
Week 4	<p><u>Non-Union Collective Voice – European Works Councils</u></p> <p>The European Works Council Directive with its amendments has attempted to establish legal foundation to information and consultation across Europe. This has been a significant development as EWCs are the first institution that represents employees at an organisational level and recognise the transnational nature of business in the 21<sup>st</sup> Century. In this session you will review the development of EWCs across Europe and the effect of EWCs on employee voice.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Determining the role of EWCs and the legislative foundation both at UK and European level.</li> <li>• Evaluating country-specific establishment of EWCs in different IR systems.</li> <li>• Reviewing Management views of EWCs and their effect on voice.</li> <li>• Evaluating the role of EWCs in industrial democracy.</li> </ul>	<p><u>Independent Study</u></p> <p><i>Key Reading:</i></p> <p>Müller, T. and Hoffman, A.C. (2001) EWC: A Review of the Literature. Warwick Papers in <i>Industrial Relations</i>. No. 65 found at:  <a href="http://www2.warwick.ac.uk/fac/soc/wbs/research/irru/wpir/wpir65.pdf">http://www2.warwick.ac.uk/fac/soc/wbs/research/irru/wpir/wpir65.pdf</a>  Students to read ch3, 4 and 5.</p> <p><a href="http://www.fedee.com/ewc1.html">http://www.fedee.com/ewc1.html</a></p> <p>Wills, J. (1999) 'European Works Councils in British Firms', <i>Human Resource Management Journal</i> 9(4): 19-38.</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Interactive lecture to review key aspects of EWC and questioning students on the role of EWC and legislative foundation using their prior knowledge gained from their own readings.</p> <p><i>Workshop Activity 2:</i> Group discussion referring to pre-reading, to discuss the country specific establishment of EWC. Tutor to have prepared questions. Students to report back to class.</p>

Week	Content	Learning and Teaching Strategy
		<i>Workshop Activity 3:</i> Seminar to evaluate the role of EWC on industrial democracy and to evaluate from the perspective of different players.
Week 5	<p><u>Engagement</u></p> <p>The assumption is that an engaged employee is a content employee and many academics have linked engagement to wellbeing. For this session you will establish a foundation of knowledge which you will apply in later sessions. You will build an understanding of the motivational aspects of engagement applying a wide range of readings.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Examining the principles of employee engagement.</li> <li>• Relating psychological contract research to engagement.</li> <li>• Comparing Organisational and Job Engagement.</li> </ul> <p>Summative assessment: Assignment and Law Case Studies handed out</p>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> MacLeod, D, and Clarke, N (2009) Engaging for Success: Enhancing Performance through Employee Engagement. London: Department for Business, Innovation and Skills. Found at <a href="http://www.bis.gov.uk/files/file52215.pdf">http://www.bis.gov.uk/files/file52215.pdf</a></p> <p>Read the summary of a report on drivers for engagement commissioned by the Institute of Employment Studies to be found at: <a href="http://www.employment-studies.co.uk/pubs/summary.php?id=408">http://www.employment-studies.co.uk/pubs/summary.php?id=408</a></p> <p>Saks, A (2006) Antecedents and consequences of employee engagement. <i>Journal of Managerial Psychology</i>. Volume 21, Number 7, 2006 , pp. 600-619(20)</p> <p>Kahn, William A. (1990). Psychological Conditions of Personal Engagement and Disengagement at Work. <i>The Academy of Management Journal</i>, Vol. 33, No. 4 (Dec., 1990), pp. 692–724. <a href="http://www.jstor.org/stable/256287">http://www.jstor.org/stable/256287</a></p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Interactive lecture to cover the principles and perspectives of employee engagement.</p> <p><i>Workshop Activity 2:</i> Seminar to discuss impact of psychological contract on employee engagement and its impact on organisational and job engagement.</p> <p><i>Workshop Activity 3:</i> Group discussion to identify other factors that drive employee engagement.</p>

Week	Content	Learning and Teaching Strategy
Reading Week	<p><u>Reading Week</u></p> <p>This week should be used to consolidate learning from the first 5 weeks of the module.</p>	<p><u>Consolidation</u></p> <p><i>Key Reading:</i> To read the key texts and additional reading for the sessions and additional reading to be given at reading week but to include:</p> <p>IPA Guide to Engagement published in 2009 found at <a href="http://www.ipa-involve.com/employee-engagement/">http://www.ipa-involve.com/employee-engagement/</a></p> <p>CIPD (2011) 'Locus of engagement: understanding what employees connect with at work'. London: CIPD, found at: <a href="http://www.cipd.co.uk/binaries/Locus%20of%20Engagement.pdf">http://www.cipd.co.uk/binaries/Locus%20of%20Engagement.pdf</a></p> <p>Roper, R, Prouska, R. and Chatrakul Na Ayudhya, U.eds. (2010) Critical Issues in Human Resources Management. London: CIPD ch12 pp178-194</p> <p>Read the working paper, 'Engagement: A Literature Review' produced by Kingston University found at: <a href="http://eprints.kingston.ac.uk/4192/1/19wempen.pdf">http://eprints.kingston.ac.uk/4192/1/19wempen.pdf</a></p> <p><i>Task:</i> Students to continue to prepare for the formative assessment in week 10</p>
Week 6	<p><u>Performance Appraisal as a method of Employee Voice and Engagement</u></p> <p>The Performance Appraisal is a dialogue between employee and line manager focusing on the performance of an employee, both assessment of past performance and establishing future work demands. However performance appraisals are often viewed ambiguously and in practice are often based more on establishing objectives than listening to employees and engaging them. In this session you will take an alternative view of performance appraisals, with emphasis on what employees leave the appraisal with. As part of this you will analyse the effect of perceptions of justice.</p>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i></p> <p>Narisse, S. and Harcourt, M. (2008) Employee fairness perceptions of performance appraisal: a Saint Lucian case study. <i>International Journal of Human Resource Management</i> 19:6 pp. 1152–1169</p> <p>Elicker, J. D., Levy, P.E. and Hall, R. J. (2006) The Role of Leader-Member Exchange in the Performance Appraisal Process <i>Journal of Management</i> 32: 531</p>

Week	Content	Learning and Teaching Strategy
	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Establishing the effectiveness of performance appraisal to engage employees.</li> <li>• Reviewing issues of justice and their effects on employee voice and engagement.</li> </ul>	<p><i>Read:</i> Case study</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Seminar to discuss the link between perceived employee voice and justice judgements.</p> <p><i>Workshop Activity 2:</i> Working in small groups students are to evaluate the case study in terms of employee voice and employee engagement. Review with tutor and reflect on learning.</p>
Week 7	<p><u>Voice, engagement and its effect on performance</u></p> <p>Employee voice can have a positive effect on the engagement of employees. But can voice and engagement affect the performance of business? Is employee voice and an engaged workforce a “nice to have” rather than a successful business strategy? In this session you will look at the link between voice and engagement, and seek evidence for an argument that there is a link to business performance and profitability.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Assessing the types of employee voice and any association with efficiency and economic performance.</li> <li>• Comparing team, individual and collective (Union) voice and business performance.</li> <li>• Evaluate the effect of voice and engagement on performance.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Rees, C., Alfes, K., Gatenby, M., Soane, E. and Truss, K. (2009) Facilitating employee engagement through workplace employee voice. <i>In: 6th International Conference of the Dutch HRM Network: Capitalizing on Diversity in HRM Research</i>; 13-14 Nov 2009, Amsterdam, Netherlands.</p> <p>Ellis, C. &amp; Sorensen, A. (2007), 'Assessing employee engagement: the key to improving productivity', <i>Perspectives</i>, Vol. 15, no. 1.</p> <p>Kim, J, MacDuffie, J. and Pils, F. (2010) Employee voice and organizational performance: Team versus representative influence. <i>Human Relations</i> 63: 371</p> <p>Hirsch B (2004) What do unions do for economic performance? <i>Journal of Labor Research</i> 25: 415-55.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Interactive lecture to consolidate key issues and evaluate voice, engagement and performance.</p> <p><i>Workshop Activity 2:</i> Students to work in small groups to apply voice and engagement research to their own organisations and evaluating any affect on team or organisational performance.</p>

Week	Content	Learning and Teaching Strategy
Week 8	<p><u>Employment Law</u></p> <p>Though the right to be informed and consulted are established in law, they have always been the foundation of good working practice and a reflection of the European social model. In this session you will review the impact of The Information and Consultation of Employees Regulations 2004 (ICE Regulations) and the right to consultation in the Trade Union and Labour Relations (Consolidation) Act 1992 (TULR(C) Act). You will refer to this legislation with a clear focus on collective and individual voice and employee engagement.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Assessing the duty to inform and consult, in the UK and transnationally.</li> <li>• Establish the role of the CAC.</li> <li>• Reviewing the role of law in maintaining voice and engagement in redundancy.</li> <li>• Critically evaluating the effect of informing and consulting employees on voice and engagement.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Gennard, J. and Judge, G. (2010) <i>Managing Employment Relations</i> London: CIPD ch8 pp 285-290 and ch14 pp491-530</p> <p><i>Task:</i> Students to prepare a presentation to explain The Information and Consultation of Employees Regulations 2004 and amendment to these in 2010. Students to cover the impact of these regulations, and selected case law to be posted on-line.</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> In pairs, students to give presentation of law and discuss impact of ICE legislation on organisations, employees and Trade Unions. Reflect on presentations.</p> <p><i>Workshop Activity 2:</i> Seminar to critically assess the effectiveness of employee voice in redundancy situations. Explore the impact of redundancy on engagement and discuss practical methods of minimising this.</p>
Week 9	<p><u>Global Issues in Employee Voice and Engagement</u></p> <p>Since the integration of Europe, employee voice and engagement have been paramount, though not couched in these particular terms but maybe described as "social dialogue" between employee, Trade Union and employer. As business changes to become increasingly global (or transnational) employee voice and engagement need to take on different challenges. In this session you will look at two areas of contemporary study - the MNC and employee engagement and voice in Europe.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Reviewing the impact of MNC on employee voice.</li> <li>• Comparing and analysing employee voice methods in Europe.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Roper, R, Prouska, R. and Chatrakul Na Ayudhya, U.eds. (2010) <i>Critical Issues in Human Resources Management</i>. London: CIPD ch4 pp43-58</p> <p>Lavelle J., Gunnigle, P. and McDonnell A. (2010) <i>Patterning Employee Voice in Multi-National Companies</i>. <i>Human Relations</i>. 63(3) 395–418</p> <p>Memmler, U (2011) <i>Strengthening Workers' Involvement in Multinational Companies</i>. EMF - EMCEF - ETUF: TCL Joint Conference, 2-3 February 2011 <i>Transfer: European Review of Labour and Research</i> 17: 279-282</p> <p>Hall, M. and Purcell, J. (2011) <i>Information and Consultation Practices across Europe five Years after the EU Directive</i> accessed at [<a href="http://www.eurofound.europa.eu/eiro/studies/tn1009029s/index.htm">http://www.eurofound.europa.eu/eiro/studies/tn1009029s/index.htm</a>]</p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>Evaluating employee engagement and social dialogue in Europe.</li> </ul>	<p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Seminar to discuss voice selection in MNC, evaluate effectiveness and issues of choice.</p> <p><i>Workshop Activity 2:</i> Students will work in small groups and drawing on their pre-reading will evaluate the Information and Consultation methods in Europe. Tutor to provide direction in the form of pre-prepared questions. Students to feedback to class.</p> <p><i>Workshop Activity 3:</i> Interactive lecture to pull themes together, looking forward to predict changes in voice and engagement and to conclude course.</p>
Week 10	<p><u>Formative Assessment</u>  This session consolidates your knowledge by providing you with a number of different presentations from students covering a range of topics.</p>	<p><i>Workshop Activity 1:</i> Presentation  Students to prepare prior to the session and present presentations, taking questions where appropriate, answering the following questions:</p> <ol style="list-style-type: none"> <li>Critically evaluating the effect of voluntarism and legislation on voice.</li> <li>Evaluating engagement and voice in an international context.</li> <li>Voice and engagement in Non-Union firms.</li> <li>The case for engagement – for employees and employers.</li> </ol> <p>Individually complete a reflective assessment on the presentation to then discuss as a group.</p> <p><i>Workshop Activity 2:</i> Final seminar to consolidate learning and review the key themes of the course.</p>
Extension & Consolidation	Continue working on Assignment and Law Case Studies.	<p><u>Independent Study:</u>  Review reading and learning outcomes to ensure assignment and law case study focussed on learning outcomes and fill any outstanding gaps in</p>

Week	Content	Learning and Teaching Strategy
		knowledge.  <i>Task:</i> Assignment and Law Case Studies.
Revision Week	Consolidation and review of Assignment and Law Case Studies prior to submission.	<u>Independent Study:</u> <i>Task:</i> Assignment and Law Case Studies.

## **Conflict, Intervention and Negotiation**

### General Information

School	Business School	
Level	Level 7 (Masters Level)	
Credit Value	15 Credits	
Contact Hours	30 Hours	
Programme(s)	MSc Professional HR	
Module Leader	To Be Confirmed	
Related Modules	Pre-requisites	Employee Relations
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	The Chartered Institute of Personnel and Development	

### Introduction

*"A conflict begins and ends in the hearts and minds of people, not in the hilltops".*  
(Amos Oz, Writer and Journalist)

In the challenging economic landscape experienced across the globe, employment relations faces a turbulent time. Whilst employers fight to remain competitive or to provide services on slashed budgets, employees struggle with their perceptions of fairness and we all have to reduce our expectations of our financial future. Such challenges are where conflict begins.

Different perceptions of the employment relationship and future expectations are often the cause of conflict. Disputes and conflict within the workplace are increasingly commonplace and Line Managers and Employee Relations Specialists are key players in the management of these disputes and their skills are increasingly required.

This module builds on your existing knowledge of employment relations, with a focus on managing and resolving differences in Union and non-Union firms. Using established concepts and theories the module views the fundamental issues of the balance of power and establishes the impact of the evolving legal framework both on collective and individual dispute resolution. Contemporary issues are debated taking an employment sector, national and global view.

This module is designed to give you an in-depth knowledge of collective and individual dispute resolution and the ability to apply this practically in resolving conflict in the workplace. Though based on UK legislation it provides a global perspective for the global business world in which we practice.

## Educational Aims

This module aims to:

- Develop a comprehensive understanding of emerging issues within employment conflict management, both nationally and globally.
- Enable you to apply theoretical concepts to practical collective and individual conflict resolution methods.
- Develop a critical awareness of evolving legislative framework so that you can advise your organisation effectively.
- Provide you with the ability to critically analyse the approach to collective bargaining and negotiation that is most effective for each dispute.
- Critically assess academic research to establish best practices within the field of employment conflict management to enable you to have a range of options to transplant within organisational practice.
- Provide a range of opportunities to practice the communication skills necessary to present a well-argued rationale to support the ability to negotiate.

## Learning Outcomes

### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a/an: (subject specific)
K1	Systematic and in-depth understanding of the collective and individual methods of conflict resolution, as well as the contemporary issues in the field of conflict management.
K2	Systematic and in-depth understanding of collective bargaining and partnership agreements.
K3	Comprehensive appreciation of the concepts involved in conflict, intervention and negotiation.
K4	Critical awareness of the legal requirements and ethical dilemmas in dispute management.

### Cognitive Skills

Ref	B. Students should be able to:
C1	Critically analyse the legislative framework surrounding conflict within the employment relationship.
C2	Synthesise reasoned and coherent arguments and solutions using a range of sources.
C3	Apply a wide range of conflict management concepts and theories to different situations, businesses, nationally and globally.
C4	Critically analyse emerging employment related issues and apply appropriate conflict management techniques for resolution.

### Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Support the resolution of complex individual and collective disputes with confidence, whether as part of a group or as an individual.

P2	Proactively apply appropriate conflict resolution strategies with sensitivity to all stakeholders.
P3	Demonstrate the ability to analyse issues of conflict, considering all the parties involved and present a rationale and coherent argument in support of satisfactory resolution.
P4	Demonstrate in-depth knowledge and understanding of relevant legislation in support of bargaining and negotiating.

General Transferable Skills

Ref	D. Students should be able to:
T1	Proactively engage in group problem-solving and decision-making to establish well rationalised arguments.
T2	Make relevant contributions to decisions that reflect good business practice in given situations.
T3	Take responsibility for initiating and controlling their own work and learning experience in order to improve their personal effectiveness.
T4	Foster empathy and sensitivity to the needs and opinions of others in order to maximise the effectiveness of team working.

### Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Elements].

In addition to the summative elements, the module contains two (2) tasks to assist you in evaluating your progress in the module [the Formative Elements].

### Formative Elements

Please Note: These elements do not count towards your final module grade.

1. Collective Bargaining Seminar

The purpose of the assignment is to show your ability to critically analyse complex academic information, to evaluate research findings and extract key issues and arguments presenting them to your fellow students in the form of a 20-30 minute seminar.

*Formative Assessment: Handout Date: Week 1*

*Formative Assessment Due Date: Week 6*

2. Negotiation Role-Play

The purpose of this assignment is to enable you to develop your negotiation skills and experience using a case study. The process of the negotiation will be carried out as a team over a 2 hour period of preparation, negotiation meetings and review sessions. You will build reasoned and coherent arguments for your party and apply your chosen negotiation strategy with sensitivity to parties so that a resolution can be achieved.

*Formative Assessment: Handout Date: Week 4*

*Formative Assessment Due Date: Week 5*

### Summative Elements

Please Note: You must achieve a pass in the following element(s) to pass the module.

1. 3 hour unseen exam on pre-seen case study [100% of Module Grade]:

The purpose of the examination is to test the breadth and depth of student knowledge and their ability to apply concepts in practice. Case studies will be released in the last week of teaching. The exam paper will be of 3 hours duration and will offer students six questions of which three must be answered. All questions are equally weighted.

*Summative Assessment Handout: Week 10 – provision of case study*

*Summative Assessment Due Date: Week 12*

The formative and graded elements are awarded a percentage grading according to the Level 7 (Masters) Marking Criteria contained in your programme handbook.

Each assessment is marked on a percentage basis and combined as a final module grade. For the classification of your degree (Distinction, Merit, Pass) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

### Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

#### Books and Texts

Dibben, P., Klerck, G. and Wood G. (2011) *Employment Relations: A Critical and International Approach* London: CIPD

Doherty, N, Steffan, B and Guyler, M. (2008) *The Essential Guide to Workplace Mediation and Conflict Resolution: Rebuilding Working Relationships*. London: Kogan Page

Gennard, J. and Judge, G. (2010) *Managing Employment Relations* London: CIPD Farnham

(2000) *Employee Relations in Context*, London: CIPD

Kelly, J. (1998). *Rethinking Industrial Relations: Mobilization, Collectivism and Long Waves*. London: Routledge.

#### Academic and Professional Articles

Anon. (2008) "The State of The Unions: Powerful, Loud and Proud" *People Management*.

Badigannavar, V. and Kelly, J. (2005). 'Why are some union organizing campaigns more successful than others?' *British Journal of Industrial Relations*, 43: 515–35.

Buttigieg, D. M., Deery, S. J. and Iverson, R. D. (2008) Union Mobilisation: A Consideration of Factors Affecting the Willingness of Union Members to Take Industrial Action. *British Journal of Industrial Relations*. 46:2 pp. 248-267.

Carter, B. and Poynter, G. (1999), "Unions in a changing climate: MSF and UNISON experiences in the new public sector", *Industrial Relations Journal*, 30: 5, pp. 499-513.

Caverley, N, Cunningham, B and Mitchell, L. (2006) Reflections on public-sector-based integrative collective bargaining: Conditions affecting co-operation with the negotiation process. *Employee Relations* 28:1 pp. 62-75

Donaldson, J (2001) Multinational Enterprises, Employment Relations and Ethics. *Employee Relations*. 23:6 pp. 627-642.

Gennard, J (2009) Development of Trans-national Collective Bargaining in Europe. *Employee Relations* 31:4 pp. 341-346

Gennard, J (2001) European Co-ordination of Collective Bargaining: The Case of UNI-Europa Graphical Sector *Employee Relations* 23:6 pp 599-613

Kerr, A and Sachdev, S (1992) Third among Equals: An Analysis of the 1989 Ambulance Dispute. *International Journal of Industrial Relations*. 30:1 pp127-143

McIlroy, J (1999) Unfinished business: The Reform of Strike Legislation in Britain. *Employee Relations*. 21:6 pp521-539

Oxenbridge, S. and Brown, W. (2002) The Two Faces of Partnership? An Assessment of Partnership and Co-operative Employer/Trade Union Relationships . *Employee Relations*. 24:3 pp. 262-276

Payne, R. (2007) How to conduct an effective internal investigation. *People Management*. Vol 13, No 20, 4 October. pp42-43.

Prowse, P. and Prowse, J. (2007) Is there Still a Public Sector Model of employment Relations in the United Kingdom? *International Journal of Public Sector Management*. 20:1 pp48-62

Singh, R. (1995) Dispute Resolution in the UK: Contemporary Trends. *International Journal of Manpower*. 16:9 pp42-52

#### Online Resources BIS

[[www.bis.gov.uk](http://www.bis.gov.uk)]

Central Arbitration Committee [[www.cac.gov.uk](http://www.cac.gov.uk)]

Certification Office [[www.certoffice.org](http://www.certoffice.org)]

Chartered Institute of Personnel and Development [[www.cipd.co.uk](http://www.cipd.co.uk)]

Confederation of British Industry [[www.cbi.org.uk](http://www.cbi.org.uk)]

Eurofound [[www.eurofound.europa.eu/areas/industrialrelations/](http://www.eurofound.europa.eu/areas/industrialrelations/)]

International Labour Organisation [[www.ilo.org](http://www.ilo.org)]

Trade Union Congress [[www.tuc.org.uk](http://www.tuc.org.uk)]

The European Trade Union Institute [[www.etui.org](http://www.etui.org)]

The Federation of European Employers [[www.fedee.com](http://www.fedee.com)]

UK Legislation [[www.legislation.gov.uk](http://www.legislation.gov.uk)]

ACAS Advisory, Conciliation and Arbitration Service [<http://www.acas.org.uk/>]

## INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Conflict, Intervention and Negotiation

### **Syllabus**

- The development of conflict behaviours and the implication for the different parties
- The principles of collective bargaining
- The concepts of negotiation and negotiation in practice
- Collective and individual methods of conflict resolution
- The factors affecting Trade Union Mobilisation
- The role of third party intervention in dispute resolution
- The legal regulation of disputes
- The factors influencing the balance of power
- Ethical issues in dispute management and the implications for the parties
- The approach of organisations to individual disputes and dispute management in non-union firms

Week	Content	Learning and Teaching Strategy
Head Start	<p><u>Review of Employment Relations</u></p> <p>This week will build upon your previous experience of Employee Relations and focus your attention on conflict in the workplace. Your pre-course study will focus on identifying the state of industrial action in the UK which will assist you when comparing with Europe.</p> <p>It requires you to consider:</p> <ul style="list-style-type: none"> <li>The state of industrial relations in the UK.</li> </ul>	<p><u>Preparation for Week 1:</u></p> <p><i>Key Reading:</i> Farnham (2000) <i>Employee Relations in Context</i>, London: CIPD Ch. 10 pp 371-404</p> <p>Read the CIPD Report on Employment Relations published in April 2011 and particularly the section on strike action which provides you will a snapshot of UK industrial action. This report can be found at:  <a href="http://www.cipd.co.uk/binaries/Employment%20relations.pdf">http://www.cipd.co.uk/binaries/Employment%20relations.pdf</a></p> <p>Read the article which gives a view of current UK industrial action. It can be found at:  <a href="http://www.xperthr.co.uk/blogs/employment-intelligence/2010/12/industrial-relations-strike-ac.html">http://www.xperthr.co.uk/blogs/employment-intelligence/2010/12/industrial-relations-strike-ac.html</a></p>
Week 1	<p><u>Introduction to Industrial conflict</u></p> <p>In today's world, it is imperative that organisations are competitive and perform optimally so that the last drop of profit is made, to enable the company to survive. In recessionary times industrial action is the last thing employers need. However this is the backdrop to industrial action, when employees' quality of life is at risk. Industrial action is as relevant today as in the past, and you will review the reasons for action, theories of industrial action and compare practice across Europe.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Critically evaluate the causes of conflict in the workplace.</li> <li>Compare, evaluate and make conclusions about industrial conflict in Europe.</li> <li>Develop an understanding of contemporary changes in industrial action.</li> </ul>	<p><u>Independent Study</u></p> <p>Research industrial action in Europe and produce a presentation to compare industrial conflict in the different countries of Europe. Students will need to source at least two relevant articles to validate their presentation which they will place in a bibliography slide.</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Presentations by students followed by tutor discussion of presentations. Tutor to support students to understand the reasons behind the common and different features of industrial action in Europe.</p> <p><i>Workshop Activity 2:</i> Tutor-led discussion on the causes of conflict – to cover employee and employer expectations about the wage-work, wage-bargain, employment relationship and the psychological contract</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> Students to be given formative assessment details and allocated groups. They are to research and prepare seminar on the following topics:</p> <ul style="list-style-type: none"> <li>European collective bargaining – at sector and company level.</li> </ul>

Week	Content	Learning and Teaching Strategy
		<ul style="list-style-type: none"> <li>• Public-sector bargaining in the UK.</li> <li>• Partnership Agreements.</li> </ul> <p><u>Suggested Reading:</u> To be posted online.</p> <p><u>Seminar 1:</u> Gennard, J (2009) Development of Trans-national Collective Bargaining in Europe. <i>Employee Relations</i> 31: 4pp. 341-346</p> <p>Gennard, J (2001) European Co-ordination of Collective Bargaining: The Case of UNI-Europa Graphical Sector <i>Employee Relations</i> 23:6pp 599-613</p> <p><u>Seminar 2:</u> Prowse, P. and Prowse, J. (2007) Is there Still a Public Sector Model of employment Relations in the United Kingdom? <i>International Journal of Public Sector Management</i> . 20:1 pp48-62</p> <p>Carter, B. and Poynter, G. (1999), "Unions in a changing climate: MSF and UNISON experiences in the new public sector", <i>Industrial Relations Journal</i>, 30: 5, pp. 499-513.</p> <p><u>Seminar 3:</u> Oxenbridge, S. and Brown, W. (2002) The Two Faces of Partnership? An Assessment of Partnership and Co-operative Employer/Trade Union Relationships . <i>Employee Relations</i>. 24:3 pp. 262-276</p> <p><a href="http://www.partnership-institute.co.uk/">http://www.partnership-institute.co.uk/</a></p>
Week 2	<p><u>Influences on the Balance of Power</u></p> <p>The balance of power is important in the maintenance of the employment relationship, as managers need to control and engage employees, who need to feel that they are not being used, and that the wage-work bargain is just. In this session you will be reviewing the balance of power using different concepts.</p>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Dibben, P., Klerck, G. and Wood G. (2011) <i>Employment Relations: A Critical and International Approach</i> London : CIPD Ch 6 pp128-147.</p> <p>"The State of The Unions: Powerful, Loud and Proud" in People Management September 2008.</p>

Week	Content	Learning and Teaching Strategy
	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Establishing what is meant by power and management .</li> <li>• Evaluating the balance of power through the lens of pluralism, unitarism, radicalism and neo-liberalism.</li> <li>• Evaluating the balance of power through external factors, such as supply and demand, societal values and the economy.</li> </ul>	<p><i>Task:</i> Students are to carry out research in preparation for the debate "UK Trade Unions remain powerful enough to hold public and private services to ransom". Research should be adequate to argue either side of the debate and to question informatively.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor-led discussion on concepts and application to the article The State of the Unions, Powerful, Loud and Proud".</p> <p><i>Workshop Activity 2:</i> Student-led debate supported by research and evidence for position. All students are expected to fully participate in the question-time prior to the vote. The debate is that "UK Trade Unions remain powerful enough to hold public and private services to ransom". Students to reflect on process of debate and evidence provided.</p> <p><u>Independent Study:</u>  <i>Task:</i> Read the report "Modernising Industrial Relations" published in September 2010 at the link below:  <a href="http://www.policyexchange.org.uk/publications/publication.cgi?id=203">http://www.policyexchange.org.uk/publications/publication.cgi?id=203</a></p>
Week 3	<p><u>The Legal Context of Bargaining and Negotiation</u></p> <p>The Trade Union and Labour Relations Consolidation Act (1992) provides the framework for Trade Unions to become established as bargaining units within a workplace and to participate in collective bargaining. In this session you will review the legal context of bargaining and negotiation, whilst in week seven you will look specifically at industrial action.</p> <p>This session will concentrate on:</p> <ul style="list-style-type: none"> <li>• Developing a critical awareness of the law surrounding Trade Union recognition.</li> <li>• Discussing the role of the Central Arbitration Committee.</li> <li>• Evaluating the requirements for disclosure of information for</li> </ul>	<p><u>Independent Study:</u>  <i>Task:</i> Research the role of the Central Arbitration Committee (CAC) concerning recognition and de-recognition of Trade Unions and disclosure of information for collective bargaining. Students to read at least one decision made in the last four weeks and prepare a summary to discuss. The CAC can be found at:</p> <p><a href="http://www.cac.gov.uk">http://www.cac.gov.uk</a></p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor presentation on statute and case-law on</p>

Week	Content	Learning and Teaching Strategy
	collective bargaining.	<p>recognition to consolidate legal knowledge.</p> <p><i>Workshop Activity 2:</i> Discussion on the role of the CAC and the effect of recognition on Employer and Trade Union.</p>
Week 4	<p><u>Trade Union Mobilisation</u></p> <p>The power of the Trade Union ultimately is their ability to mobilise their members to strike. A review of employment relations in different industrial sectors and in different countries indicates a difference in strike propensity. This session will explain some of the reasons for that difference and what encourages Union members to strike.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Developing a critical awareness of mobilisation theory and collective action.</li> <li>• Assess the external factors that affect Union mobilisation.</li> <li>• Comparing Trade Union mobilisation in Europe.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i></p> <p>Buttigieg, D. M., Deery, S. J. and Iverson, R. D. (2008) Union Mobilisation: A Consideration of Factors Affecting the Willingness of Union Members to Take Industrial Action. <i>British Journal of Industrial Relations</i>. 46:2 pp.248-267</p> <p>Kerr, A and Sachdev, S (1992) Third among Equals: An Analysis of the 1989 Ambulance Dispute. <i>International Journal of Industrial Relations</i>. 30:1 pp127-143</p> <p><i>Task:</i> Determine by research the difference between procedural, distributive and interactional justice.</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Interactive lecture providing consolidating knowledge of mobilisation theory.</p> <p><i>Workshop Activity 2:</i> Tutor-led seminar in issues of mobilisation using the case study of the Ambulance Dispute.</p> <p><i>Workshop Activity 3:</i> Group work comparing mobilisation in the UK – using articles and papers to be supplied in class.</p> <p><i>Task:</i> Formative Assessment - Case Study for Negotiation Role-Play given out. Independent reading shown in week 5 required for role-play.</p>
Week 5	<p><u>Negotiation and Collective Bargaining</u></p> <p>The traditional industrial relations skills required to manage collective conflict are those related to negotiation. In this session you will establish an</p>	<p><u>Independent Study:</u></p> <p><i>Key Reading</i></p> <p>Gennard, J. and Judge, G. (2010) <i>Managing Employment Relations</i> London:</p>

Week	Content	Learning and Teaching Strategy
	<p>understanding of the process and develop your ability to use these skills.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Evaluate the roles and different skills required in negotiation.</li> <li>• Assess the effect of different negotiation behaviours.</li> <li>• Critically assess the process of negotiation.</li> <li>• Participate in a negotiation process, influencing decision making.</li> </ul>	<p>CIPD Ch11 pp373-413</p> <p>Caverley, N, Cunningham, B and Mitchell, L. (2006) Reflections on public-sector-based integrative collective bargaining: Conditions affecting co-operation with the negotiation process. <i>Employee Relations</i> 28:1 pp. 62-75</p> <p>Read case study (to be posted on-line).</p> <p><i>Task:</i> Unison is particularly proactive in its support for local bargaining. As a practical introduction to Collective Bargaining read the details found at <a href="http://www.unison.org.uk/bargaining/index.asp">www.unison.org.uk/bargaining/index.asp</a></p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor-led discussion based on article to consolidate learning on the behaviours, skills and process of negotiation.</p> <p><i>Workshop Activity 2:</i> Negotiation Role-play of negotiation based on case-study. Students to carry out negotiation followed by a reflective review session.</p>
Reading Week	<p><u>Reading Week</u></p> <p>This week should be used to consolidate learning from the first 5 weeks of the module.</p>	<p><u>Consolidation</u></p> <p><i>Key Reading:</i> To read the key texts and additional reading for the sessions and additional reading to be given at reading week.</p> <p><i>Watch/Listen/Task:</i> Finalise Seminar preparation</p>
Week 6	<p><u>Collective Bargaining Seminars – Formative Assessment</u></p> <p>In this session you will have the opportunity to present your seminar paper to fellow students in a 30 minute seminar, in which you are to lead a group discussion on the topic.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Evaluating European collective bargaining at sector and company level.</li> <li>• Establishing the changes and current status of public-sector bargaining</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i></p> <p>Gennard, J. and Judge, G. (2010) <i>Managing Employment Relations London: CIPD Ch10 pp 335-360</i></p> <p>Farnham P (2000) <i>Employee Relations in Context London: CIPD pp218-225</i></p> <p><i>Task: Complete Seminar Preparation</i></p>

Week	Content	Learning and Teaching Strategy
	<p>in the UK.</p> <ul style="list-style-type: none"> <li>Assessing the role of Partnership Agreements in Employment Relations in the UK.</li> </ul>	<p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor- assessed student seminars (formative)</p> <ol style="list-style-type: none"> <li>European collective bargaining – at sector and company level.</li> <li>Public-sector bargaining in the UK.</li> <li>Partnership Agreements .</li> </ol>
Week 7	<p><u>Industrial Action</u></p> <p>Industrial action is often viewed as synonymous with a strike. However there are a number of different forms of industrial action which act as the sanctions available to a Trade Union when negotiations have failed. In this session you will review the relevant law and recent industrial disputes.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Reviewing the different forms of industrial action and typical dispute procedure.</li> <li>Evaluating the law surrounding official and unofficial industrial action and picketing.</li> <li>Critically evaluate the effect of the ballot process and golden formula on unions and employers.</li> <li>Critically analyse the effectiveness of recent industrial action from the perspective of Trade Union, employee and employer.</li> <li>Critically assess the role of the State in legislating for industrial action.</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Dibben, P., Klerck, G. and Wood G. (2011) <i>Employment Relations: A Critical and International Approach</i> Ch. 12 pp 258-273</p> <p>McIlroy, J (1999) Unfinished business: The Reform of Strike Legislation in Britain. <i>Employee Relations</i>. 21:6 pp521-539</p> <p>Review the websites below:  <a href="http://www.unison.org.uk/file/MDGs_briefing.pdf">http://www.unison.org.uk/file/MDGs_briefing.pdf</a>  <a href="http://www.unison.org.uk/capitalstewards/tarsands.asp">http://www.unison.org.uk/capitalstewards/tarsands.asp</a></p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Students to research range of areas in reference to legal aspects of industrial action and picketing – immunities, ballots, recent disputes and legal recompense. Tutor to provide support and guide research. Students to present these to their fellow students with peer review.</p> <p><i>Workshop Activity 2:</i> Tutor-led discussion on the reform of strike legislation and current focus – concentrating on the role of the State as legislator and the focus of politics on the power of Unions to strike.</p>
Week 8	<p><u>Individual Dispute Handling</u></p> <p>Disputes can be managed using grievance procedures at the workplace and these are available for individuals to use whether they are members of a Union or not. However increasingly employees are not Union members, and dispute handing needs to be completed directly with employees.</p>	<p><u>Independent Study</u></p> <p><i>Key Reading:</i>  Gennard, J. and Judge, G. (2010) <i>Managing Employment Relations</i> London: CIPD Ch13 pp 454-490</p>

Week	Content	Learning and Teaching Strategy
	<p>Organisations may also have a dispute with individual employees and will use the discipline procedure to resolve this.</p> <p>In this session you will review practical cases and determine an effective approach to dealing with grievance and discipline.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Evaluating the effectiveness of grievance and discipline procedures for employers and employees.</li> <li>• Reviewing the law relating to grievance and discipline handling.</li> <li>• Evaluating the role of Line Manager and ER Specialist in grievance handling.</li> </ul>	<p>Payne, R. (2007) How to conduct an effective internal investigation. <i>People Management</i>. Vol 13, No 20, 4 October. pp42-43.</p> <p><i>Task:</i> Read Case study Review ACAS Code on Discipline and Grievance found at: <a href="http://www.acas.org.uk">www.acas.org.uk</a> Research mediation in preparation for presentation in class</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Tutor-led Q&amp;A session to determine knowledge of grievance and discipline procedures, law and issues.</p> <p><i>Workshop Activity 2:</i> Case Study activity – Tutor-led discussion using case study to draw out the key areas in grievance management.</p> <p><i>Workshop Activity 3:</i> Students to prepare a presentation in which they evaluate the effectiveness of grievance and discipline procedures and the role of LM and HR in a chosen organisation. This should be presented to the class.</p>
Week 9	<p><u>Third Party Resolution</u></p> <p>Not all conflict between employee and employer can be resolved between the two parties. This session reviews the effectiveness of different approaches.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Evaluate the options available to the Employer.</li> <li>• Analyse the role of arbitration, mediation and conciliation.</li> <li>• Evaluate internal and external mediation and the skills involved in mediation.</li> <li>• "Single-Union No Strike" agreements.</li> </ul>	<p><u>Independent Study:</u> <i>Key Reading:</i> Singh, R. (1995) Dispute Resolution in the UK: Contemporary Trends. <i>International Journal of Manpower</i>. 16:9 pp42-52.</p> <p><i>Task:</i> Review arbitration, mediation and conciliation on the Acas website found at: <a href="http://www.acas.org.uk">www.acas.org.uk</a></p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Tutor-led interactive lecture to familiarise students with single-union no-strike agreements and introduce pendulum arbitration.</p>

Week	Content	Learning and Teaching Strategy
		<p><i>Workshop Activity 2:</i> Working in small groups students will evaluate the advantages and disadvantages of the different dispute resolution methods.</p> <p><i>Workshop Activity 3:</i> Students to work in pairs to prepare presentations on internal and external mediation and the skills involved. To then present these to the class.</p>
Week 10	<p><u>Ethical Considerations in a Global Context</u></p> <p>This final section will take a global perspective on conflict management. You will look at the role of Trade Union mobilisation and the GUFs as methods of defending minimum employment standards, along with evaluating the role of the ILO. You will discuss justice in terms of conflict and conflict resolution and determine conclusions on ethical conflict resolution from the perspective of different parties.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Determining the interested parties in global employment conflict resolution and their perspectives.</li> <li>• Establish an understanding of distributive, procedural and interactional justice and its application in conflict management.</li> <li>• The role of the ILO in regulation of minimum employment standards.</li> <li>• The role of professional Codes of Practice in Employment Relations.</li> </ul>	<p><u>Independent Study:</u></p> <p><i>Key Reading:</i> Donaldson, J (2001) Multinational Enterprises, Employment Relations and Ethics. Employee Relations. 23:6 pp. 627-642.</p> <p><i>Task:</i> Review of ILO website at: <a href="http://www.ilo.org/global/lang--en/index.htm#a2">http://www.ilo.org/global/lang--en/index.htm#a2</a></p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Group-based discussion on the application of justice models on causes of conflict and conflict resolution. Key points to be reported back in plenary session after activity.</p> <p><i>Workshop Activity 2:</i> Tutor-facilitated discussion on the role of Trade Unions, Global Union Federations, ILO and the MNC.</p> <p><i>Workshop Activity 3:</i> Tutor-led seminar on the role and effectiveness of professional codes of practice and ethical considerations in dispute resolution.</p>
Extension & Consolidation	Preparation for examination based on course content in weeks 1-10	<p><u>Independent Study:</u></p> <p><i>Task:</i> Review and reflect upon directed reading and course activities carried out in weeks 1 to 10</p>
Revision Week	<p><u>Revision of the syllabus</u></p> <p>You should use this week to consolidate your learning from across the whole syllabus.</p>	<p><u>Revision materials:</u></p> <p><i>Key Reading:</i> Further readings based on recommendation from tutors during course.</p> <p><i>Task 1:</i> Students to recap on Learning Outcomes.</p>

Week	Content	Learning and Teaching Strategy
		<i>Task 2:</i> Students to conduct their own 'knowledge and skills gap' audit, and to concentrate on filling key gaps.

## **Expatriation and Repatriation**

### General Information

School	Business School	
Level	Level 7 (Masters Level)	
Credit Value	15 Credits	
Contact Hours	30 Hours	
Programme(s)	MSc Professional HR	
Module Leader	Keat Khoo	
Related Modules	Pre-requisites	International and Comparative HR Management Practices.
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	The Chartered Institute of Personnel and Development	

### Introduction

A critical component of IHR strategy is the management of internationally mobile staff. Traditionally, international organisations have deployed groups of managers and experts to disseminate corporate strategy and culture to local units and to transfer competence across borders. In addition, high-potential managers from headquarters have been sent abroad as a developmental method prior to progression to senior management. Changes at both organisational and individual levels are causing a fundamental rethink of international staffing policies. This module explores how international mobility fits within an organisation's overall strategic IHRM approach. It also examines critical components in the effective management of international assignees.

### Educational Aims

This module aims to:

- Discuss the mainstream approaches to the management of expatriates and to evaluate current thinking on repatriation.
- Explore the environmental forces shaping expatriation and repatriation in the global market place and consider the role of the HRM/D function.
- Evaluate how flexible working initiatives and the management of change is influencing global organisations in their attempts to realise their HRP agenda.
- Critically appraise the effectiveness of resourcing strategies to attract and select candidates for international assignments.
- Discuss the approaches MNCs are adopting to develop and evaluate expatriates and to prepare them for repatriation.
- Critically evaluate the importance of motivation, commitment and engage as part of the overall reward strategy of expatriates in the global economy.
- Discuss the importance of people skills for expatriates and of measures organisations are taking to prepare employees for international assignments.

- Evaluate the impact of working as part of a group and team for the expatriate worker and of the associated benefits that accrue for the individual, the department and the organisation.
- Discuss the importance for global business of having robust development and talent strategies in place with regard to expatriate and repatriate assignments.
- Critically evaluate future trends and challenges facing expatriate workers and the implications for organisational success.

#### Learning Outcomes

##### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a: (subject specific)
K1	Deep and systematic understanding of the concepts underpinning expatriation and repatriation.
K2	High level of awareness of current issues impacting the management of expatriate workers and of management solutions.
K3	In-depth knowledge and understanding of the tools and techniques available for the effective mobilisation, evaluation and control the global labour force.
K4	Comprehensive understanding of the tools and techniques available to the international manager in order to evaluate, respond and anticipate employee and stakeholder interests.

##### Cognitive Skills

Ref	B. Students should be able to:
C1	Proactively source and apply research to inform managerial options in a range of organisational contexts.
C2	Evaluate the relationships between an organisation and its environments and propose alternative approaches for the purpose of efficiency or effectiveness.
C3	Proactively apply expertise in the evaluation and the use of tools and techniques for the development of strategies for the purpose of business development.
C4	Apply a wide range of theories to the area of expatriation and repatriation with a high level of competence displaying an awareness of the various factors contributing to business success.

##### Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Critically evaluate a range of alternative courses of action for an organisation in order to implement valuable change.
P2	Demonstrate sensitivity to the needs of stakeholders when recommending courses of action.
P3	Apply the practical skills associated with the strategic planning process and shape concepts to formulate and implement strategic and business plans
P4	Work effectively in a team in order to prepare and present analyses and strategic plans in a variety of business contexts.

General Transferable Skills

Ref	D. Students should be able to:
T1	Make relevant contributions to decisions that reflect good business practice in given situations.
T2	Take responsibility for initiating and controlling their own work and learning experience in order to improve their personal effectiveness.
T3	Use relevant and appropriate presentation formats in order to communicate their methodologies and recommendations to different stakeholders.
T4	Foster empathy and sensitivity to the needs and opinions of others in order to maximise the effectiveness of team working.

### Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Elements].

In addition to the summative elements, the module contains one (1) task to assist you in evaluating your progress in the module [the Formative Elements].

### Formative Elements

1. Weekly problem sets/class discussions

Weekly problem sets. Most weeks a number of exercises will be set based on the work and calculation methodologies covered in that week's session. Students should attempt to complete the exercises after the respective class. The results of each week's exercises will be reviewed at the start of the following week's session.

Please Note: These elements do not count towards your final module grade.

### Summative Elements

Please Note: You must achieve a pass in the following element(s) to pass the module.

1. 3000 word assignment based on a given case study scenario [100% of Module Grade]:

The Case Study Scenario will be released in week 1

Due Date: Week 12

The formative and graded elements are awarded a percentage grading according to the Level 7 (Masters) Marking Criteria contained in your programme handbook.

Each assessment is marked on a percentage basis and combined as a final module grade. For the classification of your degree (Distinction, Merit, Pass) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

Core Texts

Dowling, P. J., Festing, M. & Engle, Sr., A. D. (2008) *International Human Resource Management* (5<sup>th</sup> Edition), UK, Thomson

Supporting Texts

Aswathappa, K. & Dash, S. (2008) *International Human Resource Management: Text and Cases*, London, McGraw-Hill

Brewster, C., Sparrow, P. & Vernon, G. (2007) *International Human Resource Management*, (2<sup>nd</sup> edition), London, CIPD

Briscoe, D. R., Schuler, R. S. & Claus, L. (2008) *International Human Resource Management: Policies and Practices for Multinational Enterprises* (3rd edn., London, Routledge Ltd

Cullen, J. B. & Parboteeah (2008) *Multinational Management: A Strategic Approach*, (4<sup>th</sup> edition), USA, Thompson

Edwards, P. & Wajcman, J. (2005) *The politics of working life*, Oxford, Oxford University Press

Gooderham, P. & Nordhaug, O. (2003) *International Management: Cross-Boundary Challenges*, London, Wiley-Blackwell

Hatum, A. (2010) *Next generation talent management: talent management to survive turmoil*, London, Palgrave Macmillan

Hollinshead, G. (2010) *International and Comparative Human Resource Management*, London, McGraw-Hill

Howcroft, D. & Richardson, H. (eds) (2009) *Work and life in the global economy: a gendered analysis of service work*, London, Palgrave Macmillan

Mead, R. & Andrews, T. G. (2009) *International Management* (4<sup>th</sup> ed), Chichester, Wiley

Scullion, H. & Collings, D. G. (eds) (2010) *Global Talent Management*, London, Routledge

Academic and Professional Articles

Luthans, K. W. & Farner, S. (2002) "Expatriate development: the use of 360-degree feedback", *Journal of Management Development*, Vol. 21 Iss: 10, pp.780 - 793

Wang, L. & Hinrichs, K. T. (2005) "Realistic Expatriate Assignment Preview: A Potential Solution to Expatriate Premature Return" International Journal of Organizational Analysis, Vol. 13 Iss: 3, pp.269 – 282

Warneke, D. & Schneider, M. (2011) "Expatriate compensation packages what do employees prefer?", Cross Cultural Management: An International Journal, Vol. 18 Iss: 2, pp.236 – 256

Online Resources, Professional Bodies and Lobby Groups

People Management: [www.peoplemanagement.co.uk](http://www.peoplemanagement.co.uk)

Health and Safety Executive: [www.hse.gov.uk](http://www.hse.gov.uk)

Human Resource Planning: [www.flexibility.co.uk](http://www.flexibility.co.uk)

Recruitment and Employment Federation: [www.rec.uk.com](http://www.rec.uk.com)

International Foundation of Employee Benefits Plan: [www.ifebp.org](http://www.ifebp.org)

CIPD: [www.cipd.co.uk](http://www.cipd.co.uk)

Institute for Employment Studies: [www.employment-studies.co.uk](http://www.employment-studies.co.uk)

ACAS (Advisory, Conciliation and Arbitration Service): [www.acas.org.uk](http://www.acas.org.uk)

Trades Union Congress (TUC): [www.tuc.org.uk](http://www.tuc.org.uk)

Incomes Data Services (IDS): [www.incomesdata.co.uk](http://www.incomesdata.co.uk)

International Labour Organisation (ILO): [www.ilo.org](http://www.ilo.org)

Head Start	<p><u>Introduction to expatriation and repatriation</u> What is expatriation and repatriation?</p>	<p><u>Preparation for module:</u> <i>Key Reading:</i> Chapter 4, Hollinshead, G. (2010) <i>International and Comparative Human Resource Management</i>, London, McGraw-Hill</p> <p>Task: Read case study: "Western expatriates in Moscow", (Hollinshead, 77 – 79) and prepare answers to the questions on p 82 of Hollinshead under the Activity section.</p>
Week 1	<p><u>Expatriation and repatriation</u></p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• To consider the strategic rationale for expatriation with reference to MNC strategies.</li> <li>• To identify problems and issues associated with working across cultures.</li> <li>• To examine alternatives to expatriation.</li> </ul>	<p><u>Independent Study</u> <i>Key Reading:</i> Chapter 4, Hollinshead, G. (2010) <i>International and Comparative Human Resource Management</i>, London, McGraw-Hill</p> <p>Chapter 8, Gooderham, P. &amp; Nordhaug, O. (2003) <i>International Management: Cross-Boundary Challenges</i>, London, Wiley-Blackwell</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Tutor-led session to review the case study "Western expatriates in Moscow".</p> <p><i>Workshop Activity 2:</i> Tutor-led discussion on the strategic significance to MNCs of expatriation and to consider alternative methods for employee engagement.</p> <p><u>Independent Study:</u> Some independent study questions can be completed and passed to the tutor for formative assessment to develop experience of analysing assignment type questions. Other responses will be posted and shared with the group to allow for peer discussion and debate.</p> <p><i>Task:</i> Visit a known global organisation of your choice and identify the expatriation policy and working practices. How does it differ from other organisations discussed on the module? Support your findings with reference to any materials studied during week 1.</p>
Week 2	<p><u>The micro and macro environmental forces shaping expatriation and repatriation</u></p>	<p><u>Independent Study:</u> <i>Key Reading:</i> Chapters 3 &amp; 9, Dowling, P. J., Festing, M. &amp; Engle, Sr., A. D.</p>

	<p>Environmental forces shaping expatriation and repatriation in the global market place and the role and response of the HRM/D function in relation to expatriates.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The current global context for expatriation, joint ventures and alliances.</li> <li>• The role of the HR department in aligning international assignments.</li> <li>• Local adaptation policies and working practices.</li> </ul>	<p>(2008) <i>International Human Resource Management</i> (5<sup>th</sup> Edition), UK, Thomson.</p> <p>Chapter 3, Gooderham, P. &amp; Nordhaug, O. (2003) <i>International Management: Cross-Boundary Challenges</i>, London, Wiley-Blackwell</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Undertake the case study "Lafarge in China" which can be found at the end of Chapter 3 of Gooderham &amp; Nordhaug and attempt the questions that follow.</p> <p><i>Workshop Activity 2:</i> Tutor-led discussion on the impact of joint ventures and alliances in shaping expatriate working practices.</p> <p><u>Independent Study:</u>  <i>Task:</i> Undertake research into organisations of your choice to determine the policies and strategies they have in place to support the expatriate worker. With regard to the work covered in Week 2, what conclusions do you draw from your findings?</p>
Week 3	<p><u>The flexibility and working arrangements</u></p> <p>An evaluation of how flexible working initiatives and the management of change are influencing global organisations in their attempts to realise their HRP agendas.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Flexibility practices and concepts.</li> <li>• Assessment of change scenarios from a study of in class case studies and of recommended outcomes to follow.</li> <li>• Group activity based task to provide working practices for companies reliant on an expatriate workforce.</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Chapters 7 Mead, R. &amp; Andrews, T. G. (2009) <i>International Management</i> (4<sup>th</sup> ed), Chichester, Wiley</p> <p>Chapter 3, Edwards, P. &amp; Wajcman, J. (2005) <i>The politics of working life</i>, Oxford, Oxford University Press</p> <p>Chapter 3, Howcroft, D. &amp; Richardson, H. (eds) (2009) <i>Work and life in the global economy: a gendered analysis of service work</i>, London, Palgrave Macmillan</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor-led exercise to work on mini cases identifying flexibility and work-life balance challenges facing global organisations.</p>

		<p><i>Workshop Activity 2:</i> Tutor-led discussion to analyse the technical challenges faced by firms seeking to balance their flexible arrangements with the 'family' commitments of their expatriate workforce.</p> <p><u>Independent Study:</u>  <i>Task:</i> Select one of the case studies (on-line) and evaluate the implications for managing work and family pressures by the expatriate worker. Consider ways to overcome the issues you raise. Post your answers for peer discussion.</p>
Week 4	<p><u>Attracting and selecting expatriates for international assignments</u></p> <p>A critical appraisal of the effectiveness of resourcing strategies to attract and select candidates for international assignments.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Approaches to staffing.</li> <li>• Transferring staff for international business activities.</li> <li>• The role of the corporate HR function.</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Chapter 4, Dowling, P. J., Festing, M. &amp; Engle, Sr., A. D. (2008) <i>International Human Resource Management</i>" (5<sup>th</sup> Edition), UK, Thomson</p> <p>Chapter 21, Mead, R. &amp; Andrews, T.G. (2009) <i>International Management</i> (4<sup>th</sup> edition), London, Wiley</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor-led discussion on case studies to evaluate selecting expatriates.</p> <p><i>Workshop Activity 2:</i> Read case study "Appointing a headquarters manager to the Swiss subsidiary" in, Mead and Andrews, pp 401 – 402 and answer the questions that follow.</p> <p><u>Independent Study:</u>  <i>Task:</i> Undertake research into organisations of your choice to determine the policies and strategies they have in place to attract and select expatriate workers for international assignments. With regard to the work covered in Week 4, what conclusions do you draw from your findings?</p>
Week 5	<p><u>Repatriation</u></p> <p>A discussion of the approaches MNCs are adopting to develop and evaluate</p>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Chapter 8, Dowling, P. J., Festing, M. &amp; Engle, Sr., A. D. (2008) <i>International Human Resource Management</i>" (5<sup>th</sup> Edition), UK,</p>

	<p>expatriates and to prepare them for repatriation.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• An evaluation of the repatriation process.</li> <li>• The challenges of repatriation facing individuals and their organisations.</li> <li>• Critically evaluating the measures to follow for successful repatriation.</li> </ul>	<p>Thomson</p> <p>Chapter 10, Aswathappa, K. &amp; Dash, S. (2008) <i>International Human Resource Management: Text and Cases</i>, London, McGraw-Hill</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Group exercise: identify the elements of effective repatriation programmes and formulate a working document of 'good practice'.</p> <p><i>Workshop Activity 2:</i> Tutor-led review of case studies to identify approaches MNCs are taking to repatriate their employees.</p> <p><u>Independent Study:</u>  <i>Task:</i> Read the case study "Going Home" (Aswathappa &amp; Dash, pp 262-262) and attempt the questions that follow</p>
Reading Week	<u>Reading Week</u>	<p><u>Consolidation</u></p> <p><i>Key Reading:</i> Chapter 21, Cullen, J. B. &amp; Paroteeah, K. P. (2008) <i>Multinational Management</i> (4<sup>th</sup> edition), USA, Thomson</p> <p>Review articles on indicative reading list ready for group presentations in Week 6.</p> <p><i>Task:</i> Completion of any outstanding independent study questions.</p>
Week 6	<p><u>Motivating the expatriate worker</u></p> <p>Critical evaluation of the importance of motivation, commitment and engagement as part of the overall reward strategy of expatriates in the global economy.</p>	<p><u>Independent Study</u></p> <p><i>Key Reading:</i> Chapters 7 Mead, R. &amp; Andrews, T. G. (2009) <i>International Management</i> (4<sup>th</sup> ed), Chichester, Wiley</p> <p>Chapter 7, Brewster, C., Sparrow, P. &amp; Vernon, G. (2007) <i>International Human resource Management</i>, (2<sup>nd</sup> edition) London, CIPD</p>

	<p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Various theoretical perspectives relating to motivation and reward.</li> <li>• Evaluating the means to commit and engage expatriate workers.</li> <li>• Highlighting the case studies provided to demonstrate 'good' practices globally.</li> </ul> <p><u>Group presentations formative assessment</u></p>	<p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor-led exercise to work on mini cases identifying motivational, commitment and employee engagement issues impacting employees throughout the business.</p> <p><i>Workshop Activity 2:</i> Tutor-led discussion to analyse the technical challenges faced by firms that wish to internationalise their reward approaches.</p> <p><u>Independent Study:</u>  <i>Task:</i> Select one of the case studies (on-line) and evaluate the HR responses and implications for the expatriate worker. Post your answers for peer discussion.</p>
Week 7	<p><u>Equipping expatriates for international assignments</u></p> <p>Focused discussion on the importance of people skills for expatriates and of measures organisations are taking to prepare employees for international assignments.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Issues in staff selection.</li> <li>• Dual career couples.</li> <li>• Factors moderating performance.</li> </ul>	<p><u>Independent Study</u>  <i>Key Reading:</i> Chapter 5, Dowling, P. J., Festing, M. &amp; Engle, Sr., A. D. (2008) <i>International Human Resource Management</i>" (5<sup>th</sup> Edition), UK, Thomson</p> <p>Chapter 12, Brewster, C., Sparrow, P. &amp; Vernon, G. (2007) <i>International Human resource Management</i>, (2<sup>nd</sup> edition) London, CIPD.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor-led discussion to critique the following question: "How is it possible to identify a clear hierarchy of international management skills, from the most basic to higher levels of performance and sophistication? Is a solution simply to compile and be left with endless lists of desirable characteristics with assumed relevance?"</p> <p><i>Workshop Activity 2:</i> Tutor-facilitated group exercise to compare the advantages for companies and individuals of using permanent, career expatriates who go from country to country as opposed to single-assignment expatriates.</p> <p><u>Independent Study:</u>  <i>Task:</i> What are the different resourcing strategies open to organisations as</p>

		they operate in global labour markets? How can they be sure that their measures are attracting the expatriates for the positions available?
Week 8	<p><u>The expatriate as a team worker</u></p> <p>An evaluation of the impact of working as part of a group and team for the expatriate worker and of the associated benefits that accrue for the individual, the department and the organisation.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Critiquing the role of the expatriate worker as a 'team' player.</li> <li>• Managing networks and social capital.</li> <li>• Discussing, through the Session 1 case studies, the practical issues team working at the global scale and the measurement of effective team output.</li> </ul>	<p><u>Independent Study:</u>  <i>Key reading:</i> Chapter 4, Scullion, H. &amp; Collings, D. G. (eds) (2010) <i>Global Talent Management</i>, London, Routledge</p> <p>Chapter 5, Hatum, A. (2010) <i>Next generation talent management: talent management to survive turmoil</i>, London, Palgrave Macmillan</p> <p><i>Workshop Activity 1:</i> Tutor-led exercise using mini case studies to critique the practicalities of team working for the expatriate worker.</p> <p><i>Workshop Activity 2:</i> Tutor facilitated group exercise to discuss the advantages that accrue to the business and the individual for expatriate workers operating in teams.</p> <p><u>Independent Study:</u>  <i>Task:</i> With reference to organisational examples that you have come across during week 8 and from your further reading and research, assess the measures organisations take to ensure that expatriate workers are seen as integral team players?</p>
Week 9	<p><u>Developing expatriate talent</u></p> <p>A discussion surrounding the importance for global business of having robust development and talent strategies in place with regard to expatriate and repatriate assignments.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The role of expatriate training and development.</li> <li>• Components and effectiveness of pre-departure training and development.</li> <li>• Trends in expatriate training and development.</li> </ul>	<p><u>Independent Study:</u>  <i>Key reading:</i> Chapter 6, Dowling, P. J., Festing, M. &amp; Engle, Sr., A. D. (2008) <i>International Human Resource Management</i>" (5<sup>th</sup> Edition), UK, Thomson</p> <p>Chapter 6, Briscoe, D. R., Schuler, R. S. &amp; Claus, L. (2008) <i>International Human Resource Management: Policies and Practices for Multinational Enterprises</i> (3rd edn., London, Routledge Ltd</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor-led exercise using mini case studies to critique the practicalities of training and developing the expatriate worker.</p>

		<p><i>Workshop Activity 2:</i> In your first managerial role after graduating with your MSc in HR from BPP, you are expatriated to China for a three-year period in a general management capacity to facilitate the 'start-Up' of a European-owned food and drinks subsidiary. How would you expect the experience you acquire to assist in your future career development? Specify the main competences/areas of expertise and knowledge you would envisage acquiring and share them with the rest of the group.</p> <p><u>Independent Study:</u>  <i>Task:</i> With reference to organisational examples that you have come across during week 9 and from your further reading and research, evaluate the steps open to organisations to ensure that they have taken measures to effectively prepare their expatriate workforce.</p>
Week 10	<p><u>The ongoing challenges facing the expatriate workforce</u></p> <p>A critical evaluation of future trends and challenges facing expatriate workers and the implications for organisational success.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Retention of the talented workforce.</li> <li>• Assessing the global mindset.</li> <li>• Understand the future importance of the expatriate employee.</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Chapter 15, Brewster, C., Sparrow, P. &amp; Vernon, G. (2007) <i>International Human Resource Management</i>, (2<sup>nd</sup> edition), London, CIPD</p> <p>Chapter 6, Hatum, A. (2010) <i>Next generation talent management: talent management to survive turmoil</i>, London, Palgrave Macmillan</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor led discussion to evaluate the future of expatriate workers in MNCs.</p> <p><i>Workshop Activity 2:</i> Tutor facilitated group exercise to discuss measures the MNC can take to retain and develop their expatriate talent into the future.</p> <p><u>Independent Study:</u>  <i>Task:</i> As nation states develop their intellectual capability are the days of the expatriate worker numbered?</p>
Extension &	Preparation for summative assignment based on course content weeks 1-10	<u>Independent Study:</u>

Consolidation		<i>Task:</i> Review and reflect upon directed reading and course activities carried out in weeks 1 to 10.
Revision Week	<u>Revision of the syllabus</u> Students should use this week to consolidate their learning.	<u>Independent Study:</u> <i>Task 1:</i> Further readings following formative assessment and feedback earlier in the module. <i>Task 2:</i> Students to recap on Learning Outcomes.

## INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Expatriation and Repatriation

### Syllabus

- An investigation into the mainstream approaches underpinning the management of expatriates and to evaluate current thinking on repatriation.
- An exploration of environmental forces shaping expatriation and repatriation in the global market place and a consideration of the role of the HRM/D function.
- An evaluation of how flexible working initiatives and the management of change are influencing global organisations in their attempts to realise their HRP agendas.
- A critical appraisal of the effectiveness of resourcing strategies to attract and select candidates for international assignments.
- A discussion of the approaches MNCs are adopting to develop and evaluate expatriates and to prepare them for repatriation.
- A critically evaluate of the importance of motivation, commitment and engagement as part of the overall reward strategy of expatriates in the global economy.
- A discussion on the importance of people skills for expatriates and of measures organisations are taking to prepare employees for international assignments.
- An evaluation of the impact of working as part of a group an team for the expatriate worker and of the associated benefits that accrue for the individual, the department and the organisation.
- A discussion surrounding the importance for global business of having robust development and talent strategies in place with regard to expatriate and repatriate assignments.
- A critical evaluation of future trends and challenges facing expatriate workers and the implications for organisational success.

## Managing People in Global Contexts

### General Information

School	Business School	
Level	Level 7 (Masters Level)	
Credit Value	15 Credits	
Contact Hours	30 Hours	
Programme(s)	MSc Professional HR	
Module Leader	Keat Khoo	
Related Modules	Pre-requisites	International and Comparative HR Management Practices
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	The Chartered Institute of Personnel and Development	

### Introduction

A recent report from PWC “Managing tomorrow’s people: the future of work to 2020” (2007) into managing tomorrow’s global workforce presents a fundamental challenge for organisations and HRM practitioners. They state that a crisis of talent, an ageing workforce, growing demands for even greater employee flexibility and mobility coupled with organisational and cultural issues stemming from the dramatic rate of environmental, economic, political, [technological] and social change will have a fundamental impact on the world of work. A solution could lie in an analysis of the process organisations undergo to engage and manage their employees in varying global contexts. Indeed, the Global Work Attitudes Report (2007/2008) considers this very theme through an investigation of how regional differences in engagement can have an effect on an organisation’s ability to direct and manage its people?

With this in mind, this module will examine the management of local knowledge-generating strategies, policies and practices, paying particular attention to the processes that link people strategies, policies and practices to global contexts and learn to identify the key dimensions of globalisation, whilst exploring the implications for knowing how to ‘do things’ in a variety of global contexts.

### Educational Aims

This module aims to:

- Critically evaluate macro and micro environmental influences on organisational and HR policies and strategies and implications for the management of people in varying global contexts.
- Discuss the objectives of IHRM/IHRD in promoting managing diversity in varying global contexts.
- Critically assess and evaluate approaches to the development and enhancement of management and leadership in global contexts.
- Critically evaluate resourcing, retention and talent management strategies and their

influence on employee flexibility and engagement upon the management of people in varying global contexts.

- Critically assess the formulation and implementation of learning and development policies and strategies for aligning the management of people in varying global contexts.
- Discuss the prominence of IHRM and the management of people in relation to the USA and South America.
- Discuss the prominence of IHRM and the management of people in relation to Europe.
- Discuss the prominence of IHRM and the management of people in relation to East Asia.
- Discuss the prominence of IHRM and the management of people in relation to Developing countries.
- Critically analyse the global context and challenges facing management in their attempts to create and manage a viable workforce for tomorrow's business needs.

### Learning Outcomes

#### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a: (subject specific)
K1	Deep and systematic understanding of the 'rhetorics and realities' of managing people in global contexts.
K2	In-depth level of awareness and understanding of current issues impacting the management of people in global contexts and of management solutions.
K3	Comprehensive knowledge of the tools and techniques available for the management of people in global contexts.
K4	Comprehensive understanding of the tools and techniques available to the international manager in order to evaluate, respond and anticipate employee and stakeholder interests.

#### Cognitive Skills

Ref	B. Students should be able to:
C1	Proactively source and apply research to inform managerial options in a range of organisational contexts.
C2	Critically evaluate the relationships between an organisation and its environments and propose alternative approaches for the purpose of efficiency or effectiveness.
C3	Proactively apply expertise in the evaluation and use of appropriate tools and techniques for the development of strategies for the purpose of business development.
C4	Apply a wide range of theories to the area of managing people in global contexts with a high level of competence displaying an awareness of the various factors contributing to business success.

#### Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Critically evaluate a range of alternative courses of action for an organisation in order to implement valuable change.
P2	Demonstrate sensitivity to the needs of stakeholders when recommending courses of

	action.
P3	Apply the practical skills associated with the strategic planning process and shape concepts to formulate and implement strategic and business plans.
P4	Work effectively in a team in order to prepare and present analyses and strategic plans in a variety of business contexts.

General Transferable Skills

Ref	D. Students should be able to:
T1	Make relevant and appropriate contributions to decisions that reflect good business practice in given situations.
T2	Take responsibility for initiating and controlling their own work and learning experience in order to improve their personal effectiveness.
T3	Apply relevant presentation formats in order to communicate their methodologies and recommendations to different stakeholders.
T4	Foster empathy and sensitivity to the needs and opinions of others in order to maximise the effectiveness of team working.

### Mode of Assessment

This module is assessed through the completion of one (1) independent task [the Summative Element].

In addition to the summative elements, the module contains one (1) task to assist you in evaluating your progress in the module [the Formative Elements].

### Formative Elements

1. Weekly Problem Sets/class discussions.

Weekly problem sets. Most weeks a number of exercises will be set based on the work and calculation methodologies covered in that week's session. Students should attempt to complete the exercises after the respective class. The results of each week's exercises will be reviewed at the start of the following week's session.

Please Note: These elements do not count towards your final module grade.

### Summative Elements

Please Note: You must achieve a pass in the following element(s) to pass the module.

1. 3000 word assignment based on a given case study scenario [100% of Module Grade]:

The Case Study Scenario will be released in Week 1

Due Date: Week 12

The formative and graded elements are awarded a percentage grading according to the Level 7 (Masters) Marking Criteria contained in your programme handbook.

Each assessment is marked on a percentage basis and combined as a final module grade. For the classification of your degree (Distinction, Merit, Pass) the final module grades will be combined according to the Diagram of Outcomes Leading to Award, detailed in your programme handbook.

Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc). Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

Core Texts

Evans, P., Pucik, V. & Bjorkman, I. (2010) "*The Global Challenge: International Human Resource Management*"; London, McGraw-Hill

Supporting Texts

Brewster, C., Sparrow, P. & Vernon, G. (2007) *International Human Resource Management*, (2<sup>nd</sup> edition), London, CIPD

Budhar, P. S. & Debrah, Y. A. (eds) (2004) *Human Resource Management in Developing Countries: Routledge Research in Employment Relations 5*, London, Routledge Ltd

Budhwar, P. S. (ed) (2004) *Managing Human Resources in Asica-Pacific*, London, Routledge Ltd

Davila, A. & Elvira, M. M. (eds) (2008) *Best Human Resource Management Practices in Latin Ameirca*, London, Routledge Ltd

Dowling, P. J., Festing, M. & Engle, Sr., A. D. (2008) *International Human Resource Management*"(5<sup>th</sup> Edition), UK, Thomson

Hollinshead, G. (2010) *International and Comparative Human Resource Management*, London: McGraw-Hill

Ozbilgin, M. (2005) "*International Human Resource Management: Theory and Practice*", London, Palgrave Macmillan

Rees, C. & Edwards, T. (2010) *International Human Resource Management Globalization, National Systems and Multinational Companies* (2nd Edition), London, Pearson Education Ltd

Sparrow, P. (ed) (2009) "*Handbook of International Human Resource Management : Integrating People, Process, and Context*", London, Wiley-Blackwell

Steers, R. M., Sanchez-Runde, C. J. & Nardon, L. (2010) "*Management Across Cultures Challenges and Strategies*", Cambirdge, Cambridge University Press

Tatli, A., Mulholland, G., Ozbilgin, M. & Worman, D. (2007) "*Managing Diversity in Practice: Supporting businessgoals*", London, CIPD

Tayeb, M. H. (2005) *International Human Resource Management: A Multinational Company Perspective*, Oxford, Oxford University Press

Academic and Professional Articles

Ass. Prof. Berham, B. Y., Dr. Younies, H. & Dr. Smith, P. (2011) "Ranking the Future Global Manager Characteristics and Knowledge Requirements According To UAE Business Managers Opinions", *Education, Business and Society: Contemporary Middle Eastern Issues*, Vol. 4 Iss: 3

Derven, M. & Frappolli, K. (2011) "Aligning leadership development for general managers with global strategy: the Bristol-Myers Squibb story", *Industrial and Commercial Training*, Vol. 43 Iss: 1, pp.4 - 12

Stefan Gröschl, (2011) "Diversity management strategies of global hotel groups: A corporate web site based exploration", *International Journal of Contemporary Hospitality Management*, Vol. 23 Iss: 2, pp.224 - 240

Phillips, T. (2011) "Creating a coaching culture across a global sales force", *Strategic HR Review*, Vol. 10 Iss: 4, pp.5 - 10

#### Online Resources, Professional Bodies and Lobby Groups

People Management: [www.peoplemanagement.co.uk](http://www.peoplemanagement.co.uk)

Health and Safety Executive: [www.hse.gov.uk](http://www.hse.gov.uk)

Human Resource Planning: [www.flexibility.co.uk](http://www.flexibility.co.uk)

Recruitment and Employment Federation: [www.rec.uk.com](http://www.rec.uk.com)

International Foundation of Employee Benefits Plan: [www.ifebp.org](http://www.ifebp.org)

CIPD: [www.cipd.co.uk](http://www.cipd.co.uk)

Institute for Employment Studies: [www.employment-studies.co.uk](http://www.employment-studies.co.uk)

ACAS (Advisory, Conciliation and Arbitration Service): [www.acas.org.uk](http://www.acas.org.uk)

Trades Union Congress (TUC): [www.tuc.org.uk](http://www.tuc.org.uk)

Incomes Data Services (IDS): [www.incomesdata.co.uk](http://www.incomesdata.co.uk)

International Labour Organisation (ILO): [www.ilo.org](http://www.ilo.org)

#### Reports and Articles

Learning and Talent Development, Annual Survey Report 2010, CIPD (Download from the portal)

"Managing tomorrow's people: the future of work to 2020" (2007) PWC  
([www.pwc.co.uk/eng/issues/managing\\_tomorrows\\_people\\_the\\_future\\_of\\_work\\_to\\_2020.html](http://www.pwc.co.uk/eng/issues/managing_tomorrows_people_the_future_of_work_to_2020.html))

Driving employee engagement in a global workforce 2007/2008, Global Work Attitudes Report (2008) Watson Wyatt Worldwide (<http://www.watsonwyatt.com/research/pdfs/2007-US-0298.pdf>)

**INDICATIVE SCHEME OF WORK**

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

Module Title: Managing People in Global Contexts

**Syllabus**

- Macro and micro environmental influences on organisational and HR policies and strategies and implications for the management of people in varying global contexts.
- Aims and objectives of IHRM/IHRD in promoting managing diversity in varying global contexts.
- Critically assess and evaluate approaches to the development and enhancement of management and leadership in global contexts.
- Evaluate resourcing, retention and talent management strategies and their influence on employee flexibility and engagement upon the management of people in varying global contexts.
- Critically assess the formulation and implementation of learning and development policies and strategies for aligning the management of people in varying global contexts.
- Discuss the prominence of IHRM and the management of people in relation to the USA and South America.
- Discuss the prominence of IHRM and the management of people in relation to Europe.
- Discuss the prominence of IHRM and the management of people in relation to East Asia.
- Discuss the prominence of IHRM and the management of people in relation to Developing countries.
- Analyse the global context and challenges facing management in their attempts to create and manage a viable workforce for tomorrow's business needs.

Week	Content	Learning and Teaching Strategy
Head Start	<p><u>What does it mean to manage people in different global contexts?</u></p> <p>Review of HRM and practices impacting upon people management in differing global contexts.</p>	<p><u>Preparation for module:</u>            Key Reading: Chapters 1 &amp; 2, Evans, P., Pucik, V. &amp; Bjorkman, I. (2010) <i>"The Global Challenge: International Human Resource Management"</i>, London, McGraw-Hill</p> <p>Chapter 4, Tayeb, M. H. (2005) <i>"International Human Resource Management: A Multinational Company Perspective"</i>, Oxford, Oxford University Press</p> <p>Task: Read case study: <i>"Litton imports cell manufacturing from Sweden"</i> (Tayeb, pp 86 – 89) and prepare answers to the six questions printed at the end.</p>
Week 1	<p><u>The environment of IHRM</u></p> <p>Focus on environmental influences on organisational and HR policies and strategies and implications for the management of people in varying global contexts.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Differences between domestic and IHRM.</li> <li>• Variables that moderate differences between domestic and IHRM.</li> <li>• Global PESTLE matters impacting the practice of IHRM.</li> </ul>	<p><u>Independent Study</u>            Key Reading: Chapter 3, Evans, P., Pucik, V. &amp; Bjorkman, I. (2010) <i>"The Global Challenge: International Human Resource Management"</i>, London, McGraw-Hill</p> <p>Chapter 1, Dowling, P. J., Festing, M. &amp; Engle, Sr., A. D. (2008) <i>International Human Resource Management</i> (5<sup>th</sup> Edition), UK, Thomson.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Online exercise to identify PESTLE factors impacting the practice of IHRM. Tutor to facilitate discussion on key learning.</p> <p><i>Workshop Activity 2:</i> Review of <i>"Litton imports cell manufacturing from Sweden"</i> case study and group work to identify employment issues, IHRM strategies and the wider 'people implications.</p> <p><u>Independent Study:</u> Some independent study questions can be completed and passed to the tutor for formative assessment to develop experience of analysing assignment type questions. Other responses will be posted and shared with the group to allow for peer discussion and debate.</p>

Week	Content	Learning and Teaching Strategy
		<p><i>Task:</i> Visit a known global organisation of your choice e.g. www.ibm.com and identify any changes to employment policy and working practices it has to consider when operating out of different countries. Support your findings with reference to any materials studied during week 1.</p>
Week 2	<p><u>Managing diversity</u> Analysis of IHRM/IHRD in promoting managing diversity in varying global contexts.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Workforce differences vis-a-vis gender, race, ability, age.</li> <li>• How diversity influences IHRM policies and practices.</li> <li>• How organisations have embraced diversity and linked to business success.</li> </ul>	<p><u>Independent Study:</u> <i>Key Reading:</i> Chapters 4 &amp; 6, Evans, P., Pucik, V. &amp; Bjorkman, I. (2010) "The Global Challenge: International Human Resource Management", London, McGraw-Hill</p> <p>Chapters 3 &amp; 13, Brewster, C., Sparrow, P. &amp; Vernon, G. (2007) "International Human Resource Management", (2<sup>nd</sup> edition) London, CIPD</p> <p><u>Session 1:</u> <i>Workshop Activity 1:</i> Tutor-led discussion to evaluate why managing diversity matters.</p> <p><i>Workshop Activity 2:</i> Review of one of the 5 case studies and group work to identify attempts by organisations in the UK to manage diversity, in Tatli, A., Mulholland, G., Ozbilgin, M. &amp; Worman, D. (2007) "Managing Diversity in Practice: Supporting business goals", London, CIPD.</p> <p><u>Independent Study:</u> <i>Task:</i> What kind of evidence can you give for the changing HRM practices in a country of your choice in relation to the changing trends in the global workforce? Post your answers for peer discussion.</p>
Week 3	<p><u>Management and leadership</u> Considers how global managers and leaders can develop strategies, tactics and skills to manage and lead people in varying global contexts.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• An analysis of the skills, competences and knowledge required by the global manager and leader to undertake their tasks.</li> <li>• Assessing and evaluating approaches to the development and enhancement of leadership and management.</li> </ul>	<p><u>Independent Study:</u> <i>Key Reading:</i> Chapter 8, Evans, P., Pucik, V. &amp; Bjorkman, I. (2010) "The Global Challenge: International Human Resource Management", London, McGraw-Hill.</p> <p>Chapter 16, Sparrow, P. (ed) (2009) "Handbook of International Human Resource Management : Integrating People, Process, and Context", London, Wiley-Blackwell.</p> <p>Chapter 2, Steers, R. M., Sanchez-Runde, C. J. &amp; Nardon, L. (2010)</p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>Using the case studies to help demonstrate decision making and problem solving capabilities of leaders and managers in varying global contexts.</li> </ul>	<p><i>"Management Across Cultures Challenges and Strategies"</i>, Cambridge, Cambridge University Press</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor-led exercise to map a people-management skill set deemed appropriate for managing people in varying global contexts.</p> <p><i>Workshop Activity 2:</i> Read case study "Marks &amp; Spencer: from continental chocolate to continental closure" in Ozbilgin, M. (2005) <i>"International Human Resource Management: Theory and Practice"</i>, London, Palgrave Macmillan, pp 156 – 158. Attempt the questions that follow.</p> <p><u>Independent Study:</u>  <i>Task:</i> Select one of the case studies (on-line) and evaluate the IHRM response. Post your answers for peer discussion.</p>
Week 4	<p><u>Global resourcing, engagement and retention of talented employees</u>  Focus on the importance of staffing international operations for sustained global growth.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Evaluating resourcing and retention strategies.</li> <li>Policies and procedures for identifying talented employees.</li> <li>Understanding the key to an engaged workforce.</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Chapter 7, Evans, P., Pucik, V. &amp; Bjorkman, I. (2010) <i>"The Global Challenge: International Human Resource Management"</i>, London, McGraw-Hill</p> <p>Chapter 6, Brewster, C., Sparrow, P. &amp; Vernon, G. (2007) <i>"International Human Resource Management"</i>, (2<sup>nd</sup> edition) London, CIPD</p> <p><i>Group Task:</i> With reference to examples from the literature and industry, debate the extent to which organisations globally have been successful in stemming employee retention.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor-led discussion on case studies to evaluate global staff retention issues in relation to achieving organisational, departmental and individual objectives.</p> <p><i>Workshop Activity 2:</i> Read case study 3.2: "Recruiting a Manager for BRB, Israel" in Sparrow, P. (ed) (2009) <i>"Handbook of International Human Resource Management"</i>, London, Sage</p>

Week	Content	Learning and Teaching Strategy
		<p><i>Resource Management : Integrating People, Process, and Context</i>", London, Wiley-Blackwell.</p> <p><u>Independent Study:</u>  <i>Task:</i> Visit a known global organisation of your choice e.g. HSBC - <a href="http://www.hsbc.com/1/2/sustainability/case-studies/engaging-employees-global">http://www.hsbc.com/1/2/sustainability/case-studies/engaging-employees-global</a> and identify the measures in place to engage their global workforce. How do the issues examined link back to the ideas discussed during week 4?</p>
Week 5	<p><u>The role of learning and development to align the global workforce</u>  Analysing the function of learning, development, coaching and mentoring in MNEs.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The design of organisation-based coaching and mentoring strategies.</li> <li>• Evaluating a range of approaches and processes for establishing learning and development needs.</li> <li>• Critically assessing learning and development policies and strategies.</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Chapter 8, Evans, P., Pucik, V. &amp; Bjorkman, I. (2010) <i>"The Global Challenge: International Human Resource Management"</i>, London, McGraw-Hill</p> <p>Learning and Talent Development, Annual Survey Report 2010, CIPD (Download from the portal)</p> <p>Derven, M. &amp; Frappolli, K. (2011) "Aligning leadership development for general managers with global strategy: the Bristol-Myers Squibb story", <i>Industrial and Commercial Training</i>, Vol. 43 Iss: 1, pp.4 - 12</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Group exercise – identify the importance to business learning, development, coaching and mentoring for both the individual and the organisation (Download case studies from the portal).</p> <p><i>Workshop Activity 2:</i> Tutor-led review of case studies to identify comparative approaches to management leadership and development.</p> <p><u>Independent Study:</u>  <i>Task:</i> Visit a known global organisation of your choice e.g. BP - <a href="http://www.bp.com">www.bp.com</a> and identify the measures in place to develop, nurture engage their global workforce. How do the issues examined link back to the ideas discussed during week 5?</p>
Reading Week	<u>Reading Week</u>	<u>Consolidation</u>

Week	Content	Learning and Teaching Strategy
		<p><i>Key Reading:</i> Chapters 11 &amp; 12, Evans, P., Pucik, V. &amp; Bjorkman, I. (2010) <i>"The Global Challenge: International Human Resource Management"</i>, London, McGraw-Hill</p> <p>Chapter 3, Dowling, P. J., Festing, M. &amp; Engle, Sr., A. D. (2008) <i>International Human Resource Management</i>" (5<sup>th</sup> Edition), UK, Thomson</p> <p>Review articles on indicative reading list ready for group presentations in Week 6.</p> <p><i>Task:</i> Completion of any outstanding independent study questions.</p>
Week 6	<p><u>IHRM in the USA and South America</u></p> <p>Analyse the complex area of culture, socio-economic and political integration plus the contexts and practices of IHRM .</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• An analysis of cultural and institutional features to the region.</li> <li>• Evaluating socio-economic and political integration.</li> <li>• Critically evaluating contexts and practices of HRM.</li> </ul> <p><u>Group presentations formative assessment</u></p>	<p><u>Independent Study</u></p> <p><i>Key Reading:</i> Chapter 7, Hollinshead, G. (2010) <i>International and Comparative Human Resource Management</i>, London: McGraw-Hill</p> <p>Chapters 7 &amp; 8, Davila, A. &amp; Elvira, M. M. (eds) (2008) <i>Best Human Resource Management Practices in Latin Ameirca</i>, London, Routledge Ltd</p> <p><u>Session 1:</u></p> <p><i>Workshop Activity 1:</i> Discuss the key HR issues that might impact management and HR decision making in the context of a comparative analysis of the given region.</p> <p><i>Workshop Activity 2:</i> Attempt the Activity question on page 147 of Hollinshead, G. (2010) <i>International and Comparative Human Resource Management</i>, London: McGraw-Hill.</p> <p><u>Independent Study:</u></p> <p><i>Task:</i> What lessons can be drawn from the work of Hofstede (1994) to an understanding of how best to manage the global workforce in South America?</p>
Week 7	<p><u>IHRM in Europe</u></p> <p>Analyse the complex area of culture, socio-economic and political</p>	<p><u>Independent Study</u></p> <p><i>Key Reading:</i> Chapter 8, Hollinshead, G. (2010) <i>International and</i></p>

Week	Content	Learning and Teaching Strategy
	<p>integration plus the contexts and practices of IHRM.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• An analysis of cultural and institutional features of the region.</li> <li>• Evaluating socio-economic and political integration.</li> <li>• Critically evaluating contexts and practices of HRM.</li> </ul>	<p><i>Comparative Human Resource Management</i>, London: McGraw-Hill</p> <p>Chapters 1 &amp; 2, Dickmann, M., Sparrow, P. &amp; Brewster, C. (2008) <i>International Human Resource Management : A European Perspective</i>, London, Routledge Ltd</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Discuss the key HR issues that might impact management and HR decision making in the context of a comparative analysis of the given region.</p> <p><i>Workshop Activity 2:</i> Read case study 8.2: "A Strategy-Driven Joint Venture in Hungary" in Sparrow, P. (ed) (2009) "Handbook of International Human Resource Management : Integrating People, Process, and Context", London, Wiley-Blackwell.</p> <p><u>Independent Study:</u>  <i>Task:</i> Attempt the Activity question on page 175 of Hollinshead, G. (2010) <i>International and Comparative Human Resource Management</i>, London: McGraw-Hill.</p>
Week 8	<p><u>IHRM in Asia-Pacific</u></p> <p>Analyse the complex area of culture, socio-economic and political integration plus the contexts and practices of IHRM.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• An analysis of cultural and institutional features of the region.</li> <li>• Evaluating socio-economic and political integration.</li> <li>• Critically evaluating contexts and practices of HRM.</li> </ul>	<p><u>Independent Study:</u>  <i>Key reading:</i> Chapter 9, Hollinshead, G. (2010) <i>International and Comparative Human Resource Management</i>, London: McGraw-Hill</p> <p>Chapters 1 &amp; 14, Budhwar, P. S. (ed) (2004) <i>Managing Human Resources in Asica-Pacific</i>, London, Routledge Ltd</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Discuss the key HR issues that might impact management and HR decision making in the context of a comparative analysis of the given region.</p> <p><i>Workshop Activity 2:</i> Attempt the Activity question on page 194 of</p>

Week	Content	Learning and Teaching Strategy
		<p>Hollinshead, G. (2010) <i>International and Comparative Human Resource Management</i>, London: McGraw-Hill.</p> <p><u>Independent Study:</u>  <i>Task:</i> What lessons can be drawn from the work of Hofstede (1994) to an understanding of how best to manage the global workforce in Asia-Pacific?</p>
Week 9	<p><u>IHRM in developing countries</u>            Analyse the complex area of culture, socio-economic and political integration plus the contexts and practices of IHRM.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• An analysis of cultural and institutional features of the region.</li> <li>• Evaluating socio-economic and political integration.</li> <li>• Critically evaluating contexts and practices of HRM.</li> </ul>	<p><u>Independent Study:</u>  <i>Key reading:</i> Chapter 10, Hollinshead, G. (2010) <i>International and Comparative Human Resource Management</i>, London: McGraw-Hill</p> <p>Chapters 1 through 15, Budhar, P. S. &amp; Debrah, Y. A. (eds) (2004) <i>Human Resource Management in Developing Countries: Routledge Research in Employment Relations 5</i>, London, Routledge Ltd.</p> <p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Discuss the key HR issues that might impact management and HR decision making in the context of a comparative analysis of the given region.</p> <p><i>Workshop Activity 2:</i> Attempt the Activity question on page 213 of Hollinshead, G. (2010) <i>International and Comparative Human Resource Management</i>, London: McGraw-Hill.</p> <p><u>Independent Study:</u>  <i>Task:</i> What lessons can be drawn from the work of Hofstede (1994) to an understanding of how best to manage the global workforce in Asia-Pacific?</p>
Week 10	<p><u>People management trends, complexity and challenges for the future</u>            Analyse the global context and challenges facing management in their attempts to create and manage a viable workforce for tomorrow's business needs.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Identifying future challenges facing management in their attempts to</li> </ul>	<p><u>Independent Study:</u>  <i>Key Reading:</i> Chapter 14, Evans, P., Pucik, V. &amp; Bjorkman, I. (2010) <i>The Global Challenge: International Human Resource Management</i>, London, McGraw-Hill</p> <p>Chapter 11, Hollinshead, G. (2010) <i>International and Comparative Human Resource Management</i>, London: McGraw-Hill</p>

Week	Content	Learning and Teaching Strategy
	<p>manage the global workforce.</p> <ul style="list-style-type: none"> <li>• Managing across borders.</li> <li>• Understand the importance of managing diversity and the implications for IHRM practices.</li> </ul>	<p><u>Session 1:</u>  <i>Workshop Activity 1:</i> Tutor-led discussion to evaluate the future role and prominence of IHRM in shaping labour relations.</p> <p><i>Workshop Activity 2:</i> Tutor-led discussion to consider workforce population trends and implication for the management of labour.</p> <p><u>Independent Study:</u>  <i>Task:</i> Explain the process that organisations and management should undertake if they are to create a viable workforce for tomorrow.</p>
Extension & Consolidation	Preparation for summative assignment based on course content weeks 1-10.	<p><u>Independent Study:</u>  <i>Task:</i> Review and reflect upon directed reading and course activities carried out in weeks 1 to 10.</p>
Revision Week	<p><u>Revision of the syllabus</u></p> <p>Students should use this week to consolidate their learning.</p>	<p><u>Independent Study:</u>  <i>Task 1:</i> Further readings following formative assessment and feedback earlier in the module.  <i>Task 2:</i> Students to recap on Learning Outcomes.</p>

## Marking Criteria

Criteria	Pass Grades				Fail Grades	
	High Distinction 85-100%	Distinction 70-84%	Merit 60-69%	Pass 50-59%	Fail 30-49%	Low Fail 0-29%
	<i>The work displays:</i>	<i>The work displays:</i>	<i>The work displays:</i>	<i>The work displays:</i>	<i>The work displays:</i>	<i>The work displays:</i>
<b>Knowledge &amp; Understanding</b> (a) <i>Systematic Understanding</i> (b) <i>Emerging Thought</i>	(a) Strong evidence of a comprehensive and systematic understanding of an extensive range of appropriate issues, concepts, theories and research  (b) Sustained excellence in the application of thoughts and practices at the forefront of the discipline	(a) ) Clear evidence of a comprehensive and systematic understanding of a considerable variety of issues, concepts, theories and research  (b) Precise and well-judged application of thoughts and practices at the forefront of the discipline	(a) ) Clear evidence of a comprehensive and systematic understanding of all major - and some minor - issues, concepts, theories and research  (b) Some clear evidence of the application of thoughts and practices at the forefront of the discipline	(a) Evidence of a systematic understanding, which may contain some gaps, of all major - and some minor - issues, concepts, theories and research  (b) Clear evidence of an understanding of thoughts and practices at the forefront of the discipline.	(a) Evidence of an understanding of an appropriate range of issues, concepts, theories and research but has significant gaps or misunderstandings.  (b) Unclear or imprecise understanding of thoughts and practices at the forefront of the discipline.	(a) Evidence of a limited understanding of issues, concepts, theories and research either major and/or minor.  (b) Significant gaps in the understanding of the debates at the forefront of the discipline.
<b>Argument</b> (a) <i>Analysis, Synthesis &amp; Evaluation</i> (b) <i>Numerical Analysis</i> (c) <i>Argumentation</i> (d) <i>Independent Research</i>	(a) ) Consistently precise, accurate and reasoned analysis, synthesis and/or evaluation; addressing issues with insight or originality  (b) Numeric analysis that is complete and free from errors with application of methods that may be insightful or original  (c) Extremely strong and consistent argument making a convincing whole with evidence of originality. Impressive dexterity in the use of	(a) ) Consistently precise, accurate and reasoned analysis, synthesis and/or evaluation addressing all issues, some with creativity  (b) Numeric analysis that is complete and mostly free from errors with fluent and appropriate application of methods.  (c) Extremely strong and consistent argument that convincingly addresses issues including uncertainties and conflicts. Excellent use of	(a) Precision, accuracy and clear reasoning throughout the analysis, synthesis and/or evaluation addressing all issues appropriately  (b) Numeric analysis that is complete and mostly free from errors with relevant and effective application of methods.  (c) Evidence of an argument that is generally convincing with a good internal consistency and addresses most issues. Very good use of	(a) Broad levels of precision, accuracy and reasoning in analysis, synthesis and/or evaluation, and addresses all key issues  (b) Numeric analysis that is mostly complete and free from significant or critical errors with appropriate application of methods.  (c) Evidence of an overall convincing argument but may have weaknesses, gaps or inconsistencies. Clear use of information gathered but may have	(a) Errors which affect the consistency of the analysis, synthesis or evaluation and/or key gaps in the issues addressed  (b) Numeric analysis that is mostly complete but contains errors with significant effect, or methods that are applied inappropriately  (c) Evidence of a consistent argument but may have weaknesses, significant gaps or be unconvincing. Clear use of information gathered	(a) ) A lack of precision, accuracy or reasoning in analysis, synthesis or evaluation with significant gaps in the issues addressed  (b) Numeric analysis that is incomplete or contains errors which have critical effect, or methods that are applied inappropriately  (c) Lack of consistency or structure in the argument. Serious weaknesses in the integration of evidence and/or no awareness of the limitations or

Criteria	Pass Grades				Fail Grades	
	High Distinction 85-100%	Distinction 70-84%	Merit 60-69%	Pass 50-59%	Fail 30-49%	Low Fail 0-29%
Argument (continued)  (d) Independent Research	<i>The work displays:</i> information gathered to support the argument.	<i>The work displays:</i> information gathered which to support and further the argument	<i>The work displays:</i> information gathered to support the argument.	<i>The work displays:</i> some weaknesses in the integration into the argument.	<i>The work displays:</i> but may not be sufficient to sustain the argument.	<i>The work displays:</i> weaknesses of the research.
	(d) Evidence of an innovative or original use of extensive personal research which has been thoroughly critically evaluated both conceptually and methodologically	(d) Substantial research and evidence of an innovative use of a wide range of personal research with clear and consistent critical evaluation both conceptually and methodologically	(d) Clear evidence of considerable personal research and the use of a diverse range of appropriate sources but may contain problems with consistency in the conceptual and methodological critical evaluation	(d) Appropriate use of a wide range of personal research which is critically evaluated for key conceptual and methodological issues although this may not be consistent throughout	(d) Evidence of a range of personal research but evidence of methodological or conceptual evaluation may be limited, inconsistent or inappropriate	(d) Over reliance on very restricted range of personal or secondary research much of which may not be evaluated and may not be directly related to the question or area
Presentation (a) Structure (b) Referencing (c) Use of Language	(a) Excellent structure and presentation  (b) Precise, full and appropriate references and notes.  (c) Subtle use of language expressing highly nuanced thought with clarity and precision to a level appropriate for submission for publication.	(a) Excellent structure and presentation  (b) Precise, full and appropriate references and notes.  (c) Precise use of language expressing complex thought with clarity, accuracy and precision which furthers and enhances the argument	(a) Good structure and presentation  (b) Full and appropriate references and notes with minor or insignificant errors  (c) Clear and precise use of language allowing a complex argument to be easily understood and followed	(a) Adequate structure and presentation  (b) Good references and notes with minor or insignificant errors or omissions  (c) Generally clear use of language sufficient for arguments to be readily understood and followed	(a) Adequate structure and presentation  (b) Competent references and notes but may contain inconsistencies, errors or omissions  (c) Generally understandable use of language but significant errors in expression affecting overall clarity	(a) Poor structure and presentation  (b) Poor references and notes with multiple inconsistencies, errors or omissions  (c) Serious errors in the use of language which makes meaning unclear or imprecise

## PROGRAMME REGULATIONS - MSc Professional HR Masters (and Streams)

### 1. Authority

These regulations are made under the College's General Academic Regulations and are validated with the programme leading to the MSc Professional HR (and Streams)

### 2. Conflict with the General Academic Regulations

Except to the extent that the Academic Council has specifically approved derogation, in the event of a conflict between these regulations and the College's General Academic Regulations the latter shall prevail.

### 3. Conditions for Admission

To be admitted to the programme candidates must have:

- a) English as their first language or an honours degree that was delivered in English or is able to prove efficiency in English language equivalent to IELTS score of 6.5 or better.
- b) A lower second class honours degree or above (or equivalent) in any discipline from a UK or recognised overseas university.
- c) Accreditation of prior and experiential learning. The rules and policies on the accreditation of prior learning contained in the Programme's Admissions Manual shall apply to this programme.

### 4. Conditions of Acceptance

- a) Terms and conditions

An offer of a place on the programme is subject to the terms and conditions stated in the documentation accompanying the offer in the Programme Admissions Manual.

- b) Induction

All applicants accepted onto the programme must attend the Induction Course.

### 5. Changing Modules or Specialisations

Subject to the approval of the Director of Programmes, a candidate may be permitted to change from one module or specialisation to another at an appropriate point in the programme.

### 6. Registration for modules

Candidates are only entitled to sit an assessment if they have registered for the relevant module in accordance with the procedures laid down in the Student Programme Handbook.

### 7. Reassessment of failed elements

- a) Where an assessment is divided into more than one component. A student who fails one or more assessment component(s) will only be reassessed in the failed assessment component(s).
- b) A student shall be permitted two attempts at each assessment component; one first sit and one resit.

- c) Where a student resits and passes an assessment component the component mark shall be capped at the pass mark and the capped mark shall appear on the transcript.

#### 8. Conditions for the Granting of Awards

- a) No students shall be entitled to enrol for an award other than the MSc Professional HR (or related stream)
- b) A student who completes an approved programme of study, as described in the Diagram of Outcomes Leading to Award and Programme Learning Outcomes, shall be awarded an MSc Professional HR (or related stream).
- c) Those students who choose to exit the Programme without completing it may nevertheless be entitled to exit with an award of either a:
  - Postgraduate Certificate in Professional HR (with either Pass, Merit or Distinction classification) provided they complete an approved programme of modules and the learning outcomes for such award as set out in the Programme Handbook.
  - Postgraduate Diploma in Professional HR (with either Pass, Merit or Distinction classification) provided they complete an approved programme of modules and the learning outcomes for such award as set out in the Programme Handbook
- d) Candidates shall gain the relevant award with Distinction where they have satisfied the requirements for the award and have obtained an Aggregate Weighted Percentage Mark (as calculated according to the Manual of Policies and Procedures) of 70% or above.

#### 9. Programmes of Study for the Granting of Awards

- a) To be awarded a Master of Science (Honours) Professional HR students must have completed as approved programme of study as set out below:

## MSc Professional HR Award

Module	Requirement	Credits	Page
Competitive Intelligence for HR	Compulsory	15 Credits	p. 30
Emerging Themes in HR	Compulsory	15 Credits	p. 46
HR Strategy – Application and Implementation	Compulsory	15 Credits	p. 62
Managerial Finance	Compulsory	15 Credits	p. 80
Interim Exit Award: Postgraduate Certificate in Professional HR			
Leadership, Management & Entrepreneurialism	Compulsory	15 Credits	p. 96
Organisational Stakeholder Behaviour	Compulsory	15 Credits	p. 112
Reward and Motivation	Compulsory	15 Credits	p. 126
<i>Plus 15 Credits from the following dependent on stream:</i>			
Employment Law in Practice	Elective	15 Credits	P 142
Employee Relations	Elective	15 Credits	p. 164
Learning & Development	Elective	15 Credits	p.
International and Comparative HR Management Practices	Elective	15 Credits	p. 194
Talent Management	Elective	15 Credits	p. 210
Interim Exit Award: Postgraduate Diploma in Professional HR			
Leading Innovations in HR	Compulsory	30 Credits	p. 225
<i>Plus 30 Credits from any electives</i>			
Resourcing and Assessing Talent	Elective	15 Credits	p. 240
Organisational Performance	Elective	15 Credits	p. 258
Compliance & Risk Management	Elective	15 Credits	p. 275
Business & Contract Law	Elective	15 Credits	p. 295
Employee Voice & Engagement	Elective	15 Credits	p. 311
Conflict, Intervention & Negotiation	Elective	15 Credits	p. 328
Expatriation & Repatriation	Elective	15 Credits	p. 344
Managing People in Global Contexts	Elective	15 Credits	p. 358
Exit Award: MSc Professional HR			

MSc's in MSc Professional HR (Performance & Talent Management) or MSc Professional HR (Employment Law) or MSc Professional HR (Employee Relations) or MSc Professional HR (Global HR Management)

Module	Requirement	Credits	Page
Competitive Intelligence for HR	Compulsory	15 Credits	p. 24
Emerging Themes in HR	Compulsory	15 Credits	p.40
HR Strategy – Application and Implementation	Compulsory	15 Credits	p. 56
Managerial Finance	Compulsory	15 Credits	p. 74
Interim Exit Award: Postgraduate Certificate in Professional HR			
Leadership, Management & Entrepreneurialism	Compulsory	15 Credits	p. 87
Organisational Stakeholder Behaviour	Compulsory	15 Credits	p. 106
Reward and Motivation	Elective	15 Credits	p. 120
<i>Plus 15 Credits from the following:</i>			
Employment Law in Practice	Elective	15 Credits	p. 136
Employee Relations	Elective	15 Credits	p. 158
Learning & Development	Elective	15 Credits	p. 180
International and Comparative HR Management Practices	Elective	15 Credits	p. 190
Talent Management	Elective	15 Credits	p. 205
Interim Exit Award: Postgraduate Diploma in Professional HR			
Leading Innovations in HR	Compulsory	30 Credits	p. 220
<i>Plus 30 Credits from:</i>			
Resourcing and Assessing Talent	Elective	15 Credits	p. 236
Organisational Performance	Elective	15 Credits	p. 251
Exit Award: MSc Professional HR (Performance & Talent Management)			
Or 30 Credits from:			
Compliance & Risk Management	Elective	15 Credits	p. 270
Business & Contract Law	Elective	15 Credits	p. 288
Exit Award: MSc Professional HR (Employment Law)			
Or 30 Credits from:			
Employee Voice & Engagement	Elective	15 Credits	P 306
Conflict, Intervention & Negotiation	Elective	15 Credits	p. 323
Exit Award: MSc Professional HR (Employee Relations)			
Or 30 Credits from:			
Expatriation & Repatriation	Elective	15 Credits	P 339
Managing People in Global Contexts	Elective	15 Credits	p. 355
Exit Award: MSc Professional HR (Global HR Management)			
Exit Awards: MSc Professional HR (Performance & Talent Management) or MSc Professional HR (Employment Law) or MSc Professional HR (Employee Relations) or MSc Professional HR (Global HR Management)			