

MODULE DESCRIPTOR

TITLE	Managing Employee Relations			
SI MODULE CODE	44-7833-00S			
CREDITS	15			
LEVEL	7			
JACS CODE	N600			
SUBJECT GROUP	Organisational Behaviour & HRM			
DEPARTMENT	Management			
MODULE LEADER	Tony Bennett			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	25	25	100	150

MODULE AIM(S)

The cornerstone of all human resource (HR) management activity is the employment relationship – as a legal, social, economic and psychological exchange. This module will provide learners with a comprehensive understanding of employment relations perspectives and debates, both national and international, from a theoretical and behavioural competency perspective. It will enable learners to understand, analyse and evaluate competing theories and perspectives associated with managing employment relations strategies and their outcomes on organisational climate, employees and management. The module provides opportunities for learners to critically apply the activities, knowledge and behavioural competencies required for managing employment relations practices in union and non-union, small and large, private, public and indigenous and multinational organisations and will enable learners to review and critically evaluate the roles and functions of different stakeholders in employment relations and the structures and processes required to manage the employment relationship effectively. Learners will also be able to assess the impact of contextual changes on employment relations practices and organisational performance from a managerial perspective and gain insights into the creation and implementation of effective employment relations procedures and policies. The module requires learners to reflect critically on theory and practice from an ethical and professional standpoint and provides opportunities for applied learning and continuous professional development.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to;

- 1 Critically analyse and evaluate different theories and perspectives on employment relations;
- 2 Critically analyse and evaluate the impact of local, national and global political, economic, social and technological changes that shape the employee relations climate;
- 3 Critically compare and contrast the roles and functions of different parties in terms of their ability to control, manage and influence the employment relationship;
- 4 Assess in depth the importance of organisational-level employment relations processes that support organisational performance;
- 5 Understand and critically assess the efficacy of employment relations procedures that help mitigate organisational risk;

- 6 Critically evaluate the degree to which equality and diversity policy and practice underpin organisational approaches to managing the employment relationship.

INDICATIVE CONTENT

- 1 Understand, analyse and critically evaluate different theories and perspectives on employment relations.
- 2 Understand, analyse and critically evaluate the impact of local, national and global contexts shaping employment relations climates.
- 3 Understand, analyse and critically evaluate the roles and functions of the different parties to control and manage the employment relationship.
- 4 Understand, analyse and critically evaluate the importance of organisational-level employment relations processes that support organisational performance, including the design and implementation of policies and practices in the areas of: employee engagement; diversity management; employee communication, involvement and participation; negotiation and bargaining; conflict resolution; and change management and management control.
- 5 Understand, analyse and critically evaluate the importance of employment relations procedures that help mitigate organisational risk, including the design and implementation of policies and practices in the areas of discipline, grievance, dismissal and redundancy.
- 6 Understand, analyse and critically evaluate the integration of employment relations processes and how they impact on policy, practice and organisational outcomes such as performance, employee engagement and managing diversity in the workplace.

LEARNING AND TEACHING METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways;

- Through taught sessions which introduce the concepts, theories and research in the field of employee relations;
- Tutor facilitated role plays to allow students to experience elements of and develop skills in employment relations practice
- Through the E-Learning platform (Blackboard) which provides research linked resources, opportunities for interaction and discussion via forums;
- By using student debates to critically discuss as a group key and challenging aspects of managing the employment relationship
- By providing support and feedback at a number of points during the module to ensure students are maximising their learning through reflective practice

ASSESSMENT STRATEGY AND METHODS

This will be a time constrained summative assessment.

Task No.	<u>TASK DESCRIPTION</u>	SI Code		Word Count / Duration	In-module retrieval available
1	Exam	EX	60%	2 hours	N
2	Essay	CW	40%	2000 words	N

[Task Descriptions and SI Codes](#)

ASSESSMENT CRITERIA

Assessment Criteria	40 - 49%
Critically analyse and evaluate different theories and perspectives on employment relations;	Sufficient engagement with the analysis and evaluation of different theories and perspectives on employment relations
Critically compare and contrast the roles and functions of different parties in terms of their ability to control, manage and influence the employment relationship;	Sufficient evidence that contrasts the roles and function of parties in controlling, managing and influencing the employment relationship;
Assess in depth the importance of organisational-level employment relations processes that support organisational performance;	Sufficient evidence of a critique of how employment relations processes support organisational performance
Understand and critically assess the efficacy of employment relations procedures that help mitigate organisational risk;	Sufficient evidence of a critical assessment of employment relations procedures and how they mitigate organisational risk.
Critically evaluate the degree to which equality and diversity policy and practice underpin organisational approaches to managing the employment relationship.	Sufficient evaluation on how equality and diversity policy and practice underpin organisational approaches to managing the employment relationship.

FEEDBACK

Students will receive feedback on their performance in the following ways;

- Formative feedback is given throughout the module in terms of quizzes, role plays and group discussion

LEARNING RESOURCES (INCLUDING READING LISTS)

Blyton, P. & Turnbull, P. **The Dynamics of Employee Relations**, 3rd edn., Macmillan, 2004

Edwards, P. **Industrial Relations, Theory and Practice** Blackwell 2005

Gennard, J. and Judge, G **Employee Relations** 4th edition, CIPD, 2005

Harley, B. ,Hyman, J. and P. Thompson **Participation and democracy at work** Palgrave Macmillan, Basingstoke, England 2005

Hollingshead, G. et al **Employee Relations**, 2nd ed. Pearson Education Ltd, 2003

Kandola, R. and Fullerton, J. (1998) 2nd ed. *Managing the Mosaic: diversity in action*, Institute of Personnel Development.

Kirton, G. and Greene, A. (2005) 2nd Ed. *The Dynamics of Managing diversity: a Critical Approach*, Oxford: Butterworth and Heinemann.

Leat, M **Exploring Employee Relations**, Butterworth Heinemann, 2001.

Lewis, P. et al. **Employee Relations**, Pearson Education Ltd, 2005 **Lucas, R. ,Lupton, B. and H. Mathieson** Human resource Management in an International Context **CIPD 2007**

Redman, T & Wilkinson, A. **Contemporary Human Resource Management'** 2nd Ed. Pearson Education Ltd., Harlow, England 2006

Rollinson, D. and Dundon, T. (2007) **Understanding Employment Relations** (McGraw Hill)

Employment Relations, Pearson Education Ltd. 2001

Salamon, M. **Industrial Relations** 4th edition FT Prentice Hall 2001

Selwyn, N.M **Employment Law** 14th Edition Oxford, 2006

Sargeant, M. (2003) **The Law at Work: A Practical Guide to Key Issues in Employment Law**

SECTION 2 'MODEL A' MODULE (INFORMATION FOR STAFF ONLY)**MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION****MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE**

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	Y / N
Title Change	Y / N
Level Change	Y / N
Credit Change	Y / N
Assessment Pattern Change	Y / N
Change to Delivery Pattern	Y / N
Date the changes (or new module) will be implemented	09/2011

MODULE DELIVERY PATTERN - If the course will have more than one intake, for example, September and January, please give details of the module start and end dates for each intake

	Module Begins	Module Ends
Course Intake 1	01/2012	05/2012
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

MODULE ASSESSMENT INFORMATION

Does the Module (using Model A Assessment Pattern) Require Either*	
Overall Percentage Mark of 40%	Y
Overall Pass / Fail Grade	N

**NB: Choose one of the above – Model A module cannot include both percentage mark and pass/fail graded tasks*

FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)	Task No. 1
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MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	N
Single Referral Package for All Referred Students	Y

**if YES complete table below*

SINGLE REFERRAL PACKAGE DETAILS

Task No.	TASK DESCRIPTION	SI Code	Task Weighting %	Word Count / Duration
1	Examination	EX	100	3 hours

[Task Descriptions and SI Codes](#)

REVISIONS

Date	Reason
July 2012	Assessment Framework review

