



## MODULE SPECIFICATION

**Code:** UMOCQW-15-M      **Title:** People and Organisations      **Version:** 3

**Level:** M      **UWE credit rating:** 15      **ECTS credit rating** 7.5

**Module type:** Project

**Owning Faculty:** FBL      **Field:** Organisation Studies

**Faculty Committee approval:** QMAC      **Date:**

**Valid from:** September 2007      **Discontinued from:**  
(Revised September 2011)

**Contributes towards:** MSc Management, MSc Management (International Human Resource Management)

**Pre-requisites:** None

**Co-requisites:** None

**Excluded combinations:** None

### Aim of module

This module explores the challenges, tensions and issues involved in the complex relationships between people and organisations. It aims to:

- provide students with a critical and enquiring understanding of people and organisations
- introduce students to a range of theoretical perspectives and empirical research from both Organisational Studies and Human Resource Management, and to demonstrate how these two disciplines are linked
- develop students' ability to explore a variety of perspectives to analyse people working in organisations

### Learning outcomes

On successful completion of this module students will be able to:

- Draw on theory and research to describe and critically evaluate the theories associated with people and organisations, in order to understand the complexity of relationships
- Understand a range of theoretical frameworks, concepts and research relating to the disciplines of both Human Resource Management and Organisation Studies
- Demonstrate critical insight into how different and multiple perspectives can be used to analyse the experiences of people in organisations

The above learning outcomes are formally assessed through Component A of the assessment.

### Syllabus outline

1. Understanding Organizations: Structure, diversity, gender and horizontal/vertical integration in organizations.
2. Leadership and Ethics: What do we understand by ethical leadership in the 21<sup>st</sup> century?
3. Organisational Culture: Is it something an organization 'has' or something an organization 'is' - implications?

4. **Power and Politics:** Classical and relational perspectives on the unequal distribution and ethical use of power in organisations.
5. **'Managing' change and emotion:** How far can we control change? What role do organizations play in attempting to control or shape their employees emotions.
6. Approaches to strategic human resource management (SHRM): vertical and horizontal integration (Resource Based View, Best Practice, Best Fit).
7. **Resourcing:** Labour market planning; Staff turnover; resourcing and selection
8. **Managing Performance:** What motivates in the workplace? The role of performance management and vertical integration; an exploration of links with reward.
9. **Learning:** Training, learning and development defined; how they are delivered and why they matter.
10. **Bringing it all together:** Exploring overlaps, links and tensions between topics and the different perspectives that can be used in analysis.

### **Teaching and learning methods**

- Teaching Strategy – Classes offer a combination of formal lectures with a variety of participative activities, including case studies (using film), group discussions, and problem-solving activities. The ethos of the module is based around participation and therefore places a high value on the contribution of students in exploring and evaluating theory, and in being able to apply that knowledge to an organisational context. Part of an early class session will be devoted to academic requirements relevant to the assessment requirements of this module.
- Learning Strategy – Students will need to carry out reading (of set texts, and other preparatory material including case studies) before class. The learning which emerges will be enhanced by informal group discussion before, during and after formal classes. The preparatory reading and assignment preparation involve private study.

The Study Skills web page provides support and guidance in a range of areas, and specific guidance will be provided by tutors on sources of information for students' work, including web- and library-based sources. This is in addition to support provided in other modules of the programme.

**Blackboard** – This module is supported by Blackboard, where students will be able to find all necessary module documentation, including detailed session outlines, instructions for preparatory reading, assessment instructions and guidance on further reading.

### **Reading Strategy**

- **Access and Skills** – Students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a large range of journals (both print and electronic) and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Students will be presented with opportunities within the programme curriculum (especially the Dissertation and Research Methods module) and within this and other modules to develop their information retrieval and evaluation skills, in order to identify appropriate resources effectively.
- **Essential reading** – This module has a course reader made up of a number of different articles and book chapters related to the topics taught on the course. Currently this comprises articles from the following texts:

Aston Centre for Human Resources (2008) Strategic Human Resource Management, London: CIPD

Clegg, S., Hardy C., Lawrence, T.B., and Nord, W.R. (2006) *Handbook of Organisation studies* second edition, London; Sage. pp. 725-753.

Cunliffe, A. (2009) *A very short, fairly interesting and reasonably cheap book about management*, London: Sage.

Fineman, S. (1993) *Emotion in Organizations*, London: Sage pp.1-35.

Grey, C. (2008) *A very short, fairly interesting and reasonably cheap book about studying organizations*, London: Sage.

Jackson, B. and Parry, K. (2007) *A very short, fairly interesting and reasonably cheap book about leadership*, London: Sage.

Marchington, M. and Wilkinson, A. (2008) *Human Resource Management at Work*, London: CIPD.

Redman, T. and Wilkinson, A. (2009) *Contemporary Human Resource Management*, Harlow: Pearson.

- **Further reading** – Further Reading will be required to supplement the set texts and other provided readings (see above). The purpose of this Further Reading is to ensure students are familiar with current research, classic works, and material specific to their interests from the academic – often journal – literature. Suggested Further Reading by topic will be indicated in each session, but the following book is fairly concise and gives a good overview of some of the topics.

Cunliffe, A. (2009) *A very short, fairly interesting and reasonably cheap book about management*, London: Sage.

- However students are also expected to use their own initiative and discretion in selecting appropriate Further Reading that will support their study. It is expected that students will engage with academic journals relevant to the module, including some of the following indicative academic journals: *Academy of Management Journal*, *British Journal of Industrial Relations*, *Employee Relations*, *European Journal of Industrial Relations*, *Gender, Work and Organization*, *Human Relations*, *Human Resource Management Journal*, *International Journal of Human Resource Management*, *Journal of Management Studies*, *Organization Studies*, *Organization, Work, Employment & Society* as well as more practitioner-focused material found in publications such as the *Harvard Business Review* and *People Management*.

### **Assessment**

This module encourages students to engage critically and in some depth with a wide range of literature, and to evaluate the way that this literature can be applied in practice, in a variety of organisational settings. The assessment, which comprises two elements, is designed to reflect this ethos and is intended to develop and demonstrate these approaches to learning. Element 1 (an abbreviated case study analysis) is completed after session 7 and provides an opportunity to learn about their strengths and weaknesses in terms of academic writing skills at masters level. Students receive constructive feedback prior to the submission of element 2. For element 2 students must choose topics from the course and construct a 2,500 word critical analysis of a case study. The case study will be determined by the course team, and may use the medium of film, or may be literature based.

#### **ATTEMPT 1**

##### **First Assessment Opportunity**

##### **Component A**

##### **Description of each element**

##### **Element weighting**

1 Short case study analysis (1000 words)

20%

2 Analysis of a case study in the form of an Individual written assignment (2,500 words)

80%

##### **Second Assessment Opportunity (further attendance at taught classes is not required)**

##### **Component A**

##### **Description of each element**

##### **Element weighting**

1 Analysis of a case study in the form of an Individual written assignment (3,000 words)

100%

**Specification confirmed by .....** **Date .....**