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UNIT TITLE: EMPLOYEE RELATIONS

LEVEL: 3

CREDIT POINTS 20

DURATION: 1 semester of 15 weeks

Total Student Workload (hours) 150

Comprising of:	Class Contact	60
	Lectures	15
	Seminars	30
	Structured Learning	15
	Directed Learning	40
	Independent Learning	47
	Formal Assessment	3

PREREQUISITES:

None

OBJECTIVES:

The unit aims to develop the students knowledge, understanding and awareness of the framework in which employee relations is conducted in modern day society.

At the completion of this unit the students should be able to:

1. Demonstrate a knowledge and understanding necessary for appraising and making effective judgement relating to key employee relations activities.
2. Critically appreciate the techniques and skills required when conducting employee relations.
3. Suggest and evaluate appropriate ways of managing conflict in organisations.
4. Demonstrate a knowledge and understanding of the historical backcloth of the key participants in the conduct of employee relations.
5. Appreciate and evaluate the impact of organisational technological, economic and political change on issues and concerns relating to employee relations.
6. Evaluate the impact of national and European law and policy on the conduct of employee relations.

DESCRIPTION:

Students will have encountered various concepts and issues relating to power, control and conflict in the employment relationship at level 1. Technological economic and legal change together with the decline of power and influence of trade unions now offers opportunities and challenges for personnel practitioners which suggests a re-appraisal of the management of employee relations.

The thrust of the unit is therefore intended to give a deeper and more critical understanding of the conduct of employee relations for students who envisage a future career in personnel and human resource management. A significant proportion of the learning will be geared towards the practicalities of conducting employee relations, and as such the use of case studies will be central to the delivery of the unit.

LEARNING METHODS:

The unit will utilise a mix of lectures and seminars as indicated in the student workload above. Particular emphasis will be placed on the use of case studies as a means by which students can develop an awareness and appreciation of techniques and skills for the evaluation and judgement of employee relations activities.

ASSESSMENT:

1. An assignment during the course of the semester.
2. An examination

Examination 60% Coursework 40%

AREAS OF STUDY:

Perspectives on employee relations- unitary, conflict, social action, marxist etc. Collectivism and individualism.

Labour market and its economic context, technological change and the labour market, effects on organisations design and development, patterns of working.

The institutional framework - employers, employers associations, trade unions, collective bargaining, historically, new patterns, new style agreements, managing in a non-union environment.

The state and employee relations: politics, collective labour law.

Employee relations in practice: management practice, TQM, JIT, discipline, grievance procedures, payment systems. Workplace representation, communication methods, team briefings, participation, negotiation and consultation.

READING

Students are advised to purchase either:

Farnham D (1993) Employee Relations IPM

OR

Farnham D &
Pimlott, J (1995) Understanding Industrial Relations Cassel
(as a background text)

Further useful texts include:

Beaumont, P. (1990) Change in Industrial Relations Routledge

Kessler, S &
Bayliss F. (1995) Contemporary British Industrial Relations Macmillan

Millward, N. (1994) The New Industrial Relations Harvester
Wheatsheaf

Rollinson, D. (1993) Understanding Employee Relations Addison-Wesley

Salamon, M. (1992) Case Studies in Personnel IPM

Students may also find textbooks relating to the Human Resource & Personnel Management a useful source of reference including:

Legge, K. (1995) Human Resource Management
Rhetoric & Realities Macmillan

Sisson, K. (ed) (1994) Personnel Management Blackwell

Storey, J. (ed) (1995) Human Resource Management
A Critical Text Routledge

You will also find the following journals useful:

	Published	Publisher
People Management	Fortnightly	IPD
British Journal of Industrial Relations	Quarterly	Blackwell
Industrial Relations Journal	Quarterly	Blackwell
Industrial Relations Review and Report	Fortnightly	IRS
Journal of Management Studies	Bi-Monthly	Blackwell

Reference lists will be provided relating to specific journal articles and which will be placed on short-term loan. Students should note, however, that this is to supplement their own research.

Unit Reference: HRM225

UNIT TITLE: MANAGEMENT DEVELOPMENT

CREDITS: 20

LEVEL: 3

Delivering Faculty: SBS

Delivering School: Management

Parent Course: BA (Hons) Human Resource Management

Parent Level: 3

Date Validated: January 2002

TOTAL STUDENT WORKLOAD 150 Hours

Typically the weekly hours commitment to the unit will include 2hr of formal delivery with students expected to manage directed learning and independent study in support of the unit in 4 hours.

The normal weekly contact will include:

<i>Lecture:</i>	<i>1hr</i>
<i>Tutorial/seminar:</i>	<i>1hr</i>

Where normal timetabled sessions do not take place, additional directed learning may be provided, and/or students are expected to undertake additional independent learning.

PREREQUISITES

None

UNIT DESCRIPTION

As students prepare for future managerial careers, the environment that they will face will be very different to the one facing managers a decade ago. The impact that globalisation is having on organisations, regardless of size, is creating new development needs for the people who manage these organisations. The increased diversity and complexity in the workplace requires improved managerial knowledge, skills and values in the context of business pressures that have led to a radical transformation in the ways that business functions.

After years of neglect, there has been an increasing awareness in the U.K. of the need to devote organisational efforts to the cultivation, support and development of managerial talent

so that the organisation can meet these new challenges and maximise the contribution of its employees to the achievement of organisational objectives. A great deal of good practice now exists to help students understand how organisations can identify and develop the knowledge, skills and values necessary to enable this contribution.

This unit will explore the changing context of management development in the U.K., the increased attention which has been focussed on the development of managerial talent, the contribution that these activities can have in attaining organisational objectives and the tools, techniques and approaches that are available to help ensure that both personal and organisational development needs are met through Management Development activities.

LEARNING OUTCOMES

A KNOWLEDGE AND UNDERSTANDING

- 1 Critically evaluate theories of management, management roles within organisations and the skills necessary to be an effective manager.
- 2 Appreciate the contribution of Management Development to the achievement of organisational objectives.
- 3 Critically evaluate the ways that managers, potential managers and their organisations can pursue in order to promote required knowledge, skills and values.

B INTELLECTUAL SKILLS

- 1 Critically evaluate new knowledge, concepts and evidence from a range of sources.
- 2 Apply diagnostic, analytical and creative skills in a range of situations.
- 3 Critically review, consolidate and extend a coherent body of knowledge on Management Development in a systematic manner.

C PRACTICAL AND PROFESSIONAL SKILLS

- 1 Design and deliver a Management Development workshop.
- 2 Research theoretical concepts to prepare an essay and answer exam questions.
- 3 Develop a range of practical management skills.

D KEY SKILLS

- 1 Ability to present information, both oral and written, in a coherent and professional manner.

- 2 Work effectively as a member of a team.
- 3 Make effective use of word processing packages.
- 4 Accept responsibility in determining and achieving unit outcomes.
- 5 Demonstrate autonomy with reference to research .

AREAS OF STUDY

The Nature of Management

Review of management processes and functions; the management of daily reality; an analysis of goals, roles, relationships and organisational forms; review of the evolution of management thinking; the role of power and politics; the need for creativity.

The Contribution of MD to Organisational Success

Integrating MD into organisational performance and success; integrating MD into wider HR processes; organisational approaches to MD.

Management Learning

Critical analysis of theories of adult learning, management learning; integration of individual development with organisational development.

The Design of Management Development

The design and delivery of development programmes; training needs analysis; design of interventions; the evaluation of development programmes.

Management Development tools and techniques

6. A critical appraisal of a range of current techniques and methods which might include Action Learning, Mentoring, Coaching, Outdoor Management Development, Experiential Learning, Managerial Self-Development and Competency-based development.

TEACHING AND LEARNING STRATEGY

Related to learning outcomes

- A The core concepts and theories relating to the study of management development will be delivered through a series of lectures and discussed in tutorials. Students will also be required to read textbooks and journals to ascertain relevant information. Further knowledge will be gained through the use of multi-media, such as video, Internet and Intranet and CD-Rom.s

- B** The purpose of the seminars will be to develop the cognitive skills described above through a participative, interactive engagement with unit material which is student-centred and involves discussion, debate and the application of knowledge to management development issues, challenges and scenarios.
- C** The students will develop the outcomes described above through the required assessment but they will also practice in class the design and delivery of management development skills in preparation for the assessed workshop.
- D** Students will be required to work within teams to design and deliver the workshop. Students will be expected to use software packages to deliver their essays in a professional manner. Students will be helped to manage their own time and workload.

ASSESSMENT

Coursework

Weighting %:	40%
Assessment type:	ASSI (Individual Essay)
Weighting %:	20%
Assessment type:	GPRS (Group Workshop)

Coursework marks will be aggregated to obtain one overall coursework mark.

Examination

7.

Weighting %:	40%
Assessment type:	EXAM

8.

9. Students are required to undertake a final examination

ASSESSMENT STRATEGY

The unit will be assessed using three major components. An individual essay will give the students an opportunity to research a particular question related to leadership and write an academic paper which demonstrates their critically evaluative and argument development skills. The group workshop will give the students the opportunity to work in a small group to design and deliver a skills-based workshop. The final examination will be an integrative tool, normally involving a pre-issued case study, which will allow the students the opportunity to demonstrate their depth and breadth of learning of unit material. The assessments have been chosen to help ensure that the learning outcomes described are met.

Table 1: Relation of Assessment Strategy to Learning Outcomes

	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4	D5
Essay	✓	✓		✓		✓		✓		✓		✓	✓	✓
Workshop			✓		✓		✓		✓	✓	✓		✓	✓

Exam	✓	✓	✓	✓	✓	✓		✓		✓				✓
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INDICATIVE READING

Clegg, C., (ed) (1999) *The Experience of Managing*, London, Macmillan

Jacobson, R., (2000) *Leading for a Change*, Woburn, Butterworth-Heinemann

Kakbadse, A., & Kakabadse, N., (1999) *Essence of Leadership*, London, Thomson.
Kamp, D., (1999) *The 21st Century Manager*, London, Kogan Page.

Lussier, R.N., (2000) *Management Fundamentals*, SWCP/Thomson Learning.

Mumford, A., (1999) *Management Development*, London, IPD.

Robbins, S.P., (2000) *Managing Today*, New Jersey, Prentice Hall.

Thomson, A., (2001) *Changing Patterns of Management Development*, London, Blackwells.

Whetten, D.A., & Cameron, K.S., (1998) *Developing Management Skills*, New York, Addison-Wesley.

Woodall D. & Winstanley J., (1998), *Management Development*, Oxford, Blackwells.

AUTHORSHIP

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Date prepared: April 2001

UNIT TITLE: International Human Resource Management**CREDIT POINTS: 20****LEVEL: 3****Parent Course: BA International Business Studies****Delivered by: SBS****TOTAL STUDENT WORKLOAD****150 HOURS****Made up of:**

Student Class contact	48 hrs
Directed learning	30 hrs
Independent learning	72 hrs

PREREQUISITES:

Level 1: Underpinning unit Introduction to International Business or Essentials of Management. Or equivalent.

UNIT DESCRIPTION:

The success or failure of international business operations depends largely on the people employed. The unit therefore examines the nature of human resource management (HRM) but in relation to organisations that are in various stages of internationalisation. The unit builds on previous knowledge and develops international human resource management (IHRM) by considering the function of the HR professional within a range of international structural typologies.

As well as examining the role of the Human Resource function within an international environment, the student will also explore the cultural, economic, social and legislative factors and their influence on practice in a variety of international contexts.

The unit also gives the student the opportunity to explore the differing approaches to managing people with different cultural, social, political and managerial contexts. Use will be made of case studies and practical exercises that give the student the opportunity to challenge and conceptualise current thinking in this area.

The student will specifically evaluate areas such as HRM philosophy across the globe, cross-cultural issues relevant to HRM, women in international management, recruitment and selection, the challenge of the international assignment for the practising manager.

LEARNING OUTCOMES

1. **Knowledge and Understanding**

- 1.1 Understand the conceptual framework and philosophy of International Human Resource Management (IHRM)
- 1.2 Understand the critical arguments put forward of the extent of influence of IHRM in business

2. **Cognitive skills**

- 2.1 Critically evaluate concepts, ideas, evidence and theories
- 2.2 Examine the adequacy of evidence and check alternative interpretations of IHRM
- 2.3 Relate ideas to previous knowledge and experience

3. **Practical and Professional skills**

- 3.1 To be able to set and solve problems by applying concepts and techniques appropriately
- 3.2 Write clearly and cogently, following appropriate academic style and conventions
- 3.3 To integrate course ideas and to see the linkages to IHRM

4. **General/transferable skills**

- 4.1 Develop independence of thought
- 4.2 Be able to be a reflective practitioner/learner

AREAS OF STUDY:

The student will commence with an introduction to the theories and concepts of IHRM. Consideration will be given to comparative systems of HRM and the dilemmas, which have emerged from research in this area. The student will then move on to look at the contemporary issues in IHRM and the problems these pose for the manager and HR professional. These would include such areas as comparing and contrasting IHRM policy and practice worldwide and disparity in research into this area. The student will also examine the challenges that women are facing in the world of international business and what changes need to be made to provide more equity when it comes to recruitment and selection policies and practice. The student will also evaluate and contrast the approaches taken with regard to 'the international assignment'. This area also considers both expatriation and repatriation programmes and the reason for the large failure rates that have been reported. The unit concludes by looking at training and development practices and the importance of providing effective training and development activities such as negotiation and acculturation.

TEACHING AND LEARNING STRATEGY

The unit team will use a range of methods in the delivery of this unit. Lectures are likely to provide the conceptual frameworks whilst tutorials and Structured Learning sessions are aimed at developing the student's depth of knowledge and critical analysis. Use is likely to be made of a participative approach where students, for example, lead an activity based tutorial in order to extend the depth of understanding, practice management skills and encourage independent study. Case studies, discussion groups, role-plays will all be used as tools in encouraging critical and analytical abilities.

It is envisaged that in this level 3 your seminar tutor will often act as facilitator of your learning.

ASSESSMENT STRATEGY

The unit will be assessed by a combination of course work and examination.

10. Assessment type	Genesis	Learning Outcomes Assessed
1. Group presentation 1 (Weighting 20%)	GPRS	1.1, 1.2, 2.1, 2.2, 3.3
2. Individual essay (Weighting 20%)	INDI	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3
3. 2 hour Examination (Weighting 60%)	EXAM	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2

INDICATIVE READING

IHRM Reading List

Core Texts

Beardwell, Ian & Holden, Len: *Human Resource Management: a contemporary perspective* (2nd Edition) (1997) Pitman Publishing

Recommended

Dowling P, Welch D, & Schuler R. *International Human Resource Management managing People in a Multinational Context* (1999) Thomson

Mendenhall M, & Oddou G, *Readings and cases In International Human Resource Management 3ed* (2000) South Western Press

Humes S, *Managing the Multinational – Confronting the Global – Local Dilemma*(1995) Prentice-Hall

Legge K: *Human Resource Management Rhetorics and Realities* (1995) MacMillan

Torrington, D & Hall, H: *Personnel Management: HRM in Action* 4th Ed (1998) Prentice Hall

Torrington, D: *International HRM* (1994) Prentice Hall

Journals

People Management (IPD)

Personnel Review

Personnel Today

Journal of Manpower Studies

Income Data Services

Journal of International Human Resource Management

Journal of Learning Organisations

Unit Leader:

Barry Hodgkins-Wright

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