University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Managing People in Organisations					
Module Code	UMPCXM-15-M		Level	M	Version	1
Owning Faculty	FBL		Field	HRM		
Contributes towards	MA Human Resource Management MA International Human Resource Management					
UWE Credit Rating	15	ETCS Credit Rating	7.5	Module Type	Standard	
Pre-requisites			Co- requisites			
Excluded Combinations			Module Entry requirements			
Valid From	1 September 2010		Valid to			

CAP Approval Date	

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Draw on theory and research to describe and critically evaluate the use of HRM practices individually and in combination to enhance organisational performance and employee well-being (Component A) • Review theories of motivation, commitment and engagement at work in light of their implications for organisational performance and employee well-being (Component B) • Review leading theories of ability and personality, and discuss critically the relationship of ability and personality to work performance and different aspects of well-being (Component B) • Draw on a theoretical debates concerning the nature of culture to evaluate critically the notion that culture can be both managed and controlled (Component B) • Demonstrate critical insight into processes of change in organisations and the role of organisational leadership (variously understood) in facilitating change (Component A) • Discuss critically sources of conflict and power within organisation, and issues involved in the distribution and ethical use of power (Component B)

	• Evaluate the dynamics of behaviour within groups and teams and their implications for individual, group/team and organisational performance (Component B) In addition, the educational experience may explore, develop, and practise <u>but not formally assess</u> the following: • Independent learning, group work and skills associated with discussion and debate • Personal organisation and study skills
Syllabus Outline	1 Enhancing employee contribution: Integrating HRM practice and organizational performance 2 Evaluating the 'high performance work place': Origins, controversies, impact 3 Content theories of motivation: Implications for organizations and individuals 4 Process theories of motivation: Implications for organizations and individuals 5 Ability and personality: Predicting work performance and employee well-being 6 Organisational culture: What an organisation 'has' or what it 'is'? 7 Defining and developing leadership: Historical and contemporary perspectives 8 Leading and managing change 9 Groups, teams and teamwork: Identities, roles, affiliations 10 Politics and conflict: Classical perspectives on the nature, distribution and ethical use of power in organisations 11 Relational power: New perspectives on power in organisations 12 Using the University Library's print and electronic resources to write a review of theoretical and empirical literature
Contact Hours/Scheduled Hours	36 hours (12 x 3 hour sessions)
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 tutors 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. • **Learning Strategy** – Students will need to carry out reading (of set texts, and other preparatory material including case studies) 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	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 to develop their information retrieval and evaluation skills, in order to identify appropriate resources effectively.
Indicative Reading List	**Essential reading** The essential reading will be specified in the module handbook and on Blackboard at the start of the module. This is potentially subject to change at short notice and students should not purchase any text without the guidance of the module leader. Examples of essential reading may include: Arnold J, Silvester J, Patterson F, Robertson I , Cooper C & Burnes B. (2010) *Work Psychology: Understanding Human Behaviour in the Workplace.* 5th edn London: Pearson Huczynski A. & Buchanan D. (2007) *Organisational Behaviour* 6th Edn Harlow: Financial Times - Prentice Hall. Other required reading will be provided either in a module resource pack or will be electronically retrievable via Blackboard or from the library directly. **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** List of examples for validation purposes only. Current advice on reading should be provided in annual module handbook and other more frequently updated sources. McAdams, D. (2009) *The Person: An introduction to the science of personality psychology*. 5th edn. New York: Wiley. Hatch M. (2006) *Organization Theory: Modern, Symbolic, and Postmodern Perspectives.* 2nd edn. Oxford: OUP.

Part 3: Assessment	
Assessment Strategy	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 the context of organisations' internal environment, including (where appropriate) students' own employing organisation. Formative assessment occurs throughout the module in tutors' written response to students' written proposals for each of the module's two items of assessment. Summative assessment takes place at the end of the module, and has two components. Component A is a test under controlled conditions, and Component B is submitted as coursework. Together these assessments will enable students to demonstrate that they have achieved the learning outcomes, and covered the syllabus. Component A, the test under controlled conditions, will also ensure the authenticity of students' work. Specific assessment criteria for both components will be published in the module handbook/outline each year.

Identify final assessment component and element	B	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**50%**	**50%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Test under controlled conditions (90 minutes)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Assignment (1500 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Test under controlled conditions (90 minutes)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Assignment (1500 words)	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.