



University of the  
West of England

## MODULE SPECIFICATION

**Code:** UMPCXP-15-M      **Title:** Management & Career Development      **Version:** 1

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

**Module type:** Standard

**Owning Faculty:** FBL      **Field:** Human Resource Management

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

**Valid from:** 1 September 2010      **Discontinued from:**

**Contributes towards:** MA Human Resource Management

**Pre-requisites:** None

**Co-requisites:** None

**Excluded combinations:** None

### Aim of module

This module develops knowledge and skills needed for designing, delivering and evaluating management, leadership and career development processes in organisations. We explore these processes in the light of organisations' strategic and operational requirements, emerging trends in management, leadership and careers, and employees' personal and career aspirations.

This module contributes to the knowledge requirements needed to meet the Chartered Institute of Personnel and Development's (CIPD) qualifications at Advanced level.

### Learning outcomes

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

- Deploy a variety of approaches to specifying and measuring the attributes of high performing managers and leaders (Component B)
- Recommend formal and informal interventions for developing managers and leaders which balance organisational requirements with managers' and leaders' learning preferences (Components A and B)
- Evaluate management, leadership and career development processes from the perspectives of organisations and individual employees (Component A)
- Advise critically on the career development needs of employees at different stages of their careers and recommend how these can be satisfied in differing career environments and in light of emerging trends in the nature and management of careers (Components A and B)
- Use self-diagnostic and other awareness-raising methods of assessment to analyse individuals' career aspirations and use feedback and coaching skills to facilitate their development (Component B).

In addition the educational experience may explore, develop, and practise but not formally discretely assess the following:

- Independent learning, group work and skills associated with discussion and debate
- Self-organising and time management skills

### Syllabus outline

- The nature of management and leadership: Frameworks for analysis
- Identifying, measuring and developing the attributes of managers and leaders: The nature and applications of competency
- Management development for the organisation and individuals: Formal and informal approaches
- Action learning: A paradigm of individual and organisational learning
- Evaluating management education, training and development
- Assessment and development centres: Design and measurement issues
- Feedback and coaching in the context of development centres
- Administering development centre assessment activities
- Development centre follow-up: Its implications for organisations and individuals
- Matching and developmental theories of career choice and development: Implications for organisations and individuals
- Career development for the organisation and individuals: Formal and informal approaches
- New careers and the new career environment – or not so new?

### Teaching and learning methods

- Teaching Strategy – Classes offer a combination of formal lectures with a variety of participative activities, including case studies, role play, self-diagnostic exercises, problem-solving activities and group discussion. The module's participative ethos attributes equal value to the contribution of tutor and students in exploring, evaluating and creating theory, and in applying knowledge to the organisational context. This approach promotes the ability to define, obtain, analyse and evaluate information quickly and rigorously, and communicate conclusions and recommendations to team colleagues and professional and academic audiences in a range of formats.

A prominent feature of this module is its inclusion of a four-session skills development component requiring students to design and deliver a 'development centre' in which they play the roles of both assessor and assessed. In small groups, students take the lead in devising, organising, implementing and evaluating assessment activities, and in providing written and oral feedback to fellow-participants. This component is supported by a dedicated study pack.

- Learning Strategy – Students will need to carry out reading (of set texts, and other preparatory material including case studies and study packs) before class, and their learning will be enhanced by group discussion before, during and after formal classes.

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 set textbooks and students are expected to purchase them. Other required reading will be provided either in a module resource pack or will be electronically retrievable via Blackboard or from the library directly. Required reading includes:

Arnold J (1997) *Managing Careers into the 21<sup>st</sup> Century*. London: Paul Chapman.  
 Gold J, Thorpe R. & Mumford A. (2010) *Leadership and Management Development*. 5<sup>th</sup> edn. London: Chartered Institute of Personnel and Development.

- **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 the module handbook/outline provided at the start of the module. However students are also expected to use their own initiative and discretion in selecting appropriate Further Reading that will support their study. Indicative reading includes:

Gibb S (2008) *Human Resource Development: Processes, practices and perspectives*. Basingstoke: Palgrave Macmillan.

Mintzberg H. (2004) *Managers not MBAs: A hard look at the soft practice of managing and management development*. London: Financial Times Prentice Hall.

Pedler M, Burgoyne J. & Boydell T. (2007) *A Manager's Guide to Self-development*. Maidenhead: McGraw-Hill.

### **Assessment**

As this module encourages students to engage critically and in some depth with a wide range of literature, and to assess the implications of this literature for professional practice in an organisational setting, assessment is also intended to develop and assess these approaches to learning and its implementation. All assessment requires students to review theory and knowledge in the context of their own practice and (where appropriate) the context of their employing organisation. Assessment involves presentation of work in a variety of formats, including eg formal literature review, self-reflective commentary, oral presentation, and written reports.

Formative assessment occurs informally throughout the module in the tutor's commentary on students' contributions as individuals and in groups. It is also given formally through the tutor's oral and written feedback on Element 1 (the oral presentation) of Component A of the assessment, which forms the basis for Element 2 (written negotiated assignment) of that component.

Summative assessment takes place at the end of the module, and has two components. Component A, Element 2 comprises a written review of literature relevant to each student's oral contribution presentation and is negotiated individually with the tutor; and Component B (a portfolio of individual work related to the Development Centre component of the module) is submitted as coursework. Together these assessments will enable students to demonstrate that they have achieved the learning outcomes, and covered the syllabus.

**Component B is the FINAL assessment**

**Weighting between components A and B (standard modules only)**

**A: 50%    B: 50%**

**ATTEMPT 1**

**First Assessment Opportunity**

**Component A**

**Description of each element**

- 1 Oral presentation
- 2 Written negotiated assignment (1500 words)

**Element weighting**

25%  
75%

**Component B**

**Description of each element**

- 1 Written assignment (1500 words)

**Element weighting**

100%

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

**Component A**

**Description of each element**

- 1 Individual oral presentation
- 2 Written negotiated assignment (1500 words)

**Element weighting**

25%  
75%

**Component B**

**Description of each element**

- 1 Written assignment (1500 words)

**Element weighting**

100%

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

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**(Associate Dean/Programme Director)**