



University of the
West of England

MODULE SPECIFICATION

Code: UMPCXM-15-M **Title:** Managing People in Organisations **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 investigates challenges, tensions and issues involved in optimising the contribution of people to organisational performance in a variety of organizational contexts, including the market, public and third sectors. It reviews historical and contemporary frameworks for understanding differences between individuals in the context of work, the interaction of leaders and led, and key aspects of the internal organisational environment. Attitudes, affiliations and behaviour at the level of individuals and groups are considered with reference to the design of work and organisations.

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:

- 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 but not formally assess 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

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

- **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. This is potentially subject to change at short notice and students should not purchase any text without the guidance of the module leader. Prescribed reading includes:

Arnold J, Silvester J, Patterson F, Robertson I, Cooper C & Burnes B. 5th edn (2006) *Work Psychology: Understanding human behaviour in the workplace*. London: Pearson

Huczynski A. & Buchanan D. 5th edn. (2007) *Organisational Behaviour* 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 includes:

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.

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 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.

Weighting between components A and B (standard modules only)

A: 50% B: 50%

Component B is the FINAL assessment

ATTEMPT 1

First Assessment Opportunity

Component A

Description of each element

1 Test under controlled conditions (90 minutes)

Element weighting
100%

Component B

Description of each element

1 Assignment (1500 words)

Element weighting
100%

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

Component A

Description of each element

1 Test under controlled conditions (90 minutes)

Element weighting
100%

Component B

Description of each element

1 Assignment (1500 words)

Element weighting
100%

Specification confirmed byDate

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(Associate Dean/Programme Director)