

Intermediate level Specification Human Resources

Regulated Qualifications Framework (RQF)

January 2018



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Key information

Qualification objective

Intermediate qualifications develop knowledge and understanding of different HR models and practices, and the external factors that impact on organisations. They are suited to individuals who:

- seek to develop a career in HR management and development
- are working in the field of HR and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Total qualification time

Total Qualification Time (TQT) is the number of hours it is estimated that a candidate will take to complete a qualification from start to finish and includes guided learning hours, self study, preparation and assessment.

Assessment

Candidates are assessed via a range of assessment methods to ensure that all the learning outcomes and assessment criteria are met in a way that enhances their learning experience. The assessments will allow candidates to demonstrate a clear grasp of the concepts and their ability to link theory to practice and to communicate clearly in the HR field at the appropriate level. Although a variety of assessment methods may be used, the demands made on candidates within and between centres must be comparable to ensure consistency of assessment.

All unit assessment criteria are summatively assessed. Formative assessment is also encouraged within each unit.

Assessment methods may include:

- assignments
- case studies
- integrated work activities
- group and individual presentations
- projects
- reports
- time constrained tests
- examinations
- Viva Voce

Competency-based assessment may also be used in centres that are approved for this method of assessment and have assessors that are occupationally competent.

Centres may choose activities from the CIPD Assessment Bank or design their own. Where a centre devises its own assessments, these must be approved by the CIPD before use.

All centre-marked assessments are subject to external verification to ensure that standards are judged comparatively against internal and external benchmarks.

Credit transfer, exemptions, and recognition of prior learning

CIPD encourages the recognition of previous achievements of candidates. Credit transfer, exemptions, and recognition of prior learning play an important part in this by supporting candidate progression.

During the initial diagnostic interview with candidates any credit transfer, exemption and RPL opportunities should be discussed and the appropriate evidence collected.

Credit transfer

Credit transfer is the process of using credits awarded in the context of one of the CIPD Level 3 Foundation, Level 5 Intermediate or Level 7 Advanced qualifications or other RQF qualification towards the achievement requirements of another CIPD qualification of the same level/type.

Exemption

Exemption is defined as the facility for a candidate to claim exemption from some of the achievement requirements of a CIPD qualification, using evidence of certificated achievement which does not fall within the definition of credit transfer but is deemed by the CIPD to be of equivalent level, content and value.

This means that candidates who have certificated achievements which do not fall within the definition of a credit transfer, as described above, can claim exemption from units/modules within CIPD qualifications that are deemed by CIPD to be of equal level, content and value.

Recognition of prior learning (RPL)

Where candidates do not have prior certificated achievements but do have some non-formal or informal learning, they may seek recognition of prior learning (RPL). We define RPL as a method of assessment, leading to the award of credit that considers whether a candidate can demonstrate that they can meet the assessment requirements for a unit/module through knowledge, understanding and skills they already possess and do not need to develop through a course of learning.

Progression opportunities

CIPD has 3 sizes of qualification, Awards, Certificates, and Diplomas. Candidates can widen their knowledge further by undertaking more units at any time.

On completion of the CIPD Level 5 Award in Human Resources (3-12 credits), candidates can progress their studies by undertaking further units and gaining more credits to achieve a CIPD Level 5 Certificate in Human Resource Management (32 credits) or a CIPD Level 5 Diploma in Human Resource Management (44 credits).

Candidates can also progress their studies further by undertaking the CIPD Advanced Level qualifications.

Intermediate level Specification Human Resources

CIPD Awarded Centres

Rules of combination for CIPD awarded¹ Level 5* Intermediate qualifications in Human Resources

¹ CIPD awarded qualifications are offered at centres with no qualification awarding powers

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

List of units for Level 5 Award in Human Resources

Optional units	Unit code	Credit value	Guided learning hours
Developing Professional Practice	5DVP	4	20
Business Issues and the Contexts of Human Resources	5CHR	6	30
Using Information in Human Resources	5UIN	4	20
Resourcing and Talent Planning	5RST	6	30
Reward Management	5RMT	6	30
Improving Organisational Performance	5IVP	6	30
Employee Engagement	5ENG	6	30
Contemporary Developments in Employment Relations	5DER	6	30
Employment Law	5EML	6	30
Managing and Coordinating the Human Resources Function	5HRF	6	30
Organisation Design	5ODG	3	15
Organisation Development	5ODT	3	15
Human Resources Service Delivery	5SDL	3	15

Rules of combination for CIPD awarded qualifications:

Level 5 Award in Human Resources = 3 to 12 credits and a TQT of between 30 and 120 hours

- free choice of units from the table above to a minimum of 3 credits and a maximum of 12 credits.

List of units for Level 5 Certificate in Human Resource Management

Core units	Unit code	Credit value (FHEQ)	Guided learning hours
Developing Professional Practice	5DVP	4	20
Business Issues and the Contexts of Human Resources	5CHR	6	30
Using Information in Human Resources	5UIN	4	20

Group A: Optional units	Unit code	Credit value	Guided learning hours
Resourcing and Talent Planning	5RST	6	30
Reward Management	5RMT	6	30
Improving Organisational Performance	5IVP	6	30
Employee Engagement	5ENG	6	30
Contemporary Developments in Employment Relations	5DER	6	30
Employment Law	5EML	6	30
Managing and Coordinating the Human Resources Function	5HRF	6	30
Organisation Design	5ODG	3	15
Organisation Development	5ODT	3	15
Human Resources Service Delivery	5SDL	3	15

Group B: Optional units	Unit code	Credit value	Guided learning hours
Using Facilitation Skills	5UFS	6	30
Implementing Coaching and Mentoring	5ICM	6	30
Developing Leadership and Management Skills	5LMS	6	30
Developing and Using Consultancy Skills	5CNS	6	30

Rules of combination for CIPD awarded qualifications:

Level 5 Certificate in Human Resource Management = 32 credits and a TQT of 320 hours

- choose 14 credits from all core units and 18 credits from optional units
- optional choice must include a minimum of 12 credits from Group A and a further 6 credits from either Group A and/or Group B.

List of units for Level 5 Diploma in Human Resource Management

Core units	Unit code	Credit value	Guided learning hours
Developing Professional Practice	5DVP	4	20
Business Issues and the Contexts of Human Resources	5CHR	6	30
Managing and Coordinating the Human Resources Function	5HRF	6	30
Using Information in Human Resources	5UIN	4	20

Group A: Optional units	Unit code	Credit value	Guided learning hours
Resourcing and Talent Planning	5RST	6	30
Reward Management	5RMT	6	30
Improving Organisational Performance	5IVP	6	30
Employee Engagement	5ENG	6	30
Contemporary Developments in Employment Relations	5DER	6	30
Employment Law	5EML	6	30
Organisation Design	5ODG	3	15
Organisation Development	5ODT	3	15
Human Resources Service Delivery	5SDL	3	15

Group B: Optional units	Unit code	Credit value (FHEQ)	Guided learning hours
Using Facilitation Skills	5UFS	6	30
Implementing Coaching and Mentoring	5ICM	6	30
Developing Leadership and Management Skills	5LMS	6	30
Developing and Using Consultancy Skills	5CNS	6	30

Rules of combination for CIPD awarded qualifications:

Level 5 Diploma in Human Resource Management = 44 credits and a TQT of 440 hours

- choose 20 credits from all core units and 24 credits from optional units
- optional choice must include a minimum of 18 credits from Group A and a further 6 credits from either Group A and/or Group B.

Developing Professional Practice

Unit title	Developing Professional Practice
Level	5*
Credit value	4
Unit code	5DVP
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

This unit is designed to enable the learner to develop a sound understanding of the knowledge, skills and behaviours required by Human Resources (HR) professionals, whether in a generalist or specialist role, and as described in the CIPD Profession Map. The unit embraces the 'thinking performer' perspective and covers the competencies needed by the HR professional in a personal capacity, when collaborating and working with others, and when functioning efficiently and effectively in an organisational context. It will enable learners to assess their own strengths and identify a Continuing Professional Development (CPD) plan, based on the capabilities required for ethical, business-focused and interpersonal professional conduct.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand what is required to be an effective and efficient HR professional.
- 2 Be able to perform efficiently and effectively as an HR professional.
- 3 Be able to apply CPD techniques to construct, implement and review a personal development plan.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 hours with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand what is required to be an effective and efficient HR professional.

The role and contribution of the HR professional: three types of professional action: administrative, advisory, executive; the HR professional as ambassador for the HR functions of business partner; change agent; people resourcing, performance and development facilitator; the 'thinking performer' paradigm; defining the contribution of the HR professional and the acquisition of a positive reputation for efficiency, service delivery, trust and reliability; overview of the knowledge, skills and behaviours required for effective role performance as identified in the ten professional areas of the CIPD's Profession Map at Bands 1 and 2.

What it means to be a professional: managing self, managing in groups/teams, managing upwards, managing across the organisation; how these roles interact. Professional ethics and the CIPD Code of Conduct; corporate social responsibility; role-modelling professional behaviours as described in the CIPD Profession Map, Band 1 and 2; the fundamental beliefs and philosophical assumptions that underpin professionalism, for example, an outward-looking, customer-focused, flexible, thinking-performer perspective; obligations for integrity, ethical conduct and confidentiality; handling conflict between professional principles and organisation pressures.

The customers and stakeholders for the HR professional: determining customer expectations and priorities; exercising discretionary judgement when customer requirements compete; the stakeholder concept and its relevance for the HR professional; the skills of creating and sustaining customer relationships; methods for securing customer feedback; valuing customer complaints as a mechanism for enhancing service performance in the future; the search for service excellence.

Working with others: elements of group dynamics; the skills of collaboration and conflict resolution.

The components of effective and ineffective teams: the roles required for effective group/team operation, productive, proactive and positive leadership within groups and teams

2 Be able to perform efficiently and effectively as an HR professional.

The principles and practice of efficient time and project management: classifying and ordering priorities; controlling time to optimise personal productivity while also sustaining positive people relationships; the prevention and control of stress; setting project objectives; elements of project planning, milestone monitoring, scheduling and control.

The components of analytical and critical thinking: situational analysis, decision-making and problem-solving; exercising judgement about the validity and reliability of

information; promoting creativity in self and others; how to question and interpret 'evidence'.

Communication skills for the HR professional: planning and delivering presentations; report-writing; the effective applications for technology as a communication aid.

Building and sustaining positive relationships inside and outside the HR function: the fundamentals of interpersonal effectiveness; the benefits of networking; managing key relationships up the hierarchy; methods for coping with difficult people-related situations.

Formal and semi-formal meetings: the principles of effective membership at meetings; techniques of chairmanship and group leadership.

Techniques for influence, persuasion and negotiating: securing the willing co-operation of others; assertiveness and related skills.

Managing relationships within and across hierarchies: understanding the nature and impact of 'political behaviour' in organisations, coping with functional conflicts, stereotypes and 'political' tensions.

Working within the cultural grain of the organisation: recognising the 'art of the possible' and the boundaries of the permissible.

Involvement with continuous improvement and transformational change programmes: the benefits of cross-functional involvement in terms of personal development and relationship-building.

3 Be able to apply CPD techniques to construct, implement and review a personal development plan.

Continuing professional development (CPD): the basic assumptions for CPD, predicated on personal responsibility for learning, development and continuous improvement.

The rationale for CPD: reflective practice; the need for continuous learning in a turbulent, transformational world; obligations for CPD within the CIPD and the CIPD Profession Map; implications of the commitment to lifelong and self-managed learning.

Self-appraisal and the acquisition of knowledge about perceived performance: sources of information about personal effectiveness.

The design of a meaningful personal development plan: the specification of meaningful, achievable, time-bounded yet stretching development goals and objectives; types of learning activity (linked to own learning-style preferences).

The circularity of personal development: plan-performance-review-plan; monitoring CPD progress through, for example, review of CPD log entries and, where appropriate, the implementation of remedial action programmes; sustaining the motivational momentum.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand what is required to be an effective and efficient HR professional.	1.1 Evaluate what it means to be an HR professional with reference to the CIPD's most current Profession Map. 1.2 Describe the elements of group dynamics and conflict resolution methods.
2 Be able to perform efficiently and effectively as an HR professional	2.1 Apply project management techniques. 2.2 Apply problem-solving techniques. 2.3 Apply a range of methods for influencing, persuading and negotiating with others.
3 Be able to apply CPD techniques to construct, implement and review a personal development plan.	3.1 Undertake a self-assessment of HR professional practice capabilities to identify continuing professional development needs. 3.2 Produce a plan to meet personal development objectives based on an evaluation of different options. 3.3 Reflect on performance against the plan, identify learning points for the future and revise the plan accordingly.

Learning resources for unit: 5DVP

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 ARMSTRONG, M. (2014) *How to be an even better manager: a complete A-Z of proven techniques and essential skills*. 9th ed. London: Kogan Page.
- 2 BARKER, A. (2010) *Improve your communication skills*. 2nd rev ed. London: Kogan Page.
- 3 BENFIELD, K. (2012) *Create a winning team: a practical guide to successful teamworking*. London: Hodder Education.
- 4 FORSYTH, P. (2010) *Successful time management*. London: Kogan Page.
- 5 FRIEDMAN, A. (2011) *Continuing professional development: lifelong learning of millions*. Abingdon: Routledge.
- 6 GALLAGHER, K. (2013) *Skills development for business and management students*. 2nd ed. Oxford: Oxford University Press.
- 7 HARTLEY, S. (2015) *Stronger together: how great teams work*. London: Piatkus.
- 8 JOHNS, T. and PERKINS, G. (2016) Developing professional practice. In: TAYLOR, S. and WOODHAMS, C. (eds). *Studying human resource management*. London: Chartered Institute of Personnel and Development.
- 9 MEGGINSON, D. and WHITAKER, V. (2007) *Continuing professional development*. 2nd ed. London: Chartered Institute of Personnel and Development.
- 10 OWEN, J. (2015) *How to lead: the definitive guide to effective leadership*. 4th ed. Harlow: Pearson Education.
- 11 PEDLER, M., BURGOYNE, J. and BOYDELL, T. (2013) *A manager's guide to self development*. 6th ed. Maidenhead: McGraw-Hill.
- 12 TEMPLAR, R. (2012) *The rules of work: a definitive code for personal success*. 3rd ed. Harlow: Pearson Education.
- 13 ULRICH, D., BROCKBANK, W. and JOHNSON, D. (2008) *HR competencies: mastery at the intersection between people and business*. Alexandria, VA: Society for Human Resource Management.
- 14 WATSON, G. and REISSNER, S. (2014) (eds). *Developing skills for business leadership*. 2nd ed. London: Chartered Institute of Personnel and Development.

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2005) *Career discussions at work: practical tips for HR, managers and employees [online]*. Practical Tool. London: CIPD. Available on the HR and L&D database at: <http://www.cipd.co.uk/hr-resources/database-search.aspx>
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Employee communication [online]*. Factsheet. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z>
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *HR Outlook: Winter 2014-15: views of our profession [online]*. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z>
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Identifying learning and development needs [online]*. Factsheet. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z>
- 5 CLARK, S. (2015) *Ethical decision-making: eight perspectives on workplace dilemmas [online]*. London: Chartered Institute of Personnel and Development. Available at <http://www.cipd.co.uk/hr-resources/a-z>
- 6 HALVORSON, H. (2014) Get your team to do what it says it's going to do. *Harvard Business Review*. Vol 92, No 5, May. pp82-87. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 7 HIRSH, W., CARTER, A. and GIFFORD, J. (2008) *What customers want from HR: the views of line managers, senior managers and employees on HR services and the HR function [online]*. IES Report, No 453. Brighton: Institute for Employment Studies. Available at: <http://www.employment-studies.co.uk/system/files/resources/files/453.pdf> [Accessed 21 October 2015]
- 8 MACAULAY, S. and COOK, S. (2013) Collaboration within teams. *Training Journal*. February. pp54-58. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 9 PARDY, J. (2012) CPD urban myths. *Training Journal*. March. pp55-58. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 10 ROBINSON, D. and TAMKIN, P. (2015) *Teams and the engaging manager*. Brighton: Institute for Employment Studies. Available at: <http://www.employment-studies.co.uk/system/files/resources/files/491.pdf>

Journal articles

- 1 BREMEN, J. and DAVENPORT, T. (2014) The impact of consumer-driven HR. *Workspan*. Vol 57, No 12, December. pp30-36.
- 2 BROWN, K., HYER, N. and ETTENSON, R. (2013) The question every project team should answer. *MIT Sloan Management Review*. Vol 55, No 1, Fall. pp49-57.
- 3 FOX, A. (2013) Customer-centric HR. *HR Magazine*. Vol 58, No 6, June. pp59-64.
- 4 SALAS, E., SHUFFLER, M. and THAYER, A. (2015) Understanding and improving teamwork in organisations: a scientifically based practical. *Human Resource Management*. Vol 54, No 4, July/August. pp599-622.

Key journals

- 1 *People Management*
Available at <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 *Personnel Today*
Available at <http://www.cipd.co.uk/hr-resources/online-journals.aspx>

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service) which aims to improve organisations and working life through better employment relations
- 2 <https://www.gov.uk/government/organisations/department-for-business-innovation-skills>
Website of the Department for Business, Innovation and Skills (BIS)
- 3 www.cbi.org.uk
Website of the Confederation of British Industry
- 4 www.cipd.co.uk/hr-topics/
Links to CIPD resources on over 60 topics covering HR and L&D including factsheets, research, surveys, books and courses
- 5 www.customer1st.co.uk
Website of Customer 1st International
- 6 www.equalityhumanrights.com
Website of the Equality and Human Rights Commission
- 7 www.gov.uk
Government website for information including business issues, HR and training/education
- 8 www.hse.gov.uk
Health & Safety Executive website
- 9 www.instituteofcustomerservice.com
Website of the Institute of Customer Service
- 10 www.investorsinpeople.co.uk
Website offering frameworks for delivering business improvement through people
- 11 www.ons.gov.uk/
Website of the Office for National Statistics
- 12 www.theworkfoundation.com
Website of the Work Foundation
- 13 www.ukces.org.uk
Website of the UK Commission for Employment and Skills

Business Issues and the Contexts of Human Resources

Unit title	Business Issues and the Contexts of Human Resources
Level	5*
Credit value	6
Unit code	5CHR
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

Human Resources (HR) professionals need to understand key developments in the business and external contexts within which HR operates. This unit enables learners to identify and review the business and external contextual factors affecting organisations and to assess the impacts of these factors on the HR function. The unit also examines HR's role in strategy formulation and implementation. The unit is designed to encourage learners to adopt a critical perspective of these contexts and to provide workable organisational and HR solutions to address them.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit learners will be able to:

- 1 Understand the key contemporary business issues and main external factors affecting different organisations and the impact on HR.
- 2 Understand how organisational and HR strategies and practices are shaped and developed.
- 3 Know how to identify and respond to changes in the business environment.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the key contemporary business issues and main external factors affecting different organisations and the impact on HR.

Different types of organisation: SME's; global; private, governmental, and so on; the role of management within them; ways in which HR is delivered in different organisations; the main functional areas of management; the search for sustained organisational performance, business profit and efficiency; analysing, evaluating and drawing conclusions from financial and non-financial data; balanced scorecard or similar performance measurement tools; managing the change agenda.

Factors impacting on organisations: the market and competitive contexts of organisations; principal demographic, social and technological trends; globalisation and international factors; government policy and legal regulation; the European Union (EU) and other international bodies.

2 Understand how organisational and HR strategies and practices are shaped and developed.

Forces shaping the HR agenda; models of the HR function; HR insights, strategies and solutions to support organisational performance; relationships of HR with senior management and line management; basic issues of ethics, accountability and good governance.

Strategy development: how corporate and HR strategies are shaped by the business and external contexts; organisational insights and organisational performance; strategy formulation and implementation; emergent strategies; vertical and horizontal integration; business ethics and accountability.

Techniques and tools to analyse organisational and business environment: for example, PESTLE, SWOT, the value chain, and so on.

3 Know how to identify and respond to changes in the business environment.

HR's role and function in business planning and review: HR as a business partner; environmental scanning.

Assessing and using data: sources of data and business information including HR metrics; handling, analysing and reviewing complex business data; interpreting trends, patterns and metrics in the organisation, and identifying obstacles and risks; responding to change: short-term imperatives and long-term horizons; preparing position and policy papers; communicating with senior, middle managers and staff.

Evaluating agreed strategies: understanding different tools for evaluation.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the key contemporary business issues and main external factors affecting different organisations and the impact on HR.	1.1 Assess a range of different factors which impact on an organisation's business and its HR function.
2 Understand how organisational and HR strategies and practices are shaped and developed.	2.1 Analyse the forces shaping the HR agenda. 2.2 Compare different tools for analysing the business environment. 2.3 Explain the key stages in strategy formulation and implementation and the role of HR. 2.4 Examine HR's contribution to business ethics and accountability.
3 Know how to identify and respond to changes in the business environment.	3.1 Evaluate business performance and the role of HR in business planning and the change management agenda. 3.2 Assess and utilise different sources of business and contextual data for planning purposes.

Learning resources for unit: 5CHR

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 ARMSTRONG, M. and TAYLOR, S. (2014) *Armstrong's handbook of human resource management practice*. 13th ed. London: Kogan Page.
- 2 BEGG, D. and WARD, D. (2012) *Economics for business*. 4th ed. Maidenhead: McGraw-Hill.
- 3 BOXALL, P. and PURCELL, J. (2015) *Strategy and human resource management*. 4th ed. Basingstoke: Palgrave Macmillan.
- 4 BUTLER, M. and ROSE, E. (eds). (2011) *Introduction to organisational behaviour*. London: Chartered Institute of Personnel and Development.
- 5 CHILD, J. (2015) *Organization: contemporary principles and practice*. 2nd ed. Chichester: John Wiley.
- 6 DAFT, R. (2014) *New era of management*. 11th ed. Mason, OH: South-Western Cengage Learning.
- 7 DESJARDINS, J. (2013) *Business ethics: decision making for personal integrity and social responsibility*. 3rd ed. New York: McGraw Hill Higher Education.
- 8 EMIR, A. (2014) *Selwyn's law of employment*. 18th ed. Oxford: Oxford University Press.
- 9 FARNHAM, D. (2015) *Human resource management in context: insights, strategy and solutions*. 4th ed. London: Chartered Institute of Personnel and Development.
- 10 GRANT, R. (2013) *Contemporary strategy analysis: text and cases*. 8th ed. Hoboken, NJ: Wiley.
- 11 KEW, J. and STREDWICK, J. (2016) *Human resource management in a business context*. 3rd ed. London: Chartered Institute of Personnel and Development.
- 12 MARCHINGTON, M., WILKINSON, A., DONNELLY, R. and KYHIGHOU, A. (2016) *Human resource management at work*. 6th ed. London: Chartered Institute of Personnel and Development.
- 13 PHILLIPS, J. and PHILLIPS, P. (2015) *High-impact human capital strategy: addressing the 12 major challenges today's organizations face*. New York: Amacom.
- 14 ROLLINSON, D. (2008) *Organisational behaviour and analysis: an integrated approach*. 4th ed. Harlow: Financial Times/Prentice Hall.
- 15 SANDEL, M. (2013) *What money can't buy: the moral limits of markets*. London: Penguin.
- 16 TAYLOR, S. and EMIR, A. (2015) *Employment law: an introduction*. 4th ed. Oxford: Oxford University Press.
- 17 TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Studying human resource management*. London: Chartered Institute of Personnel and Development.

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Business savvy: giving HR the edge [online]*. Research report. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z>
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Overview of CIPD surveys: a barometer of HR trends and prospects 2013 [online]*. Survey report. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z>
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Understanding the business issues in partnering arrangements [online]*. Research report. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z>
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT (2014) *Industrial strategy & the future of skills policy*. Research report, London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z>

Journal articles

- 1 CAPPELLI, P. (2015) Why we love to hate HR...and what HR can do about it. *Harvard Business Review*. Vol 93, No 7/8, July/August. pp54-61.
- 2 CASCIO, W. (2015) Strategic HRM: too important for an insular approach. *Human Resource Management*. Vol 54, No 3, May/June. pp423-426.
- 3 DAVENPORT, T. (2015) How HR plays its role in leadership development. *Strategic HR Review*. Vol 14, No 3. pp89-93.
- 4 LAWLER, E. and BOUDREAU, J. (2013) What makes human resources effective? *Workspan*. Vol 56, No 6, June. pp33-36.
- 5 PERSAUD, J. and JACOBS, K. (2013) A good head for business. *Human Resources*. July. pp23-27.
6. REILLY, P. (2012) The practice of strategy. *Strategic HR Review*. Vol 11, No 3. pp129-135.

Key journals

- 1 *Human Resource Management Journal*
Available at <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 *International Journal of Human Resource Management*
Available at <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 3 *People Management*
Available at <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 4 *Strategic HR Review*
(Published by Emerald Group)

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service) which aims to improve organisations and working life through better employment relations
- 2 www.bankofengland.co.uk
Website of the Bank of England
- 3 <https://www.gov.uk/government/organisations/departments-for-business-innovation-skills>
Website of the Department for Business, Innovation and Skills (BIS)
- 4 www.cbi.org.uk
Website of the Confederation of British Industry
- 5 www.cipd.co.uk/hr-topics/
Links to CIPD resources on over 60 topics covering HR and L&D including factsheets, research, surveys, books and course
- 6 www.gov.uk
Government website for information including business issues, HR and training/education
- 7 www.hse.gov.uk
Health & Safety Executive website
- 8 <http://www.employment-studies.co.uk/>
Website of the Institute for Employment Studies
- 9 <http://www.ons.gov.uk/ons/index.html>
Website of the Office for National Statistics
- 10 www.theworkfoundation.com
Website of the Work Foundation
- 11 www.ukces.org.uk
Website of the UK Commission for Employment and Skills

Using Information in Human Resources

Unit title	Using Information in Human Resources
Level	5*
Credit value	4
Unit code	5UIN
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

Human Resources (HR) professionals need to be able to present a viable and realistic case for improvement based on sound work-based research and an understanding of what is considered good practice. This core unit develops the skills of research and enquiry in order to enable learners to identify appropriate data sources to support an investigation into an area of HR practice and to synthesise and apply this data, to evaluate the role of HR in business and strategy formulation and implementation, and to prepare and present a business case for improvement.

This unit is suitable for persons who:

- seek to develop a career in human resources management and development
- are working in the field of human resource management and development and need to extend their knowledge and skills
- have responsibility for implementing human resources policies and strategies
- need to understand the role of human resources in the wider, organisational and environmental contexts.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the research process and different research approaches.
- 2 Be able to conduct a critical review of information sources in an area of HR/business practice and analyse the findings.
- 3 Be able to draw meaningful conclusions and evaluate options for change.
- 4 Know how to deliver clear, business-focused reports on an HR issue.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the research process and different research approaches.

Stages in the research process: range of research methodologies and the applications of quantitative and qualitative methods; conversion of raw data into meaningful HR and management information; the parameters and limitations of different research instruments.

2 Be able to conduct a critical review of information sources in an area of HR/business practice and analyse the findings.

Identifying a researchable area: for example an aspect from one of the professional areas in the CIPD Profession Map or from an area of business practice.

Reviewing data: sources of UK and international information relating to HR and management practice, including online databases and search facilities, academic and professional journals, professional and regulatory bodies and sector skills councils reports, organisational policy and financial accounts, industry reports; differences in the presentation of data across a range of written, electronic and oral media; the difference between primary and secondary data.

Conducting the critical review of the information sources: types and purposes of literature reviews, literature review process.

3 Be able to draw meaningful conclusions and evaluate options for change.

Drawing meaningful conclusions: analysis and interpretation of trends, patterns and metrics; evaluation of data collected to inform the conclusions; the business case for change, incorporating cost-benefit and resource analysis; critical success factors to assess the effectiveness of change.

4 Know how to deliver clear, business-focused reports on an HR issue.

Identifying stakeholders: use of stakeholder maps with their interests, needs and likely influence.

Preparing a business report: choosing the format, consideration of a range of written, electronic and oral media; range of narrative and diagrammatic formats; the needs of various stakeholders; range of ways to present data to meet different stakeholder needs; using insights and observations to shape the views of managers and to influence strategy; suggestions for alternative paths of action consistent with observations.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the research process and different research approaches.	1.1 Summarise the stages of the research process and compare different data collection methods.
2 Be able to conduct a critical review of information sources in an area of HR/business practice and analyse the findings	2.1 Identify an area of HR practice for investigation. 2.2 Conduct a critical review of different information sources relevant to the chosen area of HR/business practice.
3 Be able to draw meaningful conclusions and evaluate options for change.	3.1 Draw meaningful conclusions from the review and make justified recommendations for improvements in practice.
4 Know how to deliver clear, business-focused reports on an HR issue.	4.1 Formulate a business report for identified stakeholders that includes an appropriate mix of diagrammatic and narrative formats.

Learning resources for unit: 5UIN

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 ANDERSON, V. (2013) *Research methods in human resource management: investigating a business issue*. 3rd ed. London: Chartered Institute of Personnel and Development.
- 2 BELL, J. and WATERS, S. (2014) *Doing your research project: a guide for first time researchers*. 6th ed. Maidenhead: Open University Press.
- 3 BRYMAN, A. and BELL, E. (2015) *Business research methods*. 4th ed. Oxford: Oxford University Press.
- 4 CAMERON, S. and PRICE, D. (2009) *Business research methods: a practical approach*. London: Chartered Institute of Personnel and Development.
- 5 COOPER, D.R. and SCHINDLER, P.S. (2013) *Business research methods*. 12th ed. New York: McGraw-Hill Education.
- 6 DENSCOMBE, M. (2014) *The good research guide: for small scale social research projects*. 5th ed. Maidenhead: Open University Press.
- 7 EASTERBY-SMITH, M., THORPE, R. and JACKSON, P. (2015) *Management and business research*. 5th ed. London: Sage.
- 8 HORN, R. (2012) *Researching and writing dissertations: a complete guide for business and management students*. 2nd ed. London: Chartered Institute of Personnel and Development.
- 9 MARCHINGTON, M., WILKINSON, A., DONNELLY, R. and KYHIGHOU, A. (2016) *Human resource management at work*. 6th ed. London: Chartered Institute of Personnel and Development.
- 10 SAUNDERS, M., LEWIS, P. and THORNHILL, A. (2015) *Research methods for business students*. 7th ed. Harlow: Pearson Education.
- 11 SILVERMAN, D. (2013) *Doing qualitative research*. 4th ed. London: Sage.
- 12 SILVERMAN, D. (2013) *A very short, fairly interesting and reasonably cheap book about qualitative research*. 2nd ed. London: Sage.
- 13 TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Studying human resource management*. 2nd ed. London: Chartered Institute of Personnel and Development.

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *How to write a persuasive business report [online]*. London: CIPD. Available at : www.cipd.co.uk/hr-resources/a-z
- 2 CIPD surveys and research reports. Available at <http://www.cipd.co.uk/hr-resources>

Key journals

- 1 *Human Resource Management Journal*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 *International Journal of Human Resource Management*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 3 *People Management*
Available at: www.cipd.co.uk/pm
- 4 *Personnel Review*

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service) which aims to improve organisations and working life through better employment relations.
- 2 www.gov.uk/government/organisations/department-for-business-innovation-skills
Website of the Department for Business, Innovation and Skills (BIS)
- 3 www.cipd.co.uk/hr-topics/
Links to CIPD resources on 60 topics covering HR and L&D including factsheets, research, surveys, books, courses and more.
- 4 www.eurofound.europa.eu
Website of the European Foundation for the Improvement of Living and Working Conditions
- 5 www.employment-studies.co.uk/
Website of the Institute for Employment Studies
- 6 www.ons.gov.uk/ons/index.html
Website of the Office for National Statistics
- 7 www.ukces.org.uk
Website of the UK Commission for Employment and Skills

Resourcing and Talent Planning

Unit title	Resourcing and Talent Planning
Level	5*
Credit value	6
Unit code	5RST
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

A fundamental part of the Human Resource (HR) management role is concerned with the mobilisation of a workforce, taking responsibility for ensuring that the organisation is able to access the skills it needs at the time and in the places that it needs them to drive sustained organisation performance. This involves attracting, retaining and, from time to time, managing the departure of staff from the organisation. Achieving this requires insight-driven strategic and operational activity. Organisations are obliged to compete with one another to secure the services of a workforce in labour markets that are continually evolving. One of the major aims of this unit is thus to introduce learners to the strategic approaches that organisations take to position themselves as employers in the labour market and to plan effectively so that they are able to meet their current and anticipated organisational skills needs. Another is to introduce the key operational tools, techniques and practices that organisations use to resource their organisations effectively. These encompass recruitment, selection, workforce planning, staff retention, succession planning, retirement and dismissal processes. The purpose of this unit is to provide an overview of the way different organisations are managing these activities and which are the most effective in the context of diverse and distributed locations.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand key contemporary labour market trends and their significance for workforce planning.
- 2 Be able to undertake talent planning and recruitment activities.
- 3 Understand how to maximise employee retention.
- 4 Know how to manage dismissal, redundancy and retirement effectively and lawfully.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand key contemporary labour market trends and their significance for workforce planning.

Tight and loose labour market conditions: trends in the demand and supply of skills; local and international context; economic context; sources of labour supply; demographic profile and levels of available talent; government and state skills strategies and the role played by different stakeholders in skills development; labour market flexibility and the importance of flexible working in the context of diverse and distributed locations.

Market dynamics and characteristics: understanding the 'language of the business', capability and skills requirements for sustained organisation performance; stakeholder analysis; analysis of the relative strengths and weaknesses of labour market competitors; ways in which organisations position themselves as employers in relation to labour markets; executing recruitment strategies; employer branding, establishing competitive terms and conditions, the characteristics of employers of choice.

2 Be able to undertake talent planning and recruitment activities.

Forecasting demand and supply of skills: analysis and interpretation of trends, patterns and metrics; identification of obstacles and risks; developing strategies to ensure that supplies of skills are secure for the present and future; translating the organisation plan into a people plan; organisation-wide succession planning processes and methodologies, using data, for example performance appraisal, 360-degree feedback; development, deployment and career management processes that provide fair access of opportunity for all; planning a downsizing programme.

External and internal contextual factors that influence recruitment and selection: sources of required talent; the major methods of recruitment – internal and external, informal and formal; specialist expertise, for example outsourcing, offshoring, graduate hiring, experienced hiring; advertising through different media; employment agencies and educational liaison; the role of job descriptions, person specifications and competency frameworks; the major methods of selection – application procedures, selection interviews, ability and personality testing, job references, work samples and assessment centres; key legal requirements in local and international jurisdictions in the conduct of recruitment and selection; diversity and fair access of opportunities for all; evaluation of the effectiveness, validity and reliability of recruitment and selection practices.

3 Understand how to maximise employee retention.

Market knowledge and insights used to maintain or increase retention of employees: building a strategic renewal and retention plan; the costs associated with dysfunctional staff turnover; methods of establishing why staff leave; employee retention strategies; the significance of effective talent planning; the use and value of a variety of induction and transitioning tools; fairness, effective supervision, competitive reward packages and good working conditions; the role of the psychological contract.

4 Know how to manage dismissal, redundancy and retirement effectively and lawfully.

Key legal requirements in local and international jurisdictions in the management of dismissal, redundancy and retirement; good practice in these areas of HR activity; alternatives to redundancy; phased and flexible approaches to the management of retirements.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand key contemporary labour market trends and their significance for workforce planning.	1.1 Assess the major contemporary labour market trends in different country contexts. 1.2 Explain how organisations position themselves strategically in competitive labour markets. 1.3 Explain the significance of tight and loose labour market conditions. 1.4 Describe the role of government, employers and trade unions in ensuring future skills needs are met.
2 Be able to undertake talent planning and recruitment activities.	2.1 Describe the principles of effective workforce planning and the tools used in the process. 2.2 Develop basic succession and career development plans. 2.3 Contribute to plans for downsizing an organisation. 2.4 Contribute to the development of job descriptions, person specifications and competency frameworks. 2.5 Explain the main legal requirements in relation to recruitment and selection. 2.6 Assess the strengths and weaknesses of different methods of recruitment and selection.
3 Understand how to maximise employee retention.	3.1 Explain why people choose to leave or remain employed by organisations and the costs associated with dysfunctional employee turnover. 3.2 Assess the strengths and weaknesses of different approaches to the retention of talent.
4 Know how to manage dismissal, redundancy and retirement effectively and lawfully.	4.1 Advise organisations on good practice in the management of dismissals, retirements and redundancies that complies with current legislation.

Learning resources for unit: 5RST

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 ALLEN, D. and BRYANT, P. (2012) *Managing employee turnover: myths to dispel and strategies for effective management*. New York: Business Expert Press.
- 2 BAKER, T. (2014) *Attracting and retaining talent: becoming an employer of choice*. Basingstoke: Palgrave Macmillan.
- 3 CLUTTERBUCK, D. (2012) *The talent wave: why succession planning fails and what to do about it*. London: Kogan Page.
- 4 COOK, M. (2016) *Personnel selection: adding value through people – a changing picture*. 6th ed. Chichester: Wiley.
- 5 GUION, R.M. (2011) *Assessment, measurement, and prediction for personnel decisions*. 2nd ed. Hove: Routledge.
- 6 INCOMES DATA SERVICES. (2015) *Unfair dismissal*. London: Incomes Data Services.
- 7 LEWIS, D. and SERGEANT, M. (2015) *Employment law: the essentials*. 13th ed. London: Chartered Institute of Personnel and Development.
- 8 MARCHINGTON, M., WILKINSON, A., DONNELLY, R. and KYHIGHOU, A. (2016) *Human resource management at work*. 6th ed. London: Chartered Institute of Personnel and Development.
- 9 NEWELL BROWN, J. (2011) *The complete guide to recruitment: a step-by-step approach to selecting, assessing and hiring the right people*. London: Kogan Page.
- 10 NEWELL BROWN, J. and SWAIN, A. (2012) *The professional recruiter's handbook: delivering excellence in recruitment practice*. 2nd ed. London: Kogan Page.
- 11 NIKOLAOU, I. and OOSTROM, J.K. (eds). (2015) *Employee recruitment, selection and assessment: contemporary issues for theory and practice*. Hove: Psychology Press.

- 12 O'MEARA, B. (2013) *The handbook of strategic recruitment and selection: a systems approach*. Bingley: Emerald.
- 13 PILBEAM, S. and CORBRIDGE, M. (2010) *People resourcing and talent planning: HRM in practice*. 4th ed. Harlow: Financial Times/Prentice Hall.
- 14 TAYLOR, I. (2008) *The assessment and selection handbook: tools, techniques and exercises for effective recruitment and development*. London: Kogan Page.
- 15 TAYLOR, S. (2014) *Resourcing and talent management*. 6th ed. London: Chartered Institute of Personnel and Development.
- 16 TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Human resource management: people and organisations*. London: Chartered Institute of Personnel and Development. [New edition April].
- 17 TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Studying human resource management*. 2nd ed. London: Chartered Institute of Personnel and Development.
- 18 UNGEMAH, J. (2015) *Misplaced talent: a guide to better people decisions*. Hoboken, NJ: John Wiley.
- 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Performance and retirement practices – get it right! [online]*. Policy report. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z/>
- 6 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Pre-employment checks: an employer's guide [online]*. Guide. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 7 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Recruitment: an overview [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 8 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Resourcing and talent planning 2015 [online]*. Survey report. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 9 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Selection methods [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 10 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Talent forward parts 1-6. A series of thought pieces [online]*. Research report. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z/>
- 11 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Talent management: an overview [online]*. Factsheet. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z/>
- 12 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Valuing your talent: resourceful assets? [online]*. Research report. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z/>
- 13 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2010) *Workforce planning: right people, right time, right skills [online]*. Guide. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z/>
- 14 MARTIN, G. (2012) *Lens on talent: a collection of Next Generation HR thought pieces part 2 [online]*. Research report. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z/>
- 15 NEAL, A. and SONSINO, D. (2015) Talent management disrupted. *TD (Talent Development)*. Vol 69, No 9, September. pp30-35. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>.
- 16 SIMS, D. (2014) 5 ways to increase success in succession planning. *TD (Talent Development)*. Vol 68, No 8, August. pp60-65. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>.

Key journals

- 1 *Human Resource Management*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>.
- 2 *Human Resource Management Journal*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>.
- 3 *People Management*
Available at: www.cipd.co.uk/pm
- 4 *Personnel Review*
- 5 *TD: Talent Development*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>.

Online resources

- 1 ACAS (2015) *Equality and discrimination: understanding the basics [online]*. London: Acas. Available at: <http://www.acas.org.uk/media/pdf/e/7/Equality-and-discrimination-understand-the-basics.pdf>
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Chain reaction: making recruitment supply chains work [online]*. Research report. London: CIPD in association with Recruitment and Employment Confederation. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Employee turnover and retention [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Immigration law changes [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>

Journal articles

- 1 RUSHTON, S. (2015) The potential pitfalls of the recruitment process. *Tolley's Employment Law Newsletter*. Vol 20, No 4, February. pp30-31.

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service)
- 2 <https://www.gov.uk/government/organisations/department-for-business-innovation-skills>
Website of the Department for Business, Innovation and Skills (BIS)
- 3 www.cipd.co.uk/hr-topics/
Links to CIPD resources on 60 topics covering HR and L&D including factsheets, research, surveys, books, courses and more.
- 4 www.equalityhumanrights.com
Website of the Equality and Human Rights Commission
- 5 www.eurofound.europa.eu
Website of the European Foundation for the Improvement of Living and Working Conditions
- 6 www.hse.gov.uk
Health & Safety Executive website
- 7 www.ico.org.uk
Information Commissioner's Office website for information in relation to Data Protection
- 8 <http://www.employment-studies.co.uk/>
Website of the Institute for Employment Studies
- 9 www.investorsinpeople.co.uk
Website offering frameworks for delivering business improvement through people.
- 10 www.td.org
Website of the Association for Talent Development (ATD), formerly ASTD, the American association concerned with developing talent in organizations.
- 11 www.ukces.org.uk
Website of the UK Commission for Employment and Skills

Reward Management

Unit title	Reward Management
Level	5*
Credit value	6
Unit code	5RMT
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

The reward management unit provides the learner with a wide understanding of how the business context drives reward strategies and policies, including labour market, industrial and sector trends, regional differences and trends in pay and international comparisons; the financial drivers of the organisation, the balance sheet and the impact of reward costs. The learner is required to gather and evaluate intelligence on a wide range of reward data and show how this impacts upon business decisions. The learner will acquire knowledge of the perspectives, principles and policies of reward from a theoretical and strategic focus and learn how to implement them in practice. The learner will be able to assess the contribution of reward to business viability and advise on the appropriateness of policies and practices to line managers to promote employee performance.

This unit is suitable for persons who:

- seek to develop a career in human resource management and development
- are working in the field of human resource management and development and need to extend their knowledge and skills
- have responsibility for implementing human resource policies and strategies need to understand the role of human resources in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the business context of reward and the use of reward intelligence.
- 2 Understand key reward principles and the implementation of policies and practices.
- 3 Understand the role of line managers in making reward decisions.

Guided learning hours

The guided learning for this unit hours would normally be considered to be 30 with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the business context of reward and the use of reward intelligence.

Researching the context of reward: levels of business confidence; economic outlook; industrial trends and sector profiles – private, public and voluntary; equality legislation; regional differences in pay; occupational classification, labour force trends, pay reviews and pay trends; international comparisons, legal frameworks and cultural drivers.

Analysing the impact of internal and external factors, for example labour market, human capital, efficiency wage and agency; the psychological contract, expectancy and equity; collective bargaining and pay determination; development of pay determination, the increasing regulation of pay, competitiveness, external and internal equity.

Gathering reward intelligence: sources of intelligence; evaluation, reliability and measurement of data; earnings, working hours, inflation, recruitment and vacancies; unemployment, pay settlements, bargaining and industrial disputes; reward and salary surveys, payroll data; the national minimum wage and equal pay.

2 Understand key reward principles and the implementation of policies and practices.

Principles of reward: the total reward approach, intrinsic and extrinsic rewards; fairness, consistency and transparency; integrating reward with business objectives; implementing reward policies and practices.

Policy initiatives: equal pay, benefits, and pensions; diversity and inclusivity; equitable, reasonable and meritocratic application; international and expatriate remuneration.

Key practices: grade and pay structures, job evaluation schemes; systems and processes to manage job evaluation and levelling of jobs, boundaries and controls to maintain grade structure integrity and to avoid drift; market rates and performance related pay; financial metrics and organisation performance; balance sheet; impact of reward costs; development of budgets and resource recommendations.

3 Understand the role of line managers in making reward decisions.

Line management: HR's role in involving line managers in reward decisions and in maintaining equity, fairness, consistency and transparency; supporting line manager's ownership of intrinsic and extrinsic rewards; training, job evaluation, promoting responsibility, opportunities to participate and other intrinsic and recognition rewards; types of reward, for example starting and basic salaries, incentives, commission, bonus schemes, performance-related pay, profit-sharing, profit-related pay, share schemes.

Evaluating the impact of intrinsic and extrinsic rewards: measurement, equity, expectancy, team-working, intrinsic orientation, senior management support, impact on motivation and results; linking behaviours and achievement measures directly to rewards.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the business context of reward and the use of reward intelligence.	1.1 Assess the context of the reward environment and key perspectives that inform reward decisions. 1.2 Explain the most appropriate ways in which reward intelligence can be gathered and presented.
2 Understand key reward principles and the implementation of policies and practices.	2.1 Evaluate the principle of total rewards and its importance to reward strategy. 2.2 Explain the significance of equity, fairness, consistency and transparency as they affect reward policies and practices. 2.3 Explain how policy initiatives and practices are implemented.
3 Understand the role of line managers in making reward decisions.	3.1 Explain the various ways in which line managers contribute to reward decision making. 3.2 Assess the contribution of extrinsic and intrinsic rewards to improving employee contribution and sustained organisation performance.

Learning resources for unit: 5RMT

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 ARMSTRONG, M. (2012) *Armstrong's handbook of reward management practice: improving performance through reward*. 4th ed. London: Kogan Page.
- 2 ARMSTRONG, M. and CUMMINS, A. (2011) *The reward management toolkit: a step-by-step guide to designing and delivering pay and benefits*. London: Kogan Page. [New edition 2016].
- 3 CORBY, S., PALMER, S. and LINDOP, E. (2009) *Rethinking reward*. Basingstoke: Palgrave Macmillan.
- 4 PERKINS, S. J., WHITE, G. and JONES, S. (2016) *Reward management: alternatives, consequences and contexts*. 3rd ed. London: Chartered Institute of Personnel and Development.
- 5 ROSE, M. (2014) *Reward management*. London: Kogan Page.
- 6 TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Studying human resource management*. 2nd ed. London: Chartered Institute of Personnel and Development.
- 7 TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Human resource management: people and organisations*. 2nd ed. London: Chartered Institute of Personnel and Development.

Key journals

- 1 *British Journal of Industrial Relations*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 *Compensation and Benefits Review*
- 3 *Employee Benefits*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 4 *Employee Relations*
- 5 *Human Resource Management Journal*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 6 *Pay and Benefits*
- 7 *Workplace Savings and Benefits*
- 8 *Workspan*
- 9 *WorldatWork Journal*

Online resources

- 1 ACAS. (2014) *Job evaluation: considerations and risks [online]*. Advisory booklet. London: Acas. Available at: <http://www.acas.org.uk/index.aspx?articleid=4670>
- 2 ACAS. (2006) *Pay systems [online]*. Advisory booklet. London: Acas. Available at: <http://www.acas.org.uk/index.aspx?articleid=1366>

- 3 CALNAN, M. M. (2015) Uncovering total reward. *Employee Benefits*. June. p42-43. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
 - 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Employee benefits [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/factsheets
 - 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Employee Outlook: focus on employee attitudes to pay and pensions: Winter 2014-15 [online]*. Survey report. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
 - 6 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Equal pay [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/factsheets
 - 7 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Flexible and voluntary benefits [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/factsheets
 - 8 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Market pricing and job evaluation [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
 - 9 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Pay progression [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
 - 10 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2011) *Pay review process [online]*. Guide. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
 - 11 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Pay structures [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
 - 12 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Reward and pay: an overview [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
 - 13 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Reward management 2014-15 [online]*. Survey report. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
 - 14 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Strategic reward and total reward [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
 - 15 LUPTON, B., ROWE, A. and WHITTLE, R. (2015) *Show me the money: the behavioural science of reward [online]*. Research report. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
 - 16 OFFICE FOR NATIONAL STATISTICS. (2015) *UK labour market: part 6 average weekly earnings [online]*. Newport: ONS. Available at: <http://www.ons.gov.uk/ons/rel/lms/labour-market-statistics/march-2015/statistical-bulletin.html#tab=6--Average-Weekly-Earnings>
 - 17 OFFICE FOR NATIONAL STATISTICS. (2014) *Annual survey of hours and earnings: 2014 provisional results [online]*. Newport: ONS. Available at: <http://www.ons.gov.uk/ons/rel/ashe/annual-survey-of-hours-and-earnings/2014-provisional-results/stb-ashe-statistical-bulletin-2014.html>
 - 18 PATON, N. (2014) Is total reward really dead? *Employee Benefits*. December. pp26-27. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
 - 19 PEPPER, A. and CAMPBELL, R. (2014) *Executive reward: a review of the drivers and consequences [online]*. Research report. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
 - 20 WOODWARD, N. (2012) Matching jobs with pay. *HR Magazine*. Vol 57, No 5. pp55-56,58. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- ### Journal articles
- 1 BRINK, S. and MYHR, M.E. (2014) Assessing competitive pay for executives in a global labor market. *Benefits and Compensation International*. Vol 44, No 1, July/August. pp15-18.
 - 2 BROWN, D. (2014) The future of reward management: from total reward strategies to smart rewards. *Compensation and Benefits Review*. Vol 46, No 3, May/June. pp147-151.
 - 3 CHOUDRY, N. (2014) Mandatory equal pay audits. *Company Secretary's Review*. Vol 38, No 10, 27 August. pp73-75.
 - 4 GIANCOLA, F. (2014) What the research says about the effects of open pay policies on employees' pay satisfaction and job performance. *Compensation and Benefits Review*. Vol 46, No 3, May/June. pp161-168.
 - 5 GONZALEZ, J.P. (2015) Annual salary increases: is the juice worth the squeeze? *Workspan*. Vol 58, No 9, September. pp56-60.
 - 6 GODAR, P. and FREY, R. (2014) 4 ways to transform your rewards strategy. *Workspan*. Vol 57, No 7, July. pp44-47.
 - 7 GREENE, R.J. (2015) What should you pay: the job? the person? the results? *Workspan*. Vol 58, No 1, January. pp32-36.
 - 8 INCOMES DATA SERVICES. (2013) Building blocks of reward: job evaluation. *IDS Pay Report*. No 1114, July. pp17-19.
 - 9 JOHNSON, P., MCMULLEN, T. and ROYAL, M. (2015) Job evaluation: relevant, robust and reimaged. *Workspan*. Vol 58, No 9, September. pp26-30, 32.
 - 10 KROPP, B. and DUNN, M. (2014) Total rewards: integration in six steps. *Workspan*. Vol 57, No 9, September. pp54-58.
 - 11 LARDNER, S. (2015) Effective reward encourages effective engagement. *Strategic HR Review*. Vol 14, No 4. pp131-134.
 - 12 SHAW, J.D. and GUPTA, N. (2015) Let the evidence speak again! Financial incentives are more effective than we thought. *Human Resource Management Journal*. Vol 25, No 3, July. pp281-293.

- 13 SLUTSKY, S. (2015) 4 ways to truly pay for performance. *Workspan*. Vol 58, No 2, February. pp50-55.
- 14 UK women still suffer a gender pay gap after 45 years. (2015) *Workplace Report*. No 135, May. pp18-19.

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service) which aims to improve organisations and working life through better employment relations
- 2 www.bankofengland.co.uk
Website of the Bank of England
- 3 <https://www.gov.uk/government/organisations/departments-for-business-innovation-skills>
Website of the Department for Business, Innovation and Skills (BIS)
- 4 www.cipd.co.uk/hr-topics/reward-management.aspx
Links to CIPD resources on reward including factsheets, research, surveys, books, courses and more
- 5 www.e-reward.co.uk
Website of e-reward provides advice, research and guidance on all aspects of reward
- 6 www.eurofound.europa.eu
Website of the European Foundation for the Improvement of Living and Working Conditions
- 7 www.highpaycentre.org
Website of The *High Pay Centre* is an independent non-party think tank established to monitor pay at the top of the income distribution
- 8 <http://www.employment-studies.co.uk/>
Website of the Institute for Employment Studies
- 9 www.ifs.org.uk/
Website of the Institute for Fiscal Studies an independent research institute, IFS was launched with the principal aim of better understanding how policies affect individuals, families, businesses and the government's finances
- 10 www.lowpay.gov.uk/lowpay/index.shtml
Website of the Low Pay Commission - information on low pay and minimum wage
- 11 <https://www.gov.uk/government/organisations/office-of-manpower-economics>
Website of the Office of Manpower Economics provides an independent secretariat to eight Pay Review Bodies which make recommendations impacting pay of many UK public sector workers
- 12 www.oecd.org
Website of the Organisation for Economic Co-operation and Development
- 13 www.ons.gov.uk
Website of the Office for National Statistics

Improving Organisational Performance

Unit title	Improving Organisational Performance
Level	5*
Credit value	6
Unit code	5IVP
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

This unit introduces the learner to how organisations can drive sustained organisation performance by creating a high-performance work organisation (HPWO) and involving line managers in the performance management process. The unit assesses the different conceptual frameworks of high-performance working (HPW) and examines its impact on organisational performance, competitive advantage, employee engagement and employee well-being. It provides the learner with the business case for, and the barriers to, HPW as well as the role of people management in improving organisational performance. Furthermore, the unit examines the contribution of the performance management process and shows how the involvement and commitment of line managers, and the use of effective and inclusive collaborative working and communication techniques, can support the building of a high-performance culture that promotes diversity, trust, enthusiasm and commitment and that recognises critical skills, capabilities, experience and performance.

This unit is suitable for persons who:

- seek to develop a career in human resources (HR) management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the concept of high-performance working (HPW) and its contribution to creating and sustaining a high-performance work organisation (HPWO).
- 2 Understand the contribution of performance management to high levels of performance and the role of line managers in the process.
- 3 Know how to create and sustain a community of practice to build a high-performance culture.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the concept of high-performance working (HPW) and its contribution to creating and sustaining a high-performance work organisation (HPWO).

Concept of HPW: HPW as a bundle of practices, a system or process of cultural change; high-commitment management, high-involvement management; flexible production systems and innovative work systems.

Components of HPW: leadership and strategy; work organisation (job design and teamwork); workforce and organisational development; employee involvement and reward; building a high-performance culture and customer value.

Evaluating the evidence: the link between HPW and sustainable organisation performance, competitive advantage, employee engagement and well-being.

The development of HPWOs in the UK and internationally: how HPW can contribute to the achievement of organisational objectives, for example productivity, profit, innovation, labour turnover, employee and customer satisfaction, and so on; the trade union contribution; the role of people management in driving organisational performance and building foundations for future success; need for high-performance management to support the long term and short term and to build enduring organisation performance.

Barriers to HPW: for example attitudes to change, costs in time and effort, financial costs, lack of understanding.

2 Understand the contribution of performance management to high levels of performance and the role of line managers in the process.

Main stages: objective setting, performing and developing, performance review.

Role of line managers: line manager involvement in the high-performance management journey; the role of development reviews (appraisal) in managing continuous personal development; the role of the line manager in coaching, counselling and mentoring; the use of personal development and performance improvement plans; the role of performance review meetings; evaluating the use of targets, self-evaluation, 360-degree feedback and discipline; improving performance with financial and non-financial rewards; monitoring and mentoring of line managers in the performance management process to ensure equity.

Contribution of participants: the contribution and roles of participants in the performance management process, that is, HR specialists, line managers, team members and individual employees; the range of HR levers that can be applied in delivering business performance and continuous improvement; the continual performance management cycle; performance planning, managing expectations, agreeing objectives and measuring assessment; linking individual and team performance to organisational performance, for example the balanced scorecard; the contribution of the performance management process to promoting challenges, capability and recognising and rewarding talent differentially according to performance in an equitable, reasonable and meritocratic way.

3 Know how to create and sustain a community of practice to build a high-performance culture.

Effective and inclusive collaborative working and communication techniques that support organisational values, generate trust, promote diversity and relate potential: improving the performance management capability of participants by supporting their development needs; providing online support to facilitate performance improvement and learning.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the concept of high- performance working (HPW) and its contribution to creating and sustaining a high-performance work organisation (HPWO).	1.1 Analyse the concept and components of HPW. 1.2 Evaluate the link between HPW and sustainable organisation performance, employee well-being and competitive advantage. 1.3 Identify the barriers to HPW.
2 Understand the contribution of performance management to high levels of performance and the role of line managers in the process.	2.1 Describe the main stages of the performance management cycle and the role of development and performance reviews. 2.2 Describe the most appropriate ways to involve line managers in the performance review process. 2.3 Evaluate the contribution of the performance management process to promoting challenges, capability or recognising and rewarding talent.
3 Know how to create and sustain a community of practice to build a high-performance culture.	3.1 Explain ways of building trust, enthusiasm and commitment in support of a high-performance culture.

Learning resources for unit: 5IVP

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 ARMSTRONG, M. (2015) *Armstrong's handbook of performance management: an evidence-based guide to delivering high performance*. 5th ed. London: Kogan Page.
- 2 AGUINIS, H. (2012) *Performance management*. 3rd ed. London: Pearson.
- 3 ASHDOWN, L. (2014) *Performance management*. London: Kogan Page.
- 4 FLEETWOOD, S. and HESKETH, A. (2010) *Explaining the performance of human resource management*. Cambridge: Cambridge University Press.
- 5 HOLBECH, L. (2005) *The high performance organization: creating dynamic stability and sustainable success*. Oxford: Elsevier Butterworth Heinemann.
- 6 HUTCHINSON, S. (2013) *Performance management: theory and practice*. London: Chartered Institute of Personnel and Development.
- 7 LAWLER, E. E., MOHRMAN, S. A. and LEDFORD, G. E. (1995) *Creating high performance organizations: practices and results of employee involvement and quality management in Fortune 1000 companies*. San Francisco, CA: Jossey-Bass.
- 8 MANION, J.J. (2012) *The workforce engagement equation: a practitioner's guide to creating and sustaining high performance*. Boca Raton, FL : Taylor & Francis.
- 9 NIELSEN, S. B. and HUNTER, D.E.K. (2013) *Performance management and evaluation*. New Directions for Evaluation, No 137. San Francisco, CA: Jossey Bass.
- 10 PAAUWE, J., GUEST, D. and WRIGHT, P. (eds). (2013) *HRM and performance: achievements and challenges*. Chichester: Wiley.
- 11 ROBINSON, I. (2006) *Human resource management in organisations: the theory and practice of high performance*. London: Chartered Institute of Personnel and Development.
- 12 SHIELDS, J., BROWN, M. and KAIN, S. (2016) *Managing employee performance and reward: concepts, practices, strategies*. 2nd ed. Cambridge: Cambridge University Press.
- 13 STEWART, J. and ROGERS, P. (eds.) (2012) *Developing people and organisations*. London: Chartered Institute of Personnel and Development. [Chapter 7].
- 14 TAYLOR, S. and WOODHAMS, C. (eds.) (2016) *Human resource management : people and organisations*. 2nd ed. London: Chartered Institute of Personnel and Development.
- 15 TAYLOR, S. and WOODHAMS, C. (eds.) (2016) *Studying human resource management*. 2nd ed. London: Chartered Institute of Personnel and Development.

Online resources

- 1 ACAS. (2014) *How to manage performance [online]*. London: Acas. Available at : <http://www.acas.org.uk/media/pdf/m/O/How-to-manage-performance-advisory-booklet.pdf>
- 2 BOON, C. and KALSHOVEN, K. (2014) How high-commitment HRM relates to engagement and commitment: the moderating role of task proficiency. *Human Resource Management*. Vol 53, No 3, May. pp403-420. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 3 BOSTON CONSULTING GROUP. (2011) *High performance organizations: the secrets of their success [online]*. [Toronto]: BCG. Available at: <https://www.bcg.com/documents/file84953.pdf>
- 4 BUCKINGHAM, M. and GOODALL, M. (2015) Reinventing performance management. *Harvard Business Review*. Vol 93, No 4, April. pp40-50. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Achieving sustainable organisation performance through HR in SMEs [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 6 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Feedback : 360 degree [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 7 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Performance management: an overview [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 8 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Sustainable organisation performance [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 9 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2011) *Sustainable organisation performance: what really makes the difference? Final report [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 10 COCKERILL, T. and MESTER, B. (2006) How to develop high performance. *People Management*. Vol 12, No 7, 6 April. pp52-53. Available at: <http://www.cipd.co.uk/pm/peoplemanagement/b/weblog/archive/2013/01/29/howtodevelop-2006-04.aspx>
- 11 DELLA TORRE, E. and SOLARI, L. (2013) High-performance work systems and the change management process in medium-sized firms. *International Journal of Human Resource Management*. Vol 24, No 13, November. pp2583-2697. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 12 GODARD J. (2004) A critical assessment of the high performance paradigm. *British Journal of Industrial Relations*. Vol 42, No 2, June. pp349-378. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 13 KINNIE, N., SWART, J. and HOPE-HAILEY, V. (2012) *Innovative forms of organising: networked working [online]*. Research report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/hr-resources/a-z
- 14 MITCHELL, R., OBEIDAT, S. and BRAY, M. (2013) The effect of strategic human resource management on organizational performance: the mediating role of high-performance human resource practices. *Human Resource Management*. Vol 52, No 6, November-December. pp899-921. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 15 PURCELL J., KINNIE, N. and HUTCHINSON, S. (2003) *Understanding the people and performance link: unlocking the black box*. London: Chartered Institute of Personnel and Development. Available on the HR and L&D database at: <http://www.cipd.co.uk/hr-resources/database-search.aspx>
- 16 TAMKIN, P. (2004) *High performance work practices [online]*. Falmer, Brighton: Institute for Employment Studies. Available at : <http://www.employment-studies.co.uk/system/files/resources/files/mp36.pdf>
- 17 WOOD, S., BURRIDGE, M. and GREEN, W. (2013) *High performance working in the employer skills survey [online]*. Evidence report, No 17. London: UK Commission for Employment and Skills. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/303153/evidence-report-71-hpw-ess.pdf
- 18 ZHANG, B. and MORRIS, J. L. (2014) High-performance work systems and organizational performance: testing the mediation role of employee outcomes using evidence from PR China. *International Journal of Human Resource Management*. Vol 25, No 1. pp68-90. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>

Journal articles

- 1 BECKER, B. and HUSELID, M. (1998) High performance work systems and firm performance: a synthesis of research and managerial implications. *Research in Personnel and Human Resources Management*. Vol 16. pp53-101.
- 2 BOXALL, P. (2012) High-performance work systems: what, why, how and for whom? *Asia Pacific Journal of Human Resources*. Vol 50, No 2, April. pp169-186.
- 3 BOXALL, P. and MACKY, K. (2007) High-performance work systems and organisational performance: bridging theory and practice. *Asia Pacific Journal of Human Resources*. Vol 45, No 3, December. pp261-270.
- 4 GILL, C. (2009) Union impact on the effective adoption of high performance work practices. *Human Resource Management Review*. Vol 19, No 1, March. pp39-50.
- 5 HILTROP, J-M. (2005) Creating HR capability in high performance organizations. *Strategic Change*. Vol 14, No 3, May. pp121-131.

- 6 HOQUE, K., BACON, N. and WU, N. (2014) The adoption of high performance work practices in small businesses: the influence of markets, characteristics and HR expertise. *International Journal of Human Resource Management*. Vol 52, No 8, April. pp1149-1169.
- 7 STEWART, P., DANFORD, A. and RICHARDSON, M. (2010) Workers' experiences of skill, training and participation in lean and high performance workplaces in Britain and Italy. *Employee Relations*. Vol 32, No 6. pp 606-624.
- 8 VICKERS, M., OVERHOLT, M. and JAMROG, J. (2008) High-performance organizations: finding the elements of excellence. *People & Strategy*. Vol 31, No 1. pp29-38.
- 9 ZHANG, M., FAN, D. D. and ZHU, C. J. (2014) High-performance work systems, corporate social performance and employee outcomes: exploring the missing links. *Journal of Business Ethics*. Vol 120, No 3, March. pp423-435.

Key journals

- 1 *Human Resource Management Journal*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 *British Journal of Industrial Relations*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 3 *People Management*
Available at: www.cipd.co.uk/pm

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service) which aims to improve organisations and working life through better employment relations.
- 2 <https://www.gov.uk/government/organisations/departments/departments-for-business-innovation-skills>
Website of the Department for Business, Innovation and Skills (BIS)
- 3 www.cipd.co.uk/hr-topics/
Links to CIPD resources on 60 topics covering HR and L&D including factsheets, research, surveys, books, courses and more.
- 4 www.eurofound.europa.eu
Website of the European Foundation for the Improvement of Living and Working Conditions
- 5 <http://www.employment-studies.co.uk/>
Website of the Institute for Employment Studies
- 6 www.investorsinpeople.co.uk
Website offering frameworks for delivering business improvement through people.
- 7 www.ukces.org.uk
Website of the UK Commission for Employment and Skills

Employee Engagement

Unit title	Employee Engagement
Level	5*
Credit value	6
Unit code	5ENG
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

This unit is intended to provide learners with a broad understanding of what is meant by employee engagement, including how it can be linked to and yet be distinguished from other related concepts. It covers the components of employee engagement and the processes through which high levels of engagement can be secured and sustained within an organisation, with special reference to the comprehensive application of human resources (HR) policies, strategies and practices. The unit also introduces the learner to the principles of and applications for high-performance working (HPW).

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the concept and components of employee engagement and evidence showing its contribution to achieving business outcomes.
- 2 Understand the importance of employee engagement as a contributor to positive corporate outcomes.
- 3 Know how to implement HR strategies and practices to raise levels of employee engagement in a specific organisational context.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 hours with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the concept and components of employee engagement and evidence showing its contribution to business outcomes.

Employee engagement: what it is and what it is not: definitions of employee engagement; the elements that differentiate employee engagement from other apparently similar concepts: job satisfaction and employee involvement.

The three dimensions of employee engagement: emotional engagement – being involved emotionally in one's work; cognitive engagement – focusing hard while at work; physical engagement – willingness to 'go the extra mile'; the allied concept of 'flow' – the 'holistic sensation' that people feel when they act with total involvement.

The three 'mind sets' of organisational commitment: affective commitment – positive emotional attachment to the organisation; continuance commitment – the 'benefits' of organisational membership (and the 'losses' associated with departure); normative commitment – employee feelings of obligation to the organisation.

The components of employee engagement: employer engagement and the psychological contract; employee perceptions of job importance; employee clarity of job/role performance expectations; career advancement/improvement opportunities; personal growth and challenge elements within the role; regular feedback and dialogue with superiors; quality of working relationships with peers, seniors and subordinates; perceptions of the ethos and values of the organisation; the organisation as an 'employer brand' or 'employer of choice'.

Need for alignment: between employee engagement practices and organisational purpose, values and mission and business strategy.

2 Understand the importance of employee engagement as a contributor to positive corporate outcomes

Why employee engagement is an increasingly significant dimension of HR policies, strategies and practices: the typical outcomes from high levels of employee engagement; the delivery of improved business performance from an engaged workforce; employee engagement as a key component of a positive psychological contract between employer and employee; employee engagement, role autonomy, discretionary behaviour and organisational citizenship – the benefits for employees themselves, managers, organisations and customers; employee engagement and other indicators, such as labour turnover, absence and creativity/innovation.

A systematic approach to the development, growth and maintenance of employee engagement through organisational and HR policies, strategies and practices: the business case for employee engagement; employee segmentation techniques; the measurement of employee attitudes to identify areas for improvement (special reference to the Gallup Q12 instrument); the 'big picture' drivers for employee engagement; design and implementation of relevant people management and development policies, strategies and practices, aligned to the overall business strategies; recruitment and selection practices that highlight the propensity for engagement; induction, training, learning and development practices that promote employee engagement; performance management and appraisal practices that support employee engagement; reward and recognition practices that stimulate employee engagement; job design practices that encourage role autonomy and discretionary behaviour; managerial leadership behaviours that contribute to employee engagement and positive organisational outcomes; employee relations, communications and participation strategies that are aligned to employee engagement; employee voice as one of the four key drivers of an engaged workforce; range of different formal, informal and often complementary mechanisms for employee voice.

3 Know how to implement HR strategies and practices to raise levels of employee engagement in a specific organisational context.

Diagnostic tools: using metrics, for example turnover, attendance at training events, absenteeism; surveys; focus groups.

Constructing employee value propositions: definition and components, understanding existing perceptions, determining key selling points, communicating the message, ensuring alignment.

Employee engagement – the barriers and their removal: instrumentalism among employees and potential employees; lack of awareness of the research evidence; cynicism about the relevance of and applications for employee engagement in a specific organisational context; the 'employee value proposition'.

Overcoming resistance to change: methods of influence and persuasion; the effective use of evidence-based argument.

Creating the structures that facilitate an employee engagement culture: 'tall' versus 'flat' organisations; retaining the benefits of an organic culture as the organisation grows in size; resolving the tensions between central control and devolved autonomy; organisational forms that facilitate and promote participation by employees.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the concept and components of employee engagement and evidence showing its contribution to achieving business outcomes.	1.1 Analyse the meaning, principal dimensions and components of 'employee engagement' and compare with other related concepts. 1.2 Justify the need for alignment between engagement practices and other corporate components if the full benefits of high engagement are to be realised.
2 Understand the importance of employee engagement as a contributor to positive corporate outcomes.	2.1 Identify the principle drivers of employee engagement and evaluate the business benefits for the organisation and different stakeholders. 2.2 Explain the application of employee engagement through job design, discretionary behaviour, role autonomy and organisational citizenship.
3 Know how to implement HR strategies and practices to raise levels of employee engagement in a specific organisational context.	3.1 Identify and evaluate the use of diagnostic tools for measuring employee attitudes and levels of employee engagement. 3.2 Construct an 'employee value proposition' and propose relevant strategies to raise levels of employee engagement and address any barriers. 3.3 Propose relevant people resourcing, development, performance and communication strategies to raise levels of employee engagement.

Learning resources for unit: 5ENG

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 BRIDGER, E. (2014) *Employee engagement*. London: Kogan Page.
- 2 COLLINS, J. (2001) *Good to great: why some companies make the leap and others don't*. London: Random House.
- 3 COOK, S. (2008) *The essential guide to employee engagement*. London: Kogan Page.
- 4 HOLBECH, L. and MATTHEWS, G. (2012) *Engaged: unleashing your organization's potential through employee engagement*. San Francisco, CA: Jossey Bass.
- 5 MARCHINGTON, M., WILKINSON, A, DONNELLY, R. and KYNIGHOU, A. (2016) *Human resource management at work*. 6th ed. London: Chartered Institute of Personnel and Development. (Especially Chapters 7, 12 and 14.)
- 6 SMYTHE, J. (2013) *The velvet revolution at work: the rise of employee engagement, the fall of command and control*. Farnham: Gower.
- 7 TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Human resource management: people and organisations*. 2nd ed. London: Chartered Institute of Personnel and Development.
- 8 TRUSS, C., DELBRIDGE, R. and ALFES, K. (eds). (2014) *Employee engagement in theory and practice*. Abingdon: Routledge. (See especially chapters by Schaufeli, Sparrow, Guest, and Alfes et al).

Online resources.

- 1 ACAS. (2014) *The people factor: engage your employees for business success [online]*. London: Acas. Available at: <http://www.acas.org.uk/index.aspx?articleid=3408> [Accessed 19 October 2015].
- 2 ALFES, K., TRUSS, C. and SOANE, E. (2010) *Creating an engaged workforce: findings from the Kingston Employee Engagement Consortium Project [online]*. Research report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/hr-resources/a-z
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Employee engagement [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2011) *Sustainable organisation performance: what really makes the difference? Final report [online]*. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2010) *Voice and engagement: how does collective consultation contribute? [online]*. Research insight. London: CIPD. Available on the HR and L&D database at: <http://www.cipd.co.uk/hr-resources/database-search.aspx>

- 6 HOPE-HAILEY, V., SEARLE, R. and DIETZ, G. (2012) *Where has all the trust gone? [online]*. Research report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/hr-resources/a-z
- 7 MACLEOD, D. and CLARKE, N. (2009) *Engaging for success: enhancing performance through employee engagement [online]*. London: Department for Business, Innovation and Skills. Available at: <http://www.engageforsuccess.org/wp-content/uploads/2012/09/file52215.pdf> [Accessed 19 October 2015].
- 8 PURCELL, J. (2014) Disengaging from engagement. *Human Resource Management Journal*. Vol 24, No 3, July. pp241-254. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 9 RAYTON, B., DODGE, T. and D'ANALEZE, G. (2012) *[Employee engagement]: the evidence [online]*. London: Engage for Success. Available at: <http://www.engageforsuccess.org/wp-content/uploads/2012/09/The-Evidence.pdf> [Accessed 19 October 2015].
- 10 ROBINSON, D., PERRYMAN, S. and HAYDAY, S. (2004) *The drivers of employee engagement*. Brighton: Institute for Employment Studies. Summary available at: www.employment-studies.co.uk/pubs/summary.php?id=408 [Accessed 19 October 2015]
- 11 ROBINSON, D. and GIFFORD, J. (2014) *The future of engagement: thought piece collection*. Brighton: Institute for Employment Studies. Available at: <http://www.employment-studies.co.uk/system/files/resources/files/e4s0514.pdf> [Accessed 19 October 2015].
- 12 STALLARD, M. (2015) Connect to engage. *TD (Talent Development)*. Vol 69, No 4, April. pp48-52. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 13 TRUSS, C., SHANTZ, A. and SOANE, E. (2013) Employee engagement, organisational performance and individual well-being: exploring the evidence, developing the theory. *International Journal of Human Resource Management*. Vol 24, No 14, July. pp2657-2669. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 14 WEFALD, A. and DOWNEY, R. (2009) Job engagement in organizations: fad, fashion or folderol? *Journal of Organizational Behavior*. Vol 30, No 1, January. pp141-145. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 15 WEST, M. and DAWSON, J. (2012) *Employee engagement and NHS performance [online]*. London: The King's Fund. Available at: <http://www.kingsfund.org.uk/sites/files/kf/employee-engagement-nhs-performance-west-dawson-leadership-review2012-paper.pdf> [Accessed 19 October 2015].

Journal articles

- 1 BETTELLEY, C. (2015) Formula for success. *Employee Benefits (supplement)*. March. pp4-7.
- 2 GUEST, D. (2014) Employee engagement: a sceptical analysis. *Journal of Organizational Effectiveness: People and Performance*. Vol 1, No 2. pp141-156.
- 3 KUMAR, V. and PANSARI, A. (2015) Measuring the benefits of employee engagement. *MIT Sloan Management Review*. Vol 56, No 4, Summer. pp67-72.
- 4 MACEY, W. and SCHNEIDER, B. (2008) The meaning of employee engagement. *Industrial and Organizational Psychology*. Vol 1, No 1, March. pp3-30.
- 5 SMART, F. (2015) Hit a wall? Change the rules of engagement. *Workspan*. Vol 58, No 6, June. pp46-50.

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory Conciliation and Arbitration Service)
- 2 www.cipd.co.uk/hr-topics/
Links to CIPD resources on 60 topics covering HR and L&D including factsheets, research, surveys, books, courses and more
- 3 www.employment-studies.co.uk
Website of the Institute for Employment Studies
- 4 www.engageforsuccess.org
Website of the Engage for Success movement
- 5 www.ipa-involve.com
Website of the Involvement and Participation Association

Contemporary Developments in Employment Relations

Unit title	Contemporary Developments in Employment Relations
Level	5*
Credit value	6
Unit code	5DER
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

Human resource (HR) professionals need to understand key developments in the theory and practice of employment relations, both within and beyond the immediate organisational context. This unit allows learners to build on their knowledge and experience to develop the skills required to make informed and effective judgements about existing and emerging models, processes and practices of employment relations in local and international jurisdictions. The unit is designed to encourage learners to assess and understand broader developments that influence the effective management of the employment relationship in indigenous and multinational organisations.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the nature and context of employment relations.
- 2 Know about employment relations legislation.
- 3 Understand contemporary developments in employee involvement and participation.
- 4 Know about different forms of conflict behaviour and dispute resolution.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the nature and context of employment relations.

The indeterminacy of employment relations systems; unitarism; pluralism; the nature of work in contemporary society; balance of power; economic and psychological contracts; wider environmental constraints; employee and employer labour market interests; the European Union; institutions of labour market regulation; indigenous and multinational organisations; changing patterns of workforce diversity; part-time, casual and atypical forms of employment; the contested nature of labour market flexibility; management styles and employment relations.

2 Know about employment relations legislation.

Contract of employment; written particulars of terms and conditions; sources of law-making, including UK and EU institutions; developments in individual and collective employment rights, including trade union purpose, function and recognition; union growth and decline; the role of government and government agencies, including Acas, CAC, EHRC; European and non-European employment relations systems; influences of the European Union on national employment relations practices.

3 Understand contemporary developments in employee involvement and participation.

Competing concepts of employee involvement, participation and partnership; regulations for employee information and consultation; union and non-union employee representation; employee voice and organisational insight; measuring and valuing organisation equity to drive sustainable organisational performance.

4 Know about different forms of conflict behaviour and dispute resolution.

Forms of employee conflict and misbehaviour; contemporary developments in industrial action; individual grievance-handling; collective dispute resolution; third-party conciliation, mediation and arbitration; managing potential conflict situations to achieve consensus legally and ethically.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the nature and context of employment relations.	1.1 Analyse the indeterminate nature of employment relations. 1.2 Compare and contrast unitarist and pluralist approaches to employment relations. 1.3 Assess a range of factors which impact on employment relations.
2 Know about employment relations legislation.	2.1 Describe and critique the essential features of the contract of employment. 2.2 Identify and analyse the main sources of UK and EU employment relations law-making. 2.3 Explain the main developments in individual employment law. 2.4 Assess and advise on the purpose and scope of statutory trade union recognition.
3 Understand contemporary developments in employee involvement and participation.	3.1 Explain the differences in employee involvement, participation and partnership. 3.2 Compare and contrast union and non-union forms of employee representation. 3.3 Assess the link between employee voice and organisation performance.
4 Know about different forms of conflict behaviour and dispute resolution.	4.1 Distinguish between conflict and misbehaviour, and between official and unofficial industrial action. 4.2 Assess contemporary trends in the types of conflict and industrial sanctions. 4.3 Explain what is required to advise, coach and guide line managers in the skills for effective grievance- and dispute-handling procedures. 4.4 Distinguish between third-party conciliation, mediation and arbitration.

Learning resources for unit: 5DER

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- ACAS. (2014) *Managing conflict at work*. Advisory booklet. London: Acas.
- AYLOTT, E. (2014) *Employee relations*. London: Kogan Page.
- BARRY, M. and WILKINSON, A. (2011) *Research handbook of comparative employment relations*. Cheltenham: Edward Elgar.
- BURCHILL, F. (2012) *Labour relations*. London: Palgrave Macmillan.
- DUNDON, T. and ROLLINSON, D. (2011) *Understanding employment relations*. 2nd ed. London: McGraw Hill.
- GENNARD, J., JUDGE, G., BENNETT, T. and SAUNDY, R. (2016) *Managing employment relations*. 6th ed. London: Chartered Institute of Personnel and Development.
- JOHNSON, C. and KEDDY, J. (2010) *Managing conflict at work: understanding and resolving conflict for productive working relationships*. London: Kogan Page.
- LEWIS, C. (2015) *How to master workplace and employment mediation*. London: Bloomsbury Professional.
- LEWIS, D. and SARGEANT, M. (2015) *Employment law: the essentials*. 13th ed. London: Chartered Institute of Personnel and Development.
- SIMMS, M., HOLGATE, J. and HEERY, E. (2012) *Union voices: tactics and tensions in UK organizing*. Ithaca, NY: ILR Press.
- TAYLOR, S. and EMIR, A. (2015) *Employment law: an introduction*. 4th ed. Oxford: Oxford University Press.
- TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Human resource management: people and organisations*. 2nd ed. London: Chartered Institute of Personnel and Development.
- WILKINSON, A., DONAGHEY, J. and DUNDON, T. (eds). (2015) *Handbook of research on employee voice*. Cheltenham: Edward Elgar.
- WILKINSON, A., MARCHINGTON, M. and GOLLAN, P. (2010) *The Oxford handbook of participation in organizations*. Oxford: Oxford University Press.
- WILLIAMS, S. (2014) *Introducing employment relations: a critical approach*. Oxford: Oxford University Press.

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Conflict management: a shift in direction?* [online]. Research report. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Employee relations: an overview* [online]. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Getting under the skin of workplace conflict: tracing the experiences of employees* [online]. Survey report. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Managing employee relations in difficult times* [online]. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 5 DEPARTMENT FOR BUSINESS, INNOVATION AND SKILLS. (2009) *Avoiding and resolving discipline and grievance issues at work* [online]. London: BIS. Available at: www.cipd.co.uk/hr-resources/a-z
- 6 MACLEOD, D. and CLARKE, N. (2009) *Engaging for success: enhancing performance through employee engagement* [online]. London: Department for Business, Innovation and Skills. Available at: <http://www.engageforsuccess.org/wp-content/uploads/2012/09/file52215.pdf> [Accessed 19 October 2015].
- 7 PODRO, S. and SUFF, R. (2013) *Mediation: an approach to resolving workplace issues* [online]. Guide. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 8 SISSON, K. (2008) *Putting the record straight: industrial relations and the employment relationship* [online]. Warwick Papers in Industrial Relations, No 88. Coventry: University of Warwick. Industrial Relations Research Unit. Available at: http://www2.warwick.ac.uk/fac/soc/wbs/research/irru/wp/rwpir/wpir_88.pdf [Accessed 19 October 2015].
- 9 UK STATISTICS AUTHORITY. (2012) *Statistics on trade union membership* [online]. Assessment report, No 194. London: UK Statistics Authority. Available at: www.statisticsauthority.gov.uk [Accessed 19 October 2015].
- 10 VAN WANROOY, B., BEWLEY, H. and BRYSON, A. (2013) *The 2011 workplace employment relations study: first findings* [online]. London: Department for Business, Innovation and Skills. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/336651/bis-14-1008-WERS-first-findings-report-fourth-edition-july-2014.pdf [Accessed 19 October 2015].

Journal articles

- 1 KAUFMAN, B. (2014) History of the British industrial relations field reconsidered: getting from the Webbs to the new employment paradigm. *British Journal of Industrial Relations*. Vol 52, No 1, March. pp1-31.

- 2 LYTTLE, T. (2010) Confronting conflict. *HR Magazine*. Vol 60, No 6, July/August. pp26-31.
- 3 MARCHINGTON, M. (2015) Analysing the forces shaping employee involvement and participation at organisation level in liberal market economies. *Human Resource Management Journal*. Vol 25, No 1, January. pp1-18.
- 4 What's been happening to employment relations? (2014) *Labour Research*. Vol 103, No 3, March. pp19-21.

Key journals

- 1 *British Journal of Industrial Relations*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 *Employee Relations*
- 3 *European Journal of Industrial Relations*
- 4 *Human Resource Management Journal*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 5 *Industrial Relations Journal*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 6 *International Journal of Human Resource Management*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 7 *People Management*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service)
- 2 <https://www.gov.uk/government/organisations/departments-for-business-innovation-skills>
Website of the Department for Business, Innovation and Skills (BIS).
- 3 <https://www.gov.uk/government/organisations/central-arbitration-committee>
Website of the Central Arbitration Committee (CAC)
- 4 www.cbi.org.uk
Website of the Confederation of British Industry (CBI)
- 5 www.cipd.co.uk/hr-topics/
Links to CIPD resources on 60 topics covering HR and L&D including factsheets, research, surveys, books, courses and more
- 6 www.equalityhumanrights.com
Website of the Equality and Human Rights Commission (EHRC)
- 7 www.lowpay.gov.uk
Website of the Low Pay Commission (LPC)
- 8 www.statisticsauthority.gov.uk
Website for UK government statistical information (trade union membership, etc)
- 9 www.tuc.org.uk
Website of the Trades Union Congress (TUC)
- 10 www.theworkfoundation.com
Website of the Work Foundation

Employment Law

Unit title	Employment Law
Level	5*
Credit value	6
Unit code	5EML
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

Recent decades have seen a substantial increase in the extent to which the employment relationship in the UK, Ireland and the EU is regulated through employment legislation. As a result, human resources (HR) professionals are now obliged to take account of legal requirements in different jurisdictions when carrying out many central aspects of their role. They are also obliged to take responsibility for the defence and settlement of claims lodged with employment tribunals by aggrieved employees or former employees. The purpose of this unit is to introduce the major areas of employment legislation and the employment law system, focusing in particular on ways in which day-to-day HR activities are subjected to some form of regulation. The unit is intended to provide an overview, rather than to focus in detail on the operation of specific employment laws, for those who need to understand and be able to evaluate emerging developments in the management of the employment relationship in local and international jurisdictions.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the purpose of employment regulation and the way it is enforced in practice.
- 2 Know how to manage recruitment and selection activities lawfully.
- 3 Know how to manage change and reorganisation lawfully.
- 4 Know how to manage issues relating to pay and working time lawfully.
- 5 Be able to ensure that staff are treated lawfully when they are at work.
- 6 Know how to manage performance and disciplinary matters lawfully.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the purpose of employment regulation and the way it is enforced in practice.

The role of employment law in helping to achieve social justice and fairness in the workplace; economic arguments in favour of, and against, increased employment regulation; the role played by courts and institutions with jurisdiction to hear employment-related matters and make and enforce employment law; procedures for settling cases and the employment tribunal system.

2 Know how to manage recruitment and selection activities lawfully.

Establishing a contract of employment and the legal obligations that follow for employers and employees; the principles of discrimination law and how they affect recruitment and selection activities; direct and indirect discrimination, genuine occupational requirements, positive action.

3 Know how to manage change and reorganisation lawfully.

Managing organisation structure changes in different countries in line with local prevailing employment legislation and regulations; contractual issues in the management of change; flexibility clauses, gaining consent for proposed contractual changes; the principles of the law in the areas of redundancy and business transfers; individual and collective consultation rights.

4 Know how to manage issues relating to pay and working time lawfully.

The principles of equal pay; conducting equal pay reviews to ensure compliance; laws regulating the payment of wages and salaries; the National Minimum Wage; the Working Time Regulations and minimum annual leave entitlements; maternity, paternity, adoption and parental leave; rights to paid and unpaid time off during working hours; the rights to request flexible working and time off for training purposes.

5 Be able to ensure that staff are treated lawfully when they are at work.

The principles of discrimination law; managing diversity to ensure equity and fair access; the principles of health and safety law and employee health and well-being; the law relating to personal injury claims; unlawful harassment; major implied contractual duties; mutuality of obligation; freedom of association and trade union recognition rights; constructive dismissal law.

6 Know how to manage performance and disciplinary matters lawfully.

The principles of unfair dismissal law; managing capability and misconduct issues; formal hearings and warnings; gross misconduct; the right to be accompanied at formal disciplinary and grievance hearings; Public Interest Disclosure and whistleblowing.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the purpose of employment regulation and the way it is enforced in practice.	1.1 Explain the aims and objectives of employment regulation. 1.2 Describe the role played by the tribunal and courts system in enforcing employment law. 1.3 Explain how cases are settled before and during formal legal procedures.
2 Know how to manage recruitment and selection activities lawfully.	1.1 Identify the main principles of discrimination law in recruitment and selection and in employment. 1.2 Explain how contracts of employment are established.
3 Know how to manage change and reorganisation lawfully.	3.1 Describe when and how contracts can be changed lawfully. 3.2 Explain the main requirements of redundancy law. 3.3 Explain the main requirements of the law on business transfers.
4 Know how to manage issues relating to pay and working time lawfully.	4.1 Identify the major statutory rights workers have in the fields of pay, leave and working time. 4.2 Explain the major requirements of equal pay law. 4.3 Explain major maternity, paternity and other family-friendly employment rights.
5 Be able to ensure that staff are treated lawfully when they are at work.	5.1 Identify the major requirements of health and safety law. 5.2 Explain the significance of implied duties as regards the management of employees at work. 5.3 Explain the principles of the law on freedom of association.
6 Know how to manage performance and disciplinary matters lawfully.	6.1 Explain the main requirements of unfair dismissal law in respect of capability and misconduct issues. 6.2 Explain the scope of the right for employees to be accompanied at serious discipline and grievance hearings.

Learning resources for unit: 5EML

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- ACAS. (2014) *How to manage change*. London: Acas.
- CUSHWAY, B. (2015) *The employer's handbook: an essential guide to employment law, personnel policies and procedures*. 11th ed. London: Kogan Page.
- DANIELS, K. (2016) *Introduction to employment law: fundamentals for HR and business students*. 4th ed. London: Chartered Institute of Personnel and Development.
- HARRISON, P. and GREGORY, S. (2011) *Tolley's discrimination in employment handbook*. 2nd ed. London: LexisNexis.
- HONEYBALL, S. (2014) *Honeyball and Bowers' textbook on employment law*. 13th ed. Oxford: Oxford University Press.
- LEWIS, D. and SARGEANT, M. (2015) *Employment law: the essentials*. 13th ed. London: Chartered Institute of Personnel and Development.
- MACDONALD, L. (2010) *Managing discipline*. Kingston upon Thames: Wolters Kluwer.
- MCMULLEN, J. (2011) *Redundancy: the law and practice*. 3rd ed. Oxford: Oxford University Press.
- OWEN, N. and PECK, S. (eds). (2015) *Law at work 2015: the trade union guide to employment law*. London: Labour Research Department.
- PITT, G. (2014) *Employment law*. 9th ed. London: Sweet and Maxwell.
- SLADE, E. (2014) *Tolley's employment handbook*. 28th ed. London: LexisNexis.

- 12 TAYLOR, S. and EMIR, A. (2015) *Employment law: an introduction*. 4th ed. Oxford: Oxford University Press.
- 13 TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Human resource management: people and organisations*. 2nd ed. London: Chartered Institute of Personnel and Development.
- 14 WALLINGTON, P. (ed). (2015) *Butterworths employment law handbook*. 23rd ed. London: LexisNexis Butterworths.
- 15 WILLEY, B. (2012) *Employment law in context: an introduction for HR professionals*. 4th ed. Harlow: Pearson Education.

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. *Factsheets about employment law [online]*. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/legal-factsheets.aspx>
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. *Frequently asked questions about employment law [online]*. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/employment-law-faqs/>
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. *Latest news in employment law [online]*. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/latest-news-employment-law.aspx>

Journal articles

- 1 BUTLER, M. (2014) Unfair dismissal: where are we? *Tolley's Employment Law Newsletter*. Vol 19, No 8, June. pp62-63.
- 2 EMBLETON, S. (2012) 5 rules for carrying out fair investigations. *Employers' Law*. September. pp14-15.
- 3 Forming a contract of employment. (2011) *IDS Employment Law Brief*. No 924, May. pp15-19.
- 4 Mandatory equal pay audits. (2014) *IDS Employment Law Brief*. No 1006, October. pp15-19.
- 5 O'SULLIVAN, M., TURNER, T. and KENNEDY, M. (2015) Is individual employment law displacing the role of trade unions? *Industrial Law Journal*. Vol 44, No 2, July. pp222-245.
- 6 The new tribunal rules -1. (2013) *IDS Employment Law Brief*. No 977, July. pp8-19.
- 7 The new tribunal rules -2. (2013) *IDS Employment Law Brief*. No 978, August. pp11-18.
- 8 TUPE changes: what you need to know. (2014) *IDS Employment Law Brief*. No 991, February. pp14-18.

Key journals

- 1 *Employers Law*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx/>
- 2 *IDS Employment Law Brief (Incomes Data Services)*
- 3 *Industrial Law Journal*
- 4 *People Management*
Available at: <http://www.cipd.co.uk/pm/>

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service)
- 2 www.cipd.co.uk/hr-topics/
Links to CIPD resources on 60 topics covering HR and L&D including factsheets, research, surveys, books, courses and more
- 3 www.equalityhumanrights.com
Website of the Equality and Human Rights Commission (EHRC)
- 4 www.gov.uk/browse/employing-people
Government advice on employing people

Managing and Co-ordinating the Human Resources Function

Unit title	Managing and Co-ordinating the Human Resources Function
Level	5*
Credit value	6
Unit code	5HRF
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

The purpose of this unit is to introduce learners to human resources (HR) activity and to the role of the HR function in organisations in general terms. It focuses on the aims and objectives of HR departments in contemporary organisations and particularly on the ways that these are evolving. Different ways of delivering HR objectives and emerging developments in the management of the employment relationship are explored as well as the methods that can be used to demonstrate that the function adds value for organisations. The unit also aims to inform learners about published research evidence linking HR activity with positive organisational outcomes. The case for professionalism and an ethical approach to HR is introduced, as is the role played by HR managers in facilitating and promoting effective change management.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the purpose and key objectives of the HR function in contemporary organisations.
- 2 Understand how HR objectives are delivered in different organisations.
- 3 Understand how the HR function can be evaluated in terms of value added and organisation performance.
- 4 Understand the relationship between organisational performance and effective HR management and development.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the purpose and key objectives of the HR function in contemporary organisations.

HR as an integral part of the business: building foundations for future and sustainable organisation success; supporting the delivery of organisation objectives and building organisational capability through people and performance; organisation and job design, staffing objectives, performance objectives, effective HR administration, promoting good employment relations and employee engagement, developing careers and skills; contributing to the management of change, for example successful structural, cultural and transformational change; employee participation, human resource development (HRD) interventions, the management of expectations and the management of conflict; building foundations for future and enduring organisation performance.

The business case for an ethical approach to HR management; professionalism in HR work; the role of the HR function in promoting equality of opportunity, diversity, work-life balance, dignity at work and justice in the workplace; the significance of legal compliance.

2 Understand how HR objectives are delivered in different organisations.

Generalist and specialist roles as described in the CIPD Profession Map: the role of line managers in realising HR objectives and delivering the HR function; shared services, outsourcing and HR consultancy; the Ulrich model, the reasons for its adoption and evaluation of its implementation and effectiveness; approaches to the management and co-ordination of HR management and development in larger private sector organisations, in the public sector, in the voluntary sector, in small and medium enterprises (SMEs), in networked organisations and in multinational corporations; cultural and institutional variations across national borders.

3 Understand how the HR function can be evaluated in terms of value added and contribution to organisation performance.

HR as an insight-driven function: customer-focused HR management and development; identification and monitoring of HR service delivery needs; service-level agreements and key performance indicators (KPIs); the need to balance effectiveness, efficiency and fairness; setting and delivering strategic objectives; the use of HR metrics, data-gathering, benchmarking, use and evaluation of performance measurement tools such as a balanced scorecard, staff survey tools; risk management perspectives; line manager and employee perspectives.

4 Understand the relationship between organisational performance and effective HR management and development.

Research evidence on links between superior organisational performance and HR activity: meaning of high-performance working, high-performance work practices, employee engagement, becoming an employer of choice, discretionary effort, flexible working, job satisfaction; human capital perspectives and building organisational capability.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the purpose and key objectives of the HR function in contemporary organisations.	1.1 Summarise the organisational objectives that the HR function is responsible for delivering and how these are evolving in contemporary organisations. 1.2 Explain the major theories of effective change management and how these are implemented and evaluated. 1.3 Evaluate the business case for managing HR in a professional, ethical and just manner.
2 Understand how HR objectives are delivered in different organisations.	2.1 Explain the different ways in which HR objectives can be delivered in organisations. 2.2 Analyse how the HR function varies between organisations in different sectors and of different sizes.
3 Understand how the HR function can be evaluated in terms of value added and contribution to organisation performance.	3.1 Discuss the main criteria and methods used to evaluate the contribution of the HR function.
4 Understand the relationship between organisational performance and effective HR management and development.	4.1 Identify and evaluate research evidence linking HR practices with positive organisational outcomes. 4.2 Explain how high-performance working and investment in human capital impact on organisational practice.

Learning resources for unit: 5HRF

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- ARMSTRONG, M. and TAYLOR, S. (2014) *Armstrong's handbook of human resource management in practice*. 13th ed. London: Kogan Page.
- BEARDWELL, J. and THOMPSON, A. (2014) *Human resource management: a contemporary approach*. 7th ed. Harlow: Pearson Education.
- BRATTON, J. and GOLD, J. (2012) *Human resource management: theory and practice*. 5th ed. Basingstoke: Palgrave Macmillan.
- FLEETWOOD, S. and HESKETH, A. (2010) *Explaining the performance of human resource management*. Cambridge: Cambridge University Press.
- MARCHINGTON, M., WILKINSON, A., DONNELLY, R. and KYNIGHOU, A. (2016) *Human resource management at work*. 6th ed. London: Chartered Institute of Personnel and Development.
- PAAUWE, J., GUEST, D. and WRIGHT, P. (eds). (2013) *HRM and performance: achievements and challenges*. Chichester: Wiley.
- PHILLIPS, J.J. and PHILLIPS, P.P. (2014) *Making human capital analytics work: measuring the ROI of human capital processes and outcomes*. New York: McGraw Hill Education.
- ROBINSON, I. (2006) *Human resource management in organisations: the theory and practice of high performance*. London: Chartered Institute of Personnel and Development.
- STOREY, J., WRIGHT, P. and ULRICH, D. (eds) (2009) *The Routledge companion to strategic human resource management*. Abingdon: Routledge.
- TAYLOR, S. and WOODHAMS, C. (eds.) (2016) *Human resource management: people and organisations*. 2nd ed. London: Chartered Institute of Personnel and Development.
- TAYLOR, S. and WOODHAMS, C. (eds.) (2016) *Studying human resource management*. 2nd ed. London: Chartered Institute of Personnel and Development.
- TORRINGTON, D., HALL, L. and TAYLOR, S. (2014) *Human resource management*. 9th ed. Harlow: Financial Times/Prentice Hall.
- ULRICH, D. and BROCKBANK, W. (2005) *The HR value proposition*. Boston, MA: Harvard Business School Press.

Key journals

- 1 *Human Resource Management*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 *Human Resource Management Journal*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 3 *People Management*
Available at: www.cipd.co.uk/pm
- 4 *Personnel Review*

Online resources

- 1 ALFES, K., TRUSS, C. and GILL, J. (2010) The HR manager as a change agent: evidence from the public sector. *Journal of Change Management*. Vol 10, No 1, March. pp109-117.
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>.
- 2 BREWSTER, C., CHARALAMBOUS, C. and STAVROU, E. (2010) Human resource management and firm performance in Europe through the lens of business systems: best fit, best practice or both? *International Journal of Human Resource Management*. Vol 21, No 9, June. pp933-962.
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Achieving sustainable organisation performance through HR in SMEs [online]*. Research report. London: CIPD.
Available at: www.cipd.co.uk/hr-resources/a-z/
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Business savvy: giving HR the edge [online]*. Research report. London: CIPD.
Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Changing HR operating models [online]*. Research report. London: CIPD.
Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 6 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *The CIPD profession map: our professional standards [online]*. London: CIPD.
Available at: <http://www.cipd.co.uk/cipd-hr-profession/profession-map/>
- 7 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *HR analytics [online]*. Factsheet. London: CIPD.
Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 8 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Responsible and sustainable business: HR leading the way [online]*. Research report. London: CIPD.
Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 9 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Strategic human resource management [online]*. Factsheet. London: CIPD.
Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 10 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2011) *Sustainable organisation performance: what really makes the difference? Final report [online]*. Research report. London: CIPD.
Available at: www.cipd.co.uk/hr-resources/a-z/
- 11 CLARK, S. (2015) *Ethical decision-making: eight perspectives on workplace dilemmas [online]*. Research report. London: Chartered Institute of Personnel and Development .
Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 12 GUEST, D.E. and CONWAY, N. (2011) The impact of HR practices, HR effectiveness and a 'strong HR system' on organisational outcomes: a stakeholder perspective. *International Journal of Human Resource Management*. Vol 22, No 8, April. pp1686-1702.
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 13 GUEST, D.E. (2011) Human resource management and performance: still searching for some answers. *Human Resource Management Journal*. Vol 21, No 1, January. pp3-13.
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 14 JIANG, K., LEPAK, D. and TAKEUCHI, R. (2013) Where do we go from here? New perspectives on the black box in strategic human resource management research. *Journal of Management Studies*. Vol 50, No 8, December. pp1448-1480
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 15 PURCELL J., KINNIE, N. and HUTCHINSON, S. (2003) *Understanding the people and performance link: unlocking the black box*. London: Chartered Institute of Personnel and Development.
Available on the HR and L&D database at: <http://www.cipd.co.uk/hr-resources/database-search.aspx>
- 16 RASMUSSEN, T. and ULRICH, D. (2015) Learning from practice: how HR analytics avoids being a management fad. *Organizational Dynamics*. Vol 44, No 3, September. pp236-242.
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 17 SPARROW, P. and MILLER, J. (2013) *Understanding the business issues in partnering arrangements. Beyond the organisation part one [online]*. Research report. London: Chartered Institute of Personnel and Development .
Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 18 SPARROW, P. and MILLER, J. (2013) *Organising HR for partnering success. Beyond the organisation part two [online]*. Research report. London: Chartered Institute of Personnel and Development.
Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 19 ULRICH, D., BROCKBANK, W. and YOUNGER, J. (2013) The state of the HR profession. *Human Resource Management*. Vol 52, No 3, May/June. pp457-471.
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>

Journal articles

- 1 GOLLAN, P. (2012) HR on the line: human resource managers' contribution to organisational value and workplace performance. *Asia Pacific Journal of Human Resources*. Vol 50, No 3, July. pp288-307.
- 2 ULRICH, D. (2012) The new HR hero. *HR Monthly*. May. pp38-40,42.
- 3 WOODS, D. (2012) Metamorphoses – or more of the same? *Human Resources*. May. pp22-28.

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service) which aims to improve organisations and working life through better employment relations.
- 2 <https://www.gov.uk/government/organisations/department-for-business-innovation-skills>
Website of the Department for Business, Innovation and Skills (BIS)
- 3 www.cipd.co.uk/hr-topics/
Links to CIPD resources on 60 topics covering HR and L&D including factsheets, research, surveys, books, courses and more
- 4 www.equalityhumanrights.com
Website of the Equality and Human Rights Commission
- 5 www.e-reward.co.uk
Website of e-reward provides advice, research and guidance on all aspects of reward.
- 6 www.eurofound.europa.eu
Website of the European Foundation for the Improvement of Living and Working Conditions
- 7 www.europa.eu.int
Website of the European Union
- 8 www.gov.uk
Government website for information including business issues, HR and training/education
- 9 www.hse.gov.uk
Health & Safety Executive website
- 10 www.ico.org.uk
Information Commissioner's Office website for information in relation to Data Protection
- 11 <http://www.employment-studies.co.uk/>
Website of the Institute for Employment Studies
- 12 www.investorsinpeople.co.uk
Website offering frameworks for delivering business improvement through people.
- 13 www.oecd.org
Website of the Organisation for Economic Co-operation and Development
- 14 <http://www.ons.gov.uk/ons/index.html>
Website of the Office for National Statistics
- 15 www.ukces.org.uk
Website of the UK Commission for Employment and Skills

Organisation Design

Unit title	Organisation Design
Level	5*
Credit value	3
Unit code	5ODG
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

Ensuring that an organisation is appropriately designed to deliver organisation objectives in the short and long term is critical to sustainable organisation performance. Driven by organisation business strategy and operating context, organisation design is a conscious process of shaping and aligning the various organisational components: structure, size, systems, processes, people, performance measures, culture and communication. This unit explores, through a review of theories and models, the elements that contribute to organisation design and the development of organisation insight crucial to building agile and adaptable organisations, with healthy cultures that are essential to meet current and future challenges.

This unit is suitable for persons who:

- seek to develop a career in human resources management and development
- are working in the field of human resource management and development and need to extend their knowledge and skills
- have responsibility for implementing human resources policies and strategies
- need to understand the role of human resources in the wider organisational and environmental contexts.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the historical and theoretical basis of organisation design and the relationship between organisational elements and the business strategy.
- 2 Understand the key factors to be considered in the design of organisations and the implications for the management and development of people and resources.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 15 with an additional 15 hours of self-directed learning for reading and the preparation of assessment evidence

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the historical and theoretical basis of organisation design and the relationship between organisational elements and the business strategy.

Organisation design theory: scientific management, systems theory and complexity theory.

Organisation types, size, sector and reach: private, public, third sector, and the impact of regulation.

Organisation elements:

- *business strategy:* objectives, goals, operating principles
- *structures:* formal and informal, hierarchical, flat, functional, divisional, matrix, flexible, process-based, network, virtual, cluster
- *processes:* work flow, tasks, and activities
- *systems:* IT infrastructures that 'carry' the work flow
- *performance measures:* individual and organisational.

Organisation design models and tools: McKinsey 7-S Model, the Galbraith's Star Model, Weisbord Six Box Model, Naidler and Tushman Congruence Model, Burke-Litwin Causal Model, McMillan's Fractal Web, Ralph Kilmann's Five Track Model, Ken Wilber's AQAL Model, Holonic Enterprise Model, Six Sigma, and so on.

2 Understand the key factors to be considered in the design of organisations and the implications for the management and development of people and resources.

Business strategy and organisation design: alignment between business strategy and organisation design decisions; growth; structural change, downsizing; delayering, out-sourcing, off-shoring, internationalisation.

External environment: the importance of scoping the external environment and range of tools and techniques available, for example environmental scanning and stakeholder mapping; the impact of external environment on design decisions to ensure organisational agility, adaptability and flexibility.

Organisation culture: identifying organisation culture and its impact on design decisions; power culture, role culture, task culture, person culture; leadership, group dynamics; application of cultural web.

Technology: the impact of technology on design decisions.

The physical aspects of organisation design: ergonomics, health and safety, well-being, environment and space.

The psychological aspects of organisation design: discretion, autonomy, job satisfaction, the psychological contract, commitment, engagement, specialisation or generalisation of skill, working with others, communication, power and politics.

Organisational resource and performance aspects: work processes, communication flows, efficiency, productivity, monitoring and evaluation, budgetary requirements.

Human resource practices: the consequences of all the above for people management and development strategies; skills and capability requirements; formalisation and standardisation of job roles, role specifications, job descriptions, pay structures, knowledge-sharing and knowledge management, employee communication, employee relations.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the historical and theoretical basis of organisation design and the relationship between organisational elements and the business strategy.	1.1 Examine the historical and theoretical basis of organisation design. 1.2 Explain the relationships between organisational elements and the business strategy.
2 Understand the key factors to be considered in the design of organisations and the implications for the management and development of people and resources.	2.1 Analyse the key factors that influence organisation design. 2.2 Assess the implications of organisation design for work processes, productivity, and the workforce. 2.3 Evaluate the linkages between organisation design and people management and development strategies.

Learning resources for unit: 5ODG

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Essential reading

- 1 BUCHANAN, D. and HUCZYNSKI, A. (2013) *Organizational behaviour: an introductory text*. 8th ed. Harlow: Pearson Education.
- 2 CAPELLE, R.G. (2014) *Optimizing organization design: a proven approach to enhance financial performance, customer satisfaction and employee engagement*. San Francisco, CA: Jossey Bass.
- 3 CICHOCKI, P. and IRWIN, C. (2014) *Organization design: a guide to building effective organizations*. 2nd ed. London: Kogan Page.
- 4 DAFT, R. (2015) *Organization theory and design*. 12th ed. Boston, MA: Cengage Learning.
- 5 JONES, G. R. (2013) *Organizational theory, design and change*. 7th ed. Harlow: Pearson Education.
- 6 KESLER, G. and KATES, A. (2011) *Leading organization design: how to make organization design decisions to drive the results you want*. San Francisco, CA: Jossey Bass.
- 7 MORRISON, R. (2015) *Data-driven organization design: sustaining the competitive edge through organizational analytics*. London: Kogan Page.
- 8 MULLINS, L.J. (2013) *Management and organisational behaviour*. 10th ed. Harlow: Pearson Education.
- 9 RECARDO, R.J. (2015) *Organization design: a practical methodology and toolkit*. Amherst, MA: HRD Press.
- 10 ROBBINS, S., JUDGE, T. and CAMPBELL, T. (2010) *Organizational behaviour*. Harlow: Financial Times/Prentice Hall.
- 11 STANFORD, N. (2015) *Guide to organisation design: creating high performing and adaptable enterprises*. 2nd ed. London: Profile Books.
- 12 STANFORD, N. (2010) *Organisation culture: getting it right*. London: Profile Books.
- 13 STANFORD, N. (2014) *Organisation design: engaging with change*. 2nd ed. Abingdon: Routledge.
- 14 STEWART, J. and ROGERS, P. (eds). (2012) *Developing people and organisations*. London: Chartered Institute of Personnel and Development
- 15 TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Human resource management : people and organisations*. 2nd ed. London: Chartered Institute of Personnel and Development.
- 16 TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Studying human resource management*. 2nd ed. London: Chartered Institute of Personnel and Development.

Key journals

- 1 *British Journal of Management*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 *Human Resource Management Journal*.
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 3 *People Management*
Available at: www.cipd.co.uk/pm

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2011) *Sustainable organisation performance: what really makes the difference? Final report [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2010) *Workforce planning: right people, right time, right skills [online]*. Guide. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 3 CHILD, J. (2015) *Organization : contemporary principles and practice*. 2nd ed. Chichester: John Wiley.
- 4 GARROW, V. and VARNEY, S. (2013) *The palace : perspectives on organisation design*. IES Report, No 501. Brighton: Institute for Employment Studies. Available at : <http://www.employment-studies.co.uk/resource/palace-perspectives-organisation-design>
- 5 MILLER, D. and GREENWOOD, R. (2010) Tackling design anew : getting back to the heart of organizational theory. *Academy of Management Perspectives*. Vol 26, No 1, February. pp52-57. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>

Journal articles

- 1 DAFT, R. and ANAND, N. (2007) What is the right organization design? *Organizational Dynamics*. Vol 36, No 4. pp329-344.
- 2 LASCOLA, M and DAVIES, S. (2011) A critical review of the three-box model for HR organizational design. *WorldatWork Journal*. Vol 20, No 1 pp31-41.
- 3 LAWLER, E.E. and WORLEY, C.G. (2010) Agility and organizational design : a diagnostic framework. *Organizational Dynamics*. Vol 39, No 2. pp194-204.
- 4 LAWLER, E.E. and WORLEY, C.G. (2012) Designing organizations for sustainable effectiveness. *Organizational Dynamics*. Vol 41, No 4. pp265-270.
- 5 NEILSON, G.L., ESTUPINAN, J. and SETHI, B. (2015) 10 principles of organization design. *Strategy+Business*. No 79, Summer. pp28-33.
- 6 SNOW, C.C., MILES, R.E. and FJELDSTAD, O. (2010) Designing organizations to meet 21st century opportunities and challenges. *Organizational Dynamics*. Vol 39, No 2. pp93-103.

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service) which aims to improve organisations and working life through better employment relations.
- 2 <https://www.gov.uk/government/organisations/department-for-business-innovation-skills>
Website of the Department for Business, Innovation and Skills (BIS)
- 3 www.cipd.co.uk/hr-topics/
Links to CIPD resources on 60 topics covering HR and L&D including factsheets, research, surveys, books, courses and more.
- 4 www.eurofound.europa.eu
Website of the European Foundation for the Improvement of Living and Working Conditions
- 5 <http://www.employment-studies.co.uk/>
Website of the Institute for Employment Studies
- 6 <http://www.ons.gov.uk/ons/index.html>
Website of the Office for National Statistics
- 7 www.ukces.org.uk
Website of the UK Commission for Employment and Skills

Organisation Development

Unit title	Meeting Organisational Development Needs
Level	5*
Credit value	3
Unit code	5ODT
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

According to the CIPD definition, the purpose of organisation development is to take 'a planned and systematic approach to enabling sustained organisation performance through the involvement of its people'. To this end, organisation development focuses on making interventions and driving improvements to organisational success by facilitating the ways in which employees – individuals, groups and teams are motivated to perform and are rewarded for performance; are involved in the business decision making processes; interact with, and relate to each other; acquire and develop knowledge, experience and skills in the context of rapidly changing organisational environments. This unit provides a good foundation of underpinning organisation development theory and knowledge, including its relationship to organisation design and change management, and how effective organisation development interventions can increase business performance and productivity.

This unit is suitable for persons who:

- seek to develop a career in human resources management and development
- are working in the field of human resource management and development and need to extend their knowledge and skills
- have responsibility for implementing human resources policies and strategies
- need to understand the role of human resources in the wider organisational and environmental contexts.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the organisation development process from a historical, theoretical and practical perspective.
- 2 Understand various organisation development practices, models and approaches.
- 3 Understand the value of organisation development interventions to business performance and productivity.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 15 with an additional 15 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the organisation development process from a historical, theoretical and practical perspective

Historical and theoretical basis of organisation development:

different schools of thought and practice, for example behavioural science, social psychology, motivational theories, systems theory, learning theory.

Principles, systems and models: values, ethics and organisation development principles (humanistic, democratic, client-centred); the functioning and dynamics of social systems; organisation development models; the 'hows and whys' of change (individual, group, team and organisation); closed versus open systems thinking.

Stakeholders: relationships between key stakeholders (organisation development consultant, HR business partner, line manager).

Phases: entry, contracting, diagnosis, feedback, intervention, evaluation, termination phases, tasks and actions (what to know and what to do in each phase); distinctions in process for individuals, groups, teams, and whole organisation.

Roles and competencies: role of each stakeholder in each phase, and part of phase, for example facilitator, partner, adviser, consultant, coach, challenger, devil's advocate; typical consulting and business competences for each phase; finding and using expertise needed for a successful intervention in the different phases, for example IT skills, HR skills, finance skills, business intelligence, data analysis; use of self in each phase; clients' mental models; supplementing and complementing each other's skills, knowledge and experience; adjusting personal style to the situation.

2 Understand various organisation development practices, models, and approaches.

Practices, models and approaches: the link between organisation design and change management techniques and models; action learning; working with emotions in organisations; using appreciative inquiry; undertaking cultural assessment; developing organisations as learning systems; dealing with resistance, conflict, diversity, multiculturalism; working with left-side focus, working with right-side focus.

3 Understand the value of organisation development interventions to business performance and productivity.

Role and purpose of organisation development: what organisation development interventions are for; links with business objectives and performance management; the differences between organisation development interventions and continuous organisation development practice; where the organisation development skills 'sit' or are 'owned' in an organisation to get highest return on investment.

Measurement and evaluation: business effectiveness models; measuring and managing performance outcomes; setting and managing key performance indicators; data collection through employee surveys and consultation procedures; nature and purpose of balanced scorecards and links to continuous improvement strategies.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the organisation development process from a historical, theoretical and practical perspective.	1.1 Analyse the main theories and principles of organisation development. 1.2 Identify the key stakeholders, phases, activities, tasks and typical deliverables in the organisation development process. 1.3 Examine the key competences required by the stakeholders at different phases of organisation development interventions.
2 Understand various organisation development practices, models and approaches.	2.1 Assess the link between organisation development and change management techniques. 2.2 Justify the selection of a range of tools and approaches and explain how they may be used at different phases in the organisation development process.
3 Understand the value of organisation development interventions to business performance and productivity.	3.1 Identify potential success indicators of organisation development interventions and ways of tracking and monitoring progress.

Learning resources for unit: 5ODT

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Essential Reading

- 1 BURNES, B. (2014) *Managing change*. 6th ed. Harlow: Pearson Education.
- 2 CAMERON, E. and GREEN, M. (2015) *Making sense of change management: a complete guide to the models, tools and techniques of organizational change*. 4th ed. London: Kogan Page.
- 3 CUMMINGS, T. and WORLEY, C. (2015) *Organization development and change*. 10th ed. Stamford, CT: Cengage Learning.
- 4 FRANCIS, H., HOLEBECH, L. and REDDINGTON, M. (2012) *People and organisational development: a new agenda for organisational effectiveness*. London: Chartered Institute of Personnel and Development.
- 5 STEWART, J. and ROGERS, P. (eds.) (2012) *Developing people and organisations*. London: Chartered Institute of Personnel and Development.
- 6 CARNALL, C. (2014) *Managing change in organizations*. 6th ed. Harlow: Pearson Education.
- 7 CHEUNG-JUDGE, M. and HOLBECH, L. (2015) *Organization development: a practitioner's guide for OD and HRD*. 2nd ed. London: Kogan Page.
- 8 GALLOS, I. (ed). (2006) *Organization development: a Jossey-Bass reader*. San Francisco, CA: Jossey-Bass.
- 9 GARDEN, A. (2015) *The roles of organisation development*. Farnham: Gower.
- 10 HUCZYNSKI, A. and BUCHANAN, D. (2013) *Organizational behaviour*. 8th ed. Harlow: Pearson
- 11 HUGHES, M. (2010) *Managing change: a critical perspective*. 2nd ed. London: Chartered Institute of Personnel and Development.
- 12 MORRISON, M. (2014) *Organization development theory and practice: a guide book for managers, OD consultants and HR professionals using OD tools*. Charleston, SC: CreateSpace.
- 13 STANFORD, N. (2010) *Organisation culture: getting it right*. London: Profile Books.
- 14 STEWART, J. and ROGERS, P. (eds). (2012) *Developing people and organisations*. London: Chartered Institute of Personnel and Development.
- 15 TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Human resource management: people and organisations*. 2nd ed. London: Chartered Institute of Personnel and Development.
- 16 TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Studying human resource management*. 2nd ed. London: Chartered Institute of Personnel and Development.

Key journals

- 1 *British Journal of Management*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 *Human Resource Management Journal*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 3 *Journal of Organizational Change Management*
Available at: <http://www.emeraldinsight.com/loi/jocm>
- 4 *Leadership & Organization Development Journal*
Available at: <http://www.emeraldinsight.com/loi/lodj>
- 5 *People Management*
Available at: www.cipd.co.uk/pm

Online resources

- 1 BENNETT, M. (2014) The role of OD. *Training Journal*. March. pp59-62. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 BRAGANZA, A., GILLON, A.C. and WILLIAMS, S. (2014) Organisation development in HRM: a longitudinal study contrasting evolutionary trends between the UK and USA. *International Journal of Human Resource management*. Vol 25, No 7, April. pp1002-1023.
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Change management [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2011) *Developing organisation culture: six case studies [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Organisation development [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 6 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2013) *OD: taking the business with you?: episode 84 [online]*. Podcast. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/podcasts/default.aspx>
- 7 Organizational development: a strategic HR tool. (2007) *HR Magazine*. Vol 52, No 9, September. pp1-9. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 8 VAN NISTELROOIJ, A. and SMINIA, H. (2010) Organization development: what's actually happening? *Journal of Change Management*. Vol 10, No 4, December. pp407-420. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 9 WERKMAN, R. (2010) Reinventing organization development: how a sense making perspective can enrich OD theories and interventions. *Journal of Change Management*. Vol 10, No 4, December. pp421-438. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 10 WRIGHT, N. (2010) Towards organisational development. *Training Journal*. February. pp47-51. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>

Journal articles

- 1 ATKINSON, P. (2014) OD strategies I: installing a lean and continuous improvement culture. *Management Services*. Vol 58, No 4, Winter. pp12-17.

Websites

- 1 www.cipd.co.uk/hr-topics/
Links to CIPD resources on 60 topics covering HR and L&D including factsheets, research, surveys, books, courses and more.
- 2 www.chumans.com/human-systems-resources/defining-organization-development.html
Website of the Center for Human Systems (US)
- 3 <http://www.employment-studies.co.uk/>
Website of the Institute for Employment Studies
- 4 www.instituteod.com
Website of the Institute of Organization Development (US)
- 5 www.managementhelp.org/organizationdevelopment
Website about the field of organization development
- 6 www.odnetwork.org
Website of the Organization Development Network (US)

Human Resources Service Delivery

Unit title	Human Resources Service Delivery
Level	5*
Credit value	3
Unit code	5SDL
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

Human resources (HR) professionals need to understand the different HR service delivery models available to contemporary organisations, the ways that these are evolving and the contribution that effective and efficient HR service delivery makes to facilitating and supporting sustained organisational performance. This includes establishing and monitoring service standards, measuring performance and issues surrounding the use of shared services, partners and external providers.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the reasons behind organisations changing the structure and location of HR service provision.
- 2 Understand the different HR service delivery models available to contemporary organisations.
- 3 Understand the challenges involved in maintaining and managing HR services and how standards are established and monitored.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 15 with an additional 15 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the reasons behind organisations changing the structure and location of HR service provision.

Links to changing organisational and HR strategies: new thinking about supply chain management, service delivery and value-adding operations and processes; criticisms of traditional HR service structures and processes based on centralised models of the HR function; the economic, quality and efficiency arguments behind third-party delivery of HR services.

2 Understand the different HR service delivery models available to contemporary organisations.

Internal and externally located shared service delivery models: purchasing of specific HR services from third parties, for example contracting for legal advice in employment matters; outsourcing all or parts of HR service provision; insourcing and the development of a market for HR service provision; using consultants instead of or in support of internal service delivery.

How strategically orientated HR services are structured and provided: the provision of transaction services covering HR administration, records, information- and data-handling and payroll; client-facing HR services including business unit advice and support, internal consultancy provision, training needs analysis and training provision, coaching and mentoring.

3 Understand the challenges involved in maintaining and managing HR services and how standards are established and monitored.

Processes and tools to identify and implement improvements to service delivery: utilising technology across end-to-end processes and with multiple users; service performance data collection and analysis; monitoring and evaluating data and information to ensure ongoing service quality; organisational performance and organisational change; internal and external benchmarking; key performance indicators and targets; cost and efficiency monitoring to increase quality, reduce cost and eliminate duplication.

Criteria for choosing partners and external providers; systems and processes that measure the efficiency and effectiveness of third-party suppliers: service-level agreements and contract management; intellectual property and knowledge transfer; stakeholder and employee relations interests and issues; communications.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the reasons behind organisations changing the structure and location of HR service provision.	1.1 Analyse the link between changing patterns of HR service delivery with changing organisational context and strategy. 1.2 Assess the link between changing patterns of HR service delivery to the requirements of flexibility, efficiency, cost and expertise.
2 Understand the different HR service delivery models available to contemporary organisations.	2.1 Compare and contrast the role and purpose of transactional HR services with transformational HR services. 2.2 Compare and contrast insourcing and outsourcing of HR services. 2.3 Evaluate the advantages and disadvantages of using internal and external consultants.
3 Understand the challenges involved in maintaining and managing HR services and how standards are established and monitored.	3.1 Explain the purpose of service standards and how they operate. 3.2 Evaluate tools, techniques and measures used to monitor service performance and to identify improvements. 3.3 Identify factors influencing a decision to procure and use third-party suppliers, criteria used for their selection and performance monitoring.

Learning resources for unit: 5SDL

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- COOK, M. and GILDNER, S. (2006) *Outsourcing human resources functions: how, why, when, and when not to contract for HR services*. 2nd ed. Alexandria, VA: Society for Human Resource Management.
- HALE, J. (2006) *Outsourcing training and development: factors for success*. San Francisco, CA: Pfeiffer.
- HUNTER, I. and SAUNDERS, J. (2009) *Service led design: planning the new HR function*. Farnham: Gower.
- LAWLER, E., ULRICH, D. and FITZ-ENZ, J. (2004) *Human resources business process outsourcing: transforming how HR gets its work done*. San Francisco, CA: Jossey Bass.
- REILLY, P. (2000) *HR shared services and the realignment of HR*. Brighton: Institute for Employment Studies.
- REILLY, P. and WILLIAMS, T. (2003) *How to get best value from HR: the shared services option*. Aldershot: Gower.
- ROBERTSON, J. (2009) *HR service centres*. London: Incomes Data Services.
- ROBERTSON, J. (2011) *Outsourcing HR*. London: Incomes Data Services.
- TAYLOR, S. and WOODHAMS, C. (2012) *Managing people and organisations*. London: Chartered Institute of Personnel and Development. [New edition 2016].
- ULRICH, D., YOUNGER, J. and BROCKBANK, W. (2012) *HR from the outside in: six competencies for the future of human resources*. New York: McGraw Hill.
- WITHERS, M., REDDINGTON, M. and WILLIAMSON, M. (2004) *Delivering value from HR transformation*. Horsham: Roffey Park Institute.

Online resources

- CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2009) *HR outsourcing and the HR function: threat or opportunity?* [online]. Survey report. London: CIPD. Available on the HR and L&D database at: <http://www.cipd.co.uk/hr-resources/database-search.aspx>
- CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *HR outsourcing* [online]. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *HR shared services* [online]. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- GLAISTER, A. (2014) HR outsourcing: the impact on HR role, competency development and relationships. *Human Resource Management Journal*. Vol 24, No 2, April. pp211-226. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- GROSSMAN, R. (2010) Saving shared services. *HR Magazine*. Vol 55, No 9, September. pp26-31. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- MCIVOR, R. and MCCracken, M. (2013) Transforming the HR function through outsourced shared services: insights from the public sector. *International Journal of Human Resource Management*. Vol 24, No 8, April. pp1685-1707. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>

Journal articles

- 1 BROWN, P. (2010) The power of HR outsourcing. *Strategic HR Review*. Vol 9, No 6. pp27-32.
- 2 LOOISE, J-K., MAATMAN, M. and BONDAROUK, T. (2010) Conceptualising the capabilities and value creation of HRM shared service models. *Human Resource Management Review*. Vol 20, No 4, December. pp327-339.
- 3 ULRICH, D. and GROCHOWSKI, J. (2012) From shared services to professional services. *Strategic HR Review*. Vol 11, No 3. pp136-142.

Key journals

- 1 *Human Resource Development International*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 *Human Resource Management Journal*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 3 *Strategic HR Review*
(Published by Emerald Group)

Websites

- 1 www.cipd.co.uk/hr-topics/
Links to CIPD resources on 60 topics covering HR and L&D including factsheets, research, surveys, books, courses and more

Using Facilitation Skills

Unit title	Using Facilitation Skills
Level	5*
Credit value	6
Unit code	5UFS
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

Facilitation skills are one of the most important set of skills for learning and development (L&D) professionals. This unit will further develop the learners' knowledge and expertise in using a range of facilitation skills in different professional contexts including both business and learning contexts. Different models of facilitation will be explored plus coverage of an extensive range of tools and techniques that can be used to facilitate effectively in learning and business contexts. Learners will be able to further develop their expertise in using warm ups and closure techniques, facilitating experiential learning, facilitating meetings effectively, facilitating group learning, reaching consensus when groups are faced with alternatives, observing and interpreting behaviour, managing conflict and challenging behaviours. Learners will also be encouraged to reflect on their own facilitation skills and plan for improvements based on a model of reflective practice.

This unit is suitable for persons who:

- are working in or are seeking to develop a career in L&D
- aim to further their knowledge and understanding of models of facilitation and different tools and techniques
- aim to develop their repertoire of facilitation skills in business and learning contexts.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the nature of facilitation and the principles of effective facilitation.
- 2 Know about different facilitation models and techniques.
- 3 Be able to use different facilitation techniques in different business and learning contexts.
- 4 Be able to reflect on own facilitation skills and plan to improve future practice.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the nature of facilitation and the principles of effective facilitation.

Conceptual nature of facilitation: the activity of contributing to the fulfilment of a need or furtherance of an effort or purpose; process for enabling change; facilitator - someone who helps a group of people understand their common objectives and assists them to plan to achieve them without taking a particular position in the discussion. Contrast with other concepts e.g. learning, training, counselling, coaching, mentoring and supervision. Outcomes of facilitation – changes in understanding and practice, reciprocal feedback, increased autonomy and independence.

Importance in business and learning contexts: Business - contributing to strategic planning, project management, team building, running a meeting/committee/working party, conferences/workshops, addressing dysfunctional behaviours; Learning – using experiential methodologies, face-to-face and digitally, opening, questioning, enabling critical reflection and transfer of learning, closure.

Critical attributes for effective facilitation: genuine mutual respect; a partnership in learning; a dynamic, goal-orientated process; and critical reflection; qualities of an effective facilitator – genuineness/realness, trust and acceptance, caring and empathy.

2 Know about different facilitation models and techniques.

Different models: Carl Rogers' humanistic model, John Heron's 6 category intervention model, Philip Burnard's model for facilitation using experiential learning and experiential learning taxonomy, Casey, Roberts and Salaman's model for facilitating group learning.

Different facilitation techniques: formulating ground rules, using ice-breakers and warm ups e.g. names, trust, physical, breathing and vocal, feelings, action/interaction; experiential learning methods e.g. gaming, improvisation and role play, simulation, sculpting; closure techniques e.g. de-roling, relaxation, guided focus, symbolic feedback, movement, diaries, rituals. Facilitation tools in a business context e.g. roundtable discussions, customer windows, affinity diagrams, knowledge 'cafes', tools to reach consensus – multivoting, criterion-based analyses of different propositions, nominal group techniques. Dealing with disruptions and dysfunctional behaviour in groups e.g. process observations, making a 'bargain', referring to ground rules and/or modifying ground rules.

3 Be able to use different facilitation techniques in different business and learning contexts.

Using facilitation techniques: skills sessions in using facilitation techniques.

4 Be able to reflect on own facilitation skills and plan to improve future practice.

Model of reflective practice: e.g. Schon, Johns' model of structured reflection, Boud, Keogh & Walker; 6 stages in Gibbs' reflective cycle applied to L&D practice; self-improvement plans.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the nature of facilitation and the principles of effective facilitation.	1.1 Discuss the meaning of facilitation and its importance in business and learning contexts. 1.2 Explain the critical attributes for effective facilitation.
2 Know about different facilitation models and techniques.	2.1 Critically evaluate different facilitation models. 2.2 Explain the nature and purpose of different facilitation techniques suitable for use in business and learning contexts.
3 Be able to use different facilitation techniques in different business and learning contexts.	3.1 Demonstrate different facilitation skills appropriate to a business context. 3.2 Demonstrate different facilitation skills appropriate to a learning and development context.
4 Be able to reflect on own facilitation skills and plan to improve future practice.	4.1 Reflect on the efficacy of own facilitation skills. 4.2 Develop a plan to improve own facilitation skills.

Learning resources for unit: 5UFS

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 BEEVERS, K. and REA, A. (2016) *Learning and development practice in the workplace*. 3rd ed. London: Chartered Institute of Personnel and Development.
- 2 GARNER, E. (2012) *Facilitation skills: empowering groups to grow*. London: Bookboon.com. Available at: <http://bookboon.com/en/facilitation-skills-ebook>
- 3 GARNER, E. (2012) *Teambuilding: how to turn uncohesive groups into productive teams*. London: Bookboon.com. Available at: <http://bookboon.com/en/teambuilding-ebook>
- 4 HERON, J. (1999) *The complete facilitator's handbook*. London: Kogan Page.
- 5 JENNINGS, S. (2010) *Creative drama in groupwork*. 2nd ed. London: Speechmark.
- 6 KOLB, J.A. (2014) *Small group facilitation: improving process and performance in groups and teams*. Amherst, MA: HRD Press.
- 7 MANN, T. (2007) *Facilitation – an art, science, skill or all three?* Bradford: Resource Productions.
- 8 MANN, T. (2007) *Facilitation – a manual of models, tools and techniques for effective group working*. Bradford: Resource Productions.
- 9 MCCAIN, D.V. (2015) *Facilitation basics*. 2nd ed. Alexandria, VA: ATD Press.
- 10 MOON, J.A. (2004) *A handbook of reflective and experiential learning: theory and practice*. Abingdon: Routledge Falmer.
- 11 SCHWARZ, R. (2002) *The skilled facilitator: a comprehensive resource for consultants, facilitators, managers, trainers and coaches*. 2nd ed. San Francisco: Jossey Bass.
- 12 UNGER, R., NUNNALLY, B. and WILLIS, D. (2013) *Designing the conversation: techniques for successful facilitation*. San Francisco: New Riders.

Key journals

- 1 *Group Facilitation: A Research and Applications Journal*
Available at: <http://iaf-world.org/index/ToolsResources/IAFJournal.aspx>
- 2 *Human Resource Development International*
Available at: www.cipd.co.uk/journals
- 3 *Human Resource Development Quarterly*
Available at: www.cipd.co.uk/journals
- 4 *International Journal of Training and Development*
Available at: www.cipd.co.uk/journals

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. A wealth of resources on HR and learning and development. Available at: www.cipd.co.uk/hr-resources/a-z

Websites

- 1 www.ahrd.org
Website of the Academy of Human Resource Development
- 2 www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development (CIPD)

Implementing Coaching and Mentoring

Unit title	Implementing Coaching and Mentoring
Level	5*
Credit value	6
Unit code	5ICM
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

The purpose of this unit is to develop the learners' understanding of both coaching and mentoring and of the potential value of both practices within organisations. The unit will also provide opportunities for the learners to enhance their coaching and mentoring skills. The unit begins by exploring and differentiating between the concepts of coaching and mentoring. The benefits for different stakeholders including the coach/coachee and mentor/mentee will be explored. The unit goes on to look at different models of implementing coaching and mentoring in organisations, the role of line managers in both the practices and the factors that all need to consider before implementation. The unit provides the learners with guidance on how they can support the implementation of coaching and mentoring activity in organisations.

This unit is suitable for persons who:

- are working in or are seeking to develop a career in L&D
- aim to further their understanding of coaching and mentoring and related concepts
- aim to develop their ability to introduce coaching and mentoring into an organisation and contribute to the development of a coaching and mentoring culture.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the nature, purpose and benefits of coaching and mentoring in organisations.
- 2 Understand the different ways coaching and mentoring can be implemented in organisations.
- 3 Be able to support the implementation of coaching and/or mentoring programmes within an organisation.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the nature, purpose and benefits of coaching and mentoring in organisations.

Concepts of coaching and mentoring: history; different definitions; theories and models; directive and non-directive approaches. Similarities and differences: aims of intervention; relationship between parties; locus of control/responsibility; styles of interaction; frequency and types of meeting/interaction; formality/informality of process; coach/mentor expertise; content of meetings/activities; examples of coaching and mentoring techniques.

Benefits for different stakeholders: coach/mentee – work-related/performance benefits; personal benefits; career benefits; direct learning and skills development; enhanced self-management and learning skills; social/networking and building of contacts. Coach/mentor – personal development; improved working relationships; performance benefits; insights into work issues; partnership approaches to work. Organisation – coaching practice directly linked to individual/team/organisational objectives; impact on employee skills and knowledge base; impact on employee loyalty and commitment; changing workplace cultures; role of coaching and mentoring in bringing about and consolidating change; sharing and disseminating learning and enhanced organisational knowledge.

2 Understand the different ways coaching and mentoring can be implemented in organisations.

Different types of coaching and mentoring: performance, executive, career, life, peer, line manager coaching; traditional mentoring; on-line mentoring; peer/group mentoring.

Role of line managers: advantages and disadvantages of line-manager as coach/mentor; line-manager support needs; line manager capability requirements; the extent to which managers adopt or are encouraged to adopt a coaching style; extent to which managers identify and support staff development needs and career aspirations staff; conflicts of interest, fairness and objectivity issues.

3 Be able to support the implementation of coaching and/or mentoring programmes within an organisation.

Factors to be considered when implementing coaching and/or mentoring: clear reasons for implementation; alignment and potential fit with organisational values, objectives, structure and culture; relation to/integration with wider learning and development (L&D) strategy and existing L&D initiatives; roles and who will fill them, for example internal or external coaches; degree of intervention required; role of HR; selection/allocation processes and equal opportunities; issues of diversity in relation to coaching and mentoring; financial implications; availability/development of support systems;

Making recommendations and providing support: making recommendations based on an assessment of the strengths and weaknesses of existing programmes; providing advice and support on policy development; systems and processes and documentation; training of coaches and mentors, implementation, monitoring and evaluation of coaching and mentoring and measuring return on investment (ROI).

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the nature, purpose and benefits of coaching and mentoring in organisations.	1.1 Differentiate between the concepts of coaching and mentoring. 1.2 Assess the benefits of coaching and mentoring for different stakeholders in organisations.
2 Understand the different ways coaching and mentoring can be implemented in organisations	2.1 Assess the different types of coaching and mentoring that can be implemented within organisations. 2.2 Evaluate the role of line managers within coaching and mentoring.
3 Be able to support the implementation of coaching and/or mentoring programmes within an organisation.	3.1 Assess the factors which need to be considered when implementing coaching and mentoring in organisations. 3.2 Make justified recommendations for how coaching and mentoring activities could be developed and implemented. 3.3 Contribute to the development of coaching and mentoring in an organisational context.

Learning resources for unit: 5ICM

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- ANDERSON, V., RAYNER, C. and SCHYNS, B. (2009) *Coaching at the sharp end: the role of line managers in coaching at work*. London: Chartered Institute of Personnel and Development. Available at: <http://www.cipd.co.uk/hr-resources/database-search.asp>
- BEEVERS, K. and REA, A. (2016) *Learning and development practice in the workplace*. 3rd ed. London: Chartered Institute of Personnel and Development.
- BLAKEY, J. and DAY, I. (2012) *Challenging coaching: going beyond traditional coaching to face the FACTS*. London: Nicholas Brealey Publishing.
- CLUTTERBUCK, D. (2014) *Everyone needs a mentor*. 5th ed. London: Chartered Institute of Personnel and Development.
- CLUTTERBUCK, D., MEGGINSON, D. and BAJER, A. (2016) *Building and sustaining a coaching culture*. London: Chartered Institute of Personnel and Development.
- CONNOR, M.P. and POKORA, J.B. (2012) *Coaching and mentoring at work: developing effective practice*. 2nd ed. Maidenhead: Open University Press.
- COX, E. (2013) *Coaching understood: a pragmatic enquiry into the coaching process*. London: Sage Publications.
- COX, E., BACHKIROVA, T. and CLUTTERBUCK, D.A. (2014) *The complete handbook of coaching*. 2nd ed. London: Sage Publications.
- DOWNEY, M. (2014) *Effective modern coaching: the principles and art of successful business coaching*. London: LID Publishing.
- FLAHERTY, J. (2010) *Coaching: evoking excellence in others*. 3rd ed. Abingdon: Routledge.
- GARVEY, B., STOKES, P. and MEGGINSON, D. (2014) *Coaching and mentoring: theory and practice*. 2nd ed. London: Sage Publications.
- KAY, D. and HINDS, R. (2012) *A practical guide to mentoring: using coaching and mentoring skills to help others achieve their goals*. 5th ed. Oxford: How To Books
- KNIGHTS, A. and POPPLETON, A. (2008) *Developing coaching capability in organisations*. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/database-search.aspx>
- PARSLOE, E. and LEEDHAM, M. (2009) *Coaching and mentoring: practical conversations to improve learning*. 2nd ed. London: Kogan Page.
- PELTIER, B. (2010) *The psychology of executive coaching: theory and application*. 2nd ed. Hove: Routledge.
- WHITMORE, J. (2009) *Coaching for performance: growing human potential and purpose – the principles and practice of coaching and leadership*. 4th ed. London: Nicholas Brealey Publishing.

Key journals

- Coaching at Work*
- Human Resource Development International*
Available at: www.cipd.co.uk/journals
- Human Resource Development Quarterly*
Available at: www.cipd.co.uk/journals
- Human Resource Development Review*
Available at: www.cipd.co.uk/journals
- International Journal of Training and Development*
Available at: www.cipd.co.uk/journals
- Training and Development*
Available at: www.cipd.co.uk/journals

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. *Coaching and mentoring*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/factsheets/coaching-mentoring.aspx>
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. *Coaching: the evidence base*. Research report. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/research/coaching-evidence-base.aspx>
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2008) *Coaching and buying coaching services*. 2nd ed. Guide. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2009) *Coaching at the sharp end: developing and supporting the line manager as coach*. Practical tool. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2008) *Developing coaching capability: how to design effective coaching systems in organisations*. Practical tool. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/practical-tools/design-effective-coaching-systems-organisations.aspx>
- 6 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2009) *Taking the temperature of coaching [online]*. Survey report. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z

Websites

- 1 www.ahrd.org
Website of the Academy of Human Resource Development
- 2 www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development (CIPD)
- 3 www.emccouncil.org
Website of the European Mentoring and Coaching Council
- 4 www.ufhrd.co.uk
Website of the University Forum for Human Resource Development
- 5 www.associationforcoaching.com
Website of the Association for Coaching

Developing Leadership and Management Skills

Unit title	Developing Leadership and Management Skills
Level	5*
Credit value	6
Unit code	5LMS
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

Effective leadership and management is broadly acknowledged to be essential to organisation effectiveness and success. Hence leadership and management development is a critical component of learning and development (L&D) practice. The purpose of this unit is therefore to enable learners to understand and analyse the role of L&D in leadership and management development. This will include examining differences between leadership and management. The key roles and tasks of corporate leaders and managers will be covered. The focus of the unit will then shift to the design of leadership and management development interventions. The role of the learning and development function will be explored. The unit will also include a discussion of the key principles for ensuring the success of leadership and management development programmes..

This unit is suitable for persons who:

- are working in or are seeking to develop a career in L&D.
- aim to explore the role of learning and development in developing corporate leaders and managers.
- aim extend their knowledge of methods for ensuring the success of leadership and management development programmes.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the distinction between leadership and management.
- 2 Be able to explain different approaches to developing leaders and managers and the role of the learning and development function.
- 3 Understand how to ensure the ownership and success of leadership and management development programmes.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the distinction between leadership and management

Definitions and models of management: e.g. functional models; scientific management; human relations school; strategic versus operational roles; management processes, e.g. planning; controlling; communicating; decision making; role of power and conflict resolution.

Definitions and models of leadership: e.g. trait theories; contingency theories; style theories; Leader-Member Exchange; transactional versus transformational; situational leadership; distributed leadership. *Similarities and differences:* e.g. management as authority and control; management functions versus leadership roles; leadership as vision and influence; managers and subordinates versus leaders and followers.

2 Be able to explain different approaches to developing leaders and managers and the role of the learning and development function

Different approaches: Formal versus informal approaches; e.g. education based programmes, secondments, job rotation, special projects, shadow Boards, coaching and mentoring. Use of competency frameworks. Assessment and development centres. Management self-development. Links with talent management and development.

Role of the L&D function and L&D professionals: e.g. establishing needs; design and delivery of learning and development interventions; identifying and assessing potential leaders; advising on individual and group development; evaluating outcomes; justifying investment in leadership and management development.

3 Understand how to ensure the ownership and success of leadership and management development programmes

Indicators of success: e.g. Individual performance evidence, effective succession, retention of key employees, value added indicators, participant satisfaction indicators.

Ensuring ownership: Identifying key stakeholders. Involving and ensuring contributions of key stakeholders, especially participants, top and senior managers, and non L&D professionals. Individualised interventions. Demonstrating and communicating achievement of success indicators.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the distinction between leadership and management.	1.1 Describe a range of meanings attached to the concepts of leadership and management. 1.2 Justify distinctions drawn between leadership and management.
2 Be able to explain different approaches to developing leaders and managers and the role of the learning and development function.	2.1 Evaluate a range of approaches for developing leaders and managers. 2.2 Discuss the role of the L&D function in providing leadership and management development.
3 Understand how to ensure the ownership and success of leadership and management development programmes.	3.1 Identify indicators of success for leadership and management development programmes. 3.2 Justify methods to ensure the success of leadership and management development programmes.

Learning resources for unit: 5LMS

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 ADAIR, J. (2016) *Develop your leadership skills: creating success*. 2nd ed. London: Kogan Page.
- 2 AVOLIO, B. (2011) *Full range leadership development*. London: Sage.
- 3 GOLD, J., THORPE, R. and MUMFORD, A. (2010) *Leadership and management development*. 5th ed. London: Chartered Institute of Personnel and Development.
- 4 GRINT, K. (2010) *Leadership: a very short introduction*. Oxford: Oxford University Press.

Key journals

- 1 *Career Development International*
- 2 *Human Resource Management Journal*
Available at: www.cipd.co.uk/journals
- 3 *International Journal of Human Resource Management*
Available at: www.cipd.co.uk/journals
- 4 *Journal of Management Development*
- 5 *Leadership and Organisation Development Journal*
- 6 *Management Learning*
- 7 *People Management*
Available at: www.cipd.co.uk/pm
- 8 *The Leadership Quarterly*
- 9 *Human Relations*

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. CIPD factsheet on leadership. Includes content on distinguishing leadership and management. Available at: www.cipd.co.uk/hr-resources/factsheets/leadership.aspx
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. CIPD factsheet on management development. Available at: www.cipd.co.uk/hr-resources/factsheets/management-development.aspx
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. A wealth of resources on HR, learning and development and organisation development. Available at: www.cipd.co.uk/hr-resources/a-z

Websites

- 1 www.ahrd.org
Website of the Academy of Human Resource Development
- 2 www.cipd.co.uk
Chartered Institute of Personnel and Development (CIPD)
- 3 www.leadershiptrust.net
Leadership Trust Foundation

Developing and Using Consultancy Skills

Unit title	Developing and Using Consultancy Skills
Level	5*
Credit value	6
Unit code	5CNS
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

In the current world of economic change and uncertainty, the need for consulting skills and abilities has increased, along with the need for businesses in private and public sectors to procure the most cost-effective and innovative solutions for business problems and/or opportunities. This unit will further develop the learners' understanding of the nature of consultancy and related concepts, different consultancy roles and the key stages in the consulting process. The unit will explore the range of skills and techniques required to be effective in a learning and development consulting role for each stage of the consulting process i.e. from working with clients to address a business need, agreeing a solution through to evaluation and closure. At the end of the unit, it is expected that they will be better able and more confident in providing customised learning and development solutions to meet the needs of different clients. Negotiating the deliverables in a consultancy contract will also be addressed in the unit.

This unit is suitable for persons who:

- 1 Understand the meaning of consultancy and the common stages in the consulting process in a learning and development context.
- 2 Know how to work with a client to agree a learning and development solution.
- 3 Be able to support a client whilst implementing a learning and development solution.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the meaning of consultancy and the common stages in the consulting process in a learning and development context.
- 2 Know how to work with a client to agree a learning and development solution.
- 3 Be able to support a client whilst implementing a learning and development solution.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the meaning of consultancy and the common stages in the consulting process in a learning and development context.

Definition and examples of consultancy: usually an expert who provides professional advice and/or professional services in a given field; theories and models relating to consultancy e.g. Lundberg, Ulrich; differences between internal and external consultants and the advantages and disadvantages of each; different consultancy areas e.g. L&D, HR, engineering, IT, marketing, performance management, medicine; consultancy firms; nature and content of consultancy agreements; consultancy in different contexts e.g. public, private, non-governmental organisations; ethical considerations and consultancy.

Common stages in the consulting process: defining the business need before proceeding; clarifying expectations and reaching agreement; gathering and analysing information on the defined problem and/or business opportunity; recommending options/solutions/change from alternatives; leading sustainable change; taking stock or closing.

2 Know how to work with a client to agree a learning and development solution.

Identifying the business need: identifying the problem, causality, effects on the business and teams and individuals, identifying the risks to the business; identifying business opportunities with the client; gathering information about the need/opportunity as required e.g. interviews with stakeholders (internal and external), focus groups, attending meetings in a participant or non-participant mode, reviewing key documents e.g. business reports, financial reports, staff survey reports, triangulation.

Justifying a costed solution: normally in a written report form with an advocated solution from alternatives showing how solution best meets the business needs, direct and indirect costs, resources, timeframes, risk assessment results and risk mitigation recommendations, success criteria in terms of expected outcomes and outputs, monitoring and evaluation plan.

3 Be able to support a client whilst implementing and evaluating a learning and development solution.

Process for reporting on progress: agreement about purpose and frequency of meetings and mode of reporting e.g. verbal, PowerPoint slides, written reports, balance of informal v formal reports;

Reporting on the solution and recommending future action: examples of different reporting formats and use of a logframe methodology to capture inputs, outcomes and outputs with quantitative and qualitative information; making recommendations for future action to ensure embeddedness and sustainability of solution; consultancy contract closure or renewal.

Common problems with client-consultant relationships: ineffective communication about how the consultancy project will proceed; unrealistic expectations of project success or expectations too low in terms of business need; underestimating scope and/or complexity of project; not following through on small but important details; failure to understand client requirements; strategies and tactics for preventing or minimising client-consultant problems.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the meaning of consultancy and the common stages in the consulting process in a learning and development context.	1.1 Explain the meaning of consultancy. 1.2 Compare and contrast different examples of consultancy in the business world. 1.3 Identify and explain each stage of the consultancy process.
2 Know how to work with a client to agree a learning and development solution.	2.1 Establish with a client the nature of the problem and/or opportunity to be addressed and the required outcomes. 2.2 Assess different potential solutions for meeting the required outcomes. 2.3 Recommend a costed learning and development solution.
3 Be able to support a client whilst implementing a learning and development solution.	3.1 Establish with the client the processes for reporting on progress with the learning and development solution. 3.2 Report on the outcomes of the learning and development solution. 3.3 Recommend any future actions required post-implementation to ensure sustainable change. 3.4 Discuss the causes of common problems with client-consultant relationships and ways of avoiding or addressing them.

Learning resources for unit: 5CNS

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 BIECH, E. (2007) *The business of consulting: the basics and beyond* (CD-ROM included). 2nd ed. San Francisco: Wiley.
- 2 BLOCK, P. (2011) *Flawless consulting: a guide to getting your expertise used*. 3rd ed. San Francisco: Wiley.
- 3 CURETON, P. (2016) *Developing and Using Consultancy Skills* (e-booklet). London: CIPD.
- 4 GREEN, C.H. and HOWE, A.P. (2011) *The trusted advisor fieldbook: a comprehensive toolkit for leading with trust*. Hoboken: John Wiley.
- 5 O'MAHONEY, J. and MARKHAM, C. (2013) *Management consultancy*. 2nd ed. Oxford: Oxford University Press.
- 6 SCHAFFER, R.H. (2002) *High-impact consulting: how clients and consultants can work together to achieve extraordinary results*. San Francisco: Jossey-Bass.
- 7 STEWART, J. and ROGERS, P. (2012) *Developing people and organisations*. London: Chartered Institute of Personnel and Development.
- 8 THOMAS, M. (2004) *High-performance consulting skills: the internal consultant's guide to value-added performance*. London: Thorogood.

Key journals

- 1 *Consulting Psychology Journal: Practice and Research*
- 2 *People Management*
Available at: www.cipd.co.uk/pm
- 3 *Human Resource Development International*
Available at: www.cipd.co.uk/journals

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. Information page summarising CIPD resources on OD. Available at: www.cipd.co.uk/hr-topics/organisation-development.aspx
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. A wealth of resources on HR and learning and development. Available at: www.cipd.co.uk/hr-resources/a-z

Websites

- 1 www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development (CIPD)
- 2 www.organisationdevelopment.org
A consultant's website which also provides advice and resources

Intermediate level Specification Human Resources

CIPD Approved Centres

Rules of combination for CIPD approved¹ Level 5* Intermediate qualifications in Human Resources

¹ CIPD approved qualifications are offered at centres with qualification awarding powers, e.g. university awards and university validated awards.

*Comparable to RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

List of units for Level 5 Intermediate Certificate in Human Resource Management

Core units	Unit code	Credit value	Guided learning hours
Developing Professional Practice	5DPPv2	4	20
Business Issues and the Contexts of Human Resources	5BICv2	6	30
Using Information in Human Resources	5IHRv2	4	20

Optional units	Unit code	Credit value	Guided learning hours
Resourcing and Talent Planning	5RTPv2	6	30
Reward Management	5RWMv2	6	30
Improving Organisational Performance	5IOPv2	6	30
Employee Engagement	5EEGv2	6	30
Contemporary Developments in Employment Relations	5CERv2	6	30
Employment Law	5ELWv2	6	30
Managing and Coordinating the Human Resources Function	5MHRv2	6	30
Organisation Design	5ODSv2	3	15
Organisation Development	5ODVv2	3	15
Human Resources Service Delivery	5HRSv2	3	15

Group B Optional units	Unit code	Credit value	Guided learning hours
Contemporary Developments in Human Resource Development	5HRD	6	30
Meeting Organisational Development Needs	5MDN	3	15
Developing Coaching and Mentoring within Organisations	5DCM	3	15
Knowledge Management	5KNM	3	15

Rules of combination for CIPD approved qualifications:

Level 5 Intermediate Certificate in Human Resource Management (equivalent to 32 credits/160 glh)

- map to learning outcomes of all 3 core units (equating to 14 credits/70 glh)
- map to learning outcomes of whole optional units (equating to a minimum of 18 credits/ 90 glh), units chosen must form a coherent programme
- a maximum of 10 credits (50 glh) can be delivered and assessed at RQF Level 4
- the remainder of credits/glh must be delivered and assessed at RQF levels 5 and 6.

List of units for Level 5 Intermediate Diploma in Human Resource Management

Core units	Unit code	Credit value	Guided learning hours
Developing Professional Practice	5DPPv2	4	20
Business Issues and the Contexts of Human Resources	5BICv2	6	30
Managing and Coordinating the Human Resources Function	5MHRv2	6	30
Using Information in Human Resources	5IHRv2	4	20

Group A Optional units	Unit code	Credit value	Guided learning hours
Resourcing and Talent Planning	5RPTv2	6	30
Reward Management	5RWMv2	6	30
Improving Organisational Performance	5IOPv2	6	30
Employee Engagement	5EEGv2	6	30
Contemporary Developments in Employment Relations	5CERv2	6	30
Employment Law	5ELWv2	6	30
Organisation Design	5ODSv2	3	15
Organisation Development	5ODVv2	3	15
Human Resources Service Delivery	5HRSv2	3	15

Group B Optional units	Unit code	Credit value	Guided learning hours
Contemporary Developments in Human Resource Development	5HRD	6	30
Meeting Organisational Development Needs	5MDN	3	15
Developing Coaching and Mentoring within Organisations	5DCM	3	15
Knowledge Management	5KNM	3	15

Rules of combination for CIPD approved qualifications:

Level 5 Intermediate Diploma in Human Resource Management (equivalent to 44 credits/220 glh)

- map to learning outcomes of all 4 core units (equating to 20 credits/100 glh)
- map to learning outcomes of whole optional units (equating to a minimum of 24 credits/120 glh), units chosen must form a coherent programme
- a maximum of 14 credits (70 glh) can be delivered and assessed at RQF Level 4
- the remainder of credits/glh must be delivered and assessed at RQF levels 5 and 6.

Developing Professional Practice

Unit title	Developing Professional Practice
Level	5*
Credit value	4
Unit code	5DPPv2
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

This unit is designed to enable the learner to develop a sound understanding of the knowledge, skills and behaviours required by Human Resources (HR) professionals, whether in a generalist or specialist role, and as described in the CIPD Profession Map. The unit embraces the 'thinking performer' perspective and covers the competencies needed by the HR professional in a personal capacity, when collaborating and working with others, and when functioning efficiently and effectively in an organisational context. It will enable learners to assess their own strengths and identify a Continuing Professional Development (CPD) plan, based on the capabilities required for ethical, business-focused and interpersonal professional conduct.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand what is required to be an effective and efficient HR professional.
- 2 Be able to perform efficiently and effectively as an HR professional.
- 3 Be able to apply CPD techniques to construct, implement and review a personal development plan.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 hours with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand what is required to be an effective and efficient HR professional.

The role and contribution of the HR professional: three types of professional action: administrative, advisory, executive; the HR professional as ambassador for the HR functions of business partner; change agent; people resourcing, performance and development facilitator; the 'thinking performer' paradigm; defining the contribution of the HR professional and the acquisition of a positive reputation for efficiency, service delivery, trust and reliability; overview of the knowledge, skills and behaviours required for effective role performance as identified in the ten professional areas of the CIPD's Profession Map at Bands 1 and 2.

What it means to be a professional: managing self, managing in groups/teams, managing upwards, managing across the organisation; how these roles interact. professional ethics and the CIPD Code of Conduct; corporate social responsibility; role-modelling professional behaviours as described in the CIPD Profession Map, Band 1 and 2; the fundamental beliefs and philosophical assumptions that underpin professionalism, for example, an outward-looking, customer-focused, flexible, thinking-performer perspective; obligations for integrity, ethical conduct and confidentiality; handling conflict between professional principles and organisation pressures.

The customers and stakeholders for the HR professional: determining customer expectations and priorities; exercising discretionary judgement when customer requirements compete; the stakeholder concept and its relevance for the HR professional; the skills of creating and sustaining customer relationships; methods for securing customer feedback; valuing customer complaints as a mechanism for enhancing service performance in the future; the search for service excellence.

Working with others: elements of group dynamics; the skills of collaboration and conflict resolution.

The components of effective and ineffective teams: the roles required for effective group/team operation, productive, proactive and positive leadership within groups and teams

2 Be able to perform efficiently and effectively as an HR professional.

The principles and practice of efficient time and project management: classifying and ordering priorities; controlling time to optimise personal productivity while also sustaining positive people relationships; the prevention and control of stress; setting project objectives; elements of project planning, milestone monitoring, scheduling and control.

The components of analytical and critical thinking: situational analysis, decision-making and problem-solving; exercising judgement about the validity and reliability of information; promoting creativity in self and others; how to question and interpret 'evidence'.

Communication skills for the HR professional: planning and delivering presentations; report-writing; the effective applications for technology as a communication aid.

Building and sustaining positive relationships inside and outside the HR function: the fundamentals of interpersonal effectiveness; the benefits of networking; managing key relationships up the hierarchy; methods for coping with difficult people-related situations.

Formal and semi-formal meetings: the principles of effective membership at meetings; techniques of chairmanship and group leadership.

Techniques for influence, persuasion and negotiating: securing the willing co-operation of others; assertiveness and related skills.

Managing relationships within and across hierarchies: understanding the nature and impact of 'political behaviour' in organisations, coping with functional conflicts, stereotypes and 'political' tensions.

Working within the cultural grain of the organisation: recognising the 'art of the possible' and the boundaries of the permissible.

Involvement with continuous improvement and transformational change programmes: the benefits of cross-functional involvement in terms of personal development and relationship-building.

3 Be able to apply CPD techniques to construct, implement and review a personal development plan.

Continuing professional development (CPD): the basic assumptions for CPD, predicated on personal responsibility for learning, development and continuous improvement.

The rationale for CPD: reflective practice; the need for continuous learning in a turbulent, transformational world; obligations for CPD within the CIPD and the CIPD Profession Map; implications of the commitment to lifelong and self-managed learning.

Self-appraisal and the acquisition of knowledge about perceived performance: sources of information about personal effectiveness.

The design of a meaningful personal development plan: the specification of meaningful, achievable, time-bounded yet stretching development goals and objectives; types of learning activity (linked to own learning-style preferences).

The circularity of personal development: plan-performance-review-plan; monitoring CPD progress through, for example, review of CPD log entries and, where appropriate, the implementation of remedial action programmes; sustaining the motivational momentum.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand what is required to be an effective and efficient HR professional.	1.1 Evaluate what it means to be an HR professional with reference to the CIPD's most current Profession Map. 1.2 Describe the elements of group dynamics and conflict resolution methods.
2 Be able to perform efficiently and effectively as an HR professional.	2.1 Apply project management techniques. 2.2 Apply problem-solving techniques. 2.3 Apply a range of methods for influencing, persuading and negotiating with others.
3 Be able to apply CPD techniques to construct, implement and review a personal development plan.	3.1 Undertake a self-assessment of HR professional practice capabilities to identify continuing professional development needs. 3.2 Produce a plan to meet personal development objectives based on an evaluation of different options. 3.3 Reflect on performance against the plan, identify learning points for the future and revise the plan accordingly.

Learning resources for unit: 5DPPv2

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 ARMSTRONG, M. (2014) *How to be an even better manager: a complete A-Z of proven techniques and essential skills*. 9th ed. London: Kogan Page.
- 2 BARKER, A. (2010) *Improve your communication skills*. 2nd rev ed. London: Kogan Page.
- 3 BENFIELD, K. (2012) *Create a winning team: a practical guide to successful teamworking*. London: Hodder Education.
- 4 FORSYTH, P. (2010) *Successful time management*. London: Kogan Page.
- 5 FRIEDMAN, A. (2011) *Continuing professional development: lifelong learning of millions*. Abingdon: Routledge.
- 6 GALLAGHER, K. (2013) *Skills development for business and management students*. 2nd ed. Oxford: Oxford University Press.
- 7 HARTLEY, S. (2015) *Stronger together: how great teams work*. London: Piatkus.
- 8 JOHNS, T. and PERKINS, G. (2016) Developing professional practice. In: TAYLOR, S. and WOODHAMS, C. (eds). *Studying human resource management*. London: Chartered Institute of Personnel and Development.
- 9 MEGGINSON, D. and WHITAKER, V. (2007) *Continuing professional development*. 2nd ed. London: Chartered Institute of Personnel and Development.
- 10 OWEN, J. (2015) *How to lead: the definitive guide to effective leadership*. 4th ed. Harlow: Pearson Education.
- 11 PEDLER, M., BURGOYNE, J. and BOYDELL, T. (2013) *A manager's guide to self development*. 6th ed. Maidenhead: McGraw-Hill.
- 12 TEMPLAR, R. (2012) *The rules of work: a definitive code for personal success*. 3rd ed. Harlow: Pearson Education.
- 13 ULRICH, D., BROCKBANK, W. and JOHNSON, D. (2008) *HR competencies: mastery at the intersection between people and business*. Alexandria, VA: Society for Human Resource Management.
- 14 WATSON, G. and REISSNER, S. (2014) (eds). *Developing skills for business leadership*. 2nd ed. London: Chartered Institute of Personnel and Development.

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2005) *Career discussions at work: practical tips for HR, managers and employees [online]*. Practical Tool. London: CIPD. Available on the HR and L&D database at: <http://www.cipd.co.uk/hr-resources/database-search.aspx>
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Employee communication [online]*. Factsheet. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z>
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *HR Outlook: Winter 2014-15: views of our profession [online]*. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z>
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Identifying learning and development needs [online]*. Factsheet. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z>
- 5 CLARK, S. (2015) *Ethical decision-making: eight perspectives on workplace dilemmas [online]*. London: Chartered Institute of Personnel and Development. Available at <http://www.cipd.co.uk/hr-resources/a-z>
- 6 HALVORSON, H. (2014) Get your team to do what it says it's going to do. *Harvard Business Review*. Vol 92, No 5, May. pp82-87. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 7 HIRSH, W., CARTER, A. and GIFFORD, J. (2008) *What customers want from HR: the views of line managers, senior managers and employees on HR services and the HR function [online]*. IES Report, No 453. Brighton: Institute for Employment Studies. Available at: <http://www.employment-studies.co.uk/system/files/resources/files/453.pdf> [Accessed 21 October 2015]
- 8 MACAULAY, S. and COOK, S. (2013) Collaboration within teams. *Training Journal*. February. pp54-58. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 9 PARDY, J. (2012) CPD urban myths. *Training Journal*. March. pp55-58. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 10 ROBINSON, D. and TAMKIN, P. (2015) *Teams and the engaging manager*. Brighton: Institute for Employment Studies. Available at: <http://www.employment-studies.co.uk/system/files/resources/files/491.pdf>

Journal articles

- 1 BREMEN, J. and DAVENPORT, T. (2014) The impact of consumer-driven HR. *Workspan*. Vol 57, No 12, December. pp30-36.
- 2 BROWN, K., HYER, N. and ETTENSON, R. (2013) The question every project team should answer. *MIT Sloan Management Review*. Vol 55, No 1, Fall. pp49-57.
- 3 FOX, A. (2013) Customer-centric HR. *HR Magazine*. Vol 58, No 6, June. pp59-64.
- 4 SALAS, E., SHUFFLER, M. and THAYER, A. (2015) Understanding and improving teamwork in organisations: a scientifically based practical. *Human Resource Management*. Vol 54, No 4, July/August. pp599-622.

Key journals

- 1 *People Management*
Available at <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 *Personnel Today*
Available at <http://www.cipd.co.uk/hr-resources/online-journals.aspx>

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service) which aims to improve organisations and working life through better employment relations
- 2 <https://www.gov.uk/government/organisations/departments-for-business-innovation-skills>
Website of the Department for Business, Innovation and Skills (BIS)
- 3 www.cbi.org.uk
Website of the Confederation of British Industry
- 4 www.cipd.co.uk/hr-topics/
Links to CIPD resources on over 60 topics covering HR and L&D including factsheets, research, surveys, books and courses
- 5 www.customer1st.co.uk
Website of Customer 1st International
- 6 www.equalityhumanrights.com
Website of the Equality and Human Rights Commission
- 7 www.gov.uk
Government website for information including business issues, HR and training/education
- 8 www.hse.gov.uk
Health & Safety Executive website
- 9 www.instituteofcustomerservice.com
Website of the Institute of Customer Service
- 10 www.investorsinpeople.co.uk
Website offering frameworks for delivering business improvement through people
- 11 www.ons.gov.uk/
Website of the Office for National Statistics
- 12 www.theworkfoundation.com
Website of the Work Foundation
- 13 www.ukces.org.uk
Website of the UK Commission for Employment and Skills

Business Issues and the Contexts of Human Resources

Unit title	Business Issues and the Contexts of Human Resources
Level	5*
Credit value	6
Unit code	5BICv2
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

Human Resources (HR) professionals need to understand key developments in the business and external contexts within which HR operates. This unit enables learners to identify and review the business and external contextual factors affecting organisations and to assess the impacts of these factors on the HR function. The unit also examines HR's role in strategy formulation and implementation. The unit is designed to encourage learners to adopt a critical perspective of these contexts and to provide workable organisational and HR solutions to address them.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the key contemporary business issues and main external factors affecting different organisations and the impact on HR.
- 2 Understand how organisational and HR strategies and practices are shaped and developed.
- 3 Know how to identify and respond to changes in the business environment.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the key contemporary business issues and main external factors affecting different organisations and the impact on HR.

Different types of organisation: SME's; global; private, governmental, and so on; the role of management within them; ways in which HR is delivered in different organisations; the main functional areas of management; the search for sustained organisational performance, business profit and efficiency; analysing, evaluating and drawing conclusions from financial and non-financial data; balanced scorecard or similar performance measurement tools; managing the change agenda.

Factors impacting on organisations: the market and competitive contexts of organisations; principal demographic, social and technological trends; globalisation and international factors; government policy and legal regulation; the European Union (EU) and other international bodies.

2 Understand how organisational and HR strategies and practices are shaped and developed.

Forces shaping the HR agenda; models of the HR function; HR insights, strategies and solutions to support organisational performance; relationships of HR with senior management and line management; basic issues of ethics, accountability and good governance.

Strategy development: how corporate and HR strategies are shaped by the business and external contexts; organisational insights and organisational performance; strategy formulation and implementation; emergent strategies; vertical and horizontal integration; business ethics and accountability.

Techniques and tools to analyse organisational and business environment: for example, PESTLE, SWOT, the value chain, and so on.

3 Know how to identify and respond to changes in the business environment.

HR's role and function in business planning and review: HR as a business partner; environmental scanning

Assessing and using data: sources of data and business information including HR metrics; handling, analysing and reviewing complex business data; interpreting trends, patterns and metrics in the organisation, and identifying obstacles and risks; responding to change: short-term imperatives and long-term horizons; preparing position and policy papers; communicating with senior, middle managers and staff.

Evaluating agreed strategies: understanding different tools for evaluation.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the key contemporary business issues and main external factors affecting different organisations and the impact on HR.	1.1 Assess a range of different factors which impact on an organisation's business and its HR function.
2 Understand how organisational and HR strategies and practices are shaped and developed.	2.1 Analyse the forces shaping the HR agenda. 2.2 Compare different tools for analysing the business environment. 2.3 Explain the key stages in strategy formulation and implementation and the role of HR. 2.4 Examine HR's contribution to business ethics and accountability.
3 Know how to identify and respond to changes in the business environment.	3.1 Evaluate business performance and the role of HR in business planning and the change management agenda. 3.2 Assess and utilise different sources of business and contextual data for planning purposes.

Learning resources for unit: 5BICv2

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 ARMSTRONG, M. and TAYLOR, S. (2014) *Armstrong's handbook of human resource management practice*. 13th ed. London: Kogan Page.
- 2 BEGG, D. and WARD, D. (2012) *Economics for business*. 4th ed. Maidenhead: McGraw-Hill.
- 3 BOXALL, P. and PURCELL, J. (2015) *Strategy and human resource management*. 4th ed. Basingstoke: Palgrave Macmillan.
- 4 BUTLER, M. and ROSE, E. (eds). (2011) *Introduction to organisational behaviour*. London: Chartered Institute of Personnel and Development.
- 5 CHILD, J. (2015) *Organization: contemporary principles and practice*. 2nd ed. Chichester: John Wiley.
- 6 DAFT, R. (2014) *New era of management*. 11th ed. Mason, OH: South-Western Cengage Learning.
- 7 DESJARDINS, J. (2013) *Business ethics: decision making for personal integrity and social responsibility*. 3rd ed. New York: McGraw Hill Higher Education.
- 8 EMIR, A. (2014) *Selwyn's law of employment*. 18th ed. Oxford: Oxford University Press.
- 9 FARNHAM, D. (2015) *Human resource management in context: insights, strategy and solutions*. 4th ed. London: Chartered Institute of Personnel and Development.
- 10 GRANT, R. (2013) *Contemporary strategy analysis: text and cases*. 8th ed. Hoboken, NJ: Wiley.
- 11 KEW, J. and STREDWICK, J. (2013) *Human resource management in a business context*. 2nd ed. London: Chartered Institute of Personnel and Development. [New edition 2016].
- 12 MARCHINGTON, M. and WILKINSON, A. (2012) *Human resource management at work*. 5th ed. London: Chartered Institute of Personnel and Development. [New edition 2016].
- 13 PHILLIPS, J. and PHILLIPS, P. (2015) *High-impact human capital strategy: addressing the 12 major challenges today's organizations face*. New York: Amacom.
- 14 ROLLINSON, D. (2008) *Organisational behaviour and analysis: an integrated approach*. 4th ed. Harlow: Financial Times/Prentice Hall.
- 15 SANDEL, M. (2013) *What money can't buy: the moral limits of markets*. London: Penguin.
- 16 TAYLOR, S. and EMIR, A. (2015) *Employment law: an introduction*. 4th ed. Oxford: Oxford University Press.
- 17 TAYLOR, S. and WOODHAMS, C. (eds). (2012) *Studying human resource management*. London: Chartered Institute of Personnel and Development. [New edition 2016].

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Business savvy: giving HR the edge [online]*. Research report. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z>
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Overview of CIPD surveys: a barometer of HR trends and prospects 2013 [online]*. Survey report. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z>
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Understanding the business issues in partnering arrangements [online]*. Research report. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z>
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT (2014) *Industrial strategy & the future of skills policy*. Research report, London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z>

Journal articles

- 1 CAPPELLI, P. (2015) Why we love to hate HR...and what HR can do about it. *Harvard Business Review*. Vol 93, No 7/8, July/August. pp54-61.
- 2 CASCIO, W. (2015) Strategic HRM: too important for an insular approach. *Human Resource Management*. Vol 54, No 3, May/June. pp423-426.
- 3 DAVENPORT, T. (2015) How HR plays its role in leadership development. *Strategic HR Review*. Vol 14, No 3. pp89-93.
- 4 LAWLER, E. and BOUDREAU, J. (2013) What makes human resources effective? *Workspan*. Vol 56, No 6, June. pp33-36.
- 5 PERSAUD, J. and JACOBS, K. (2013) A good head for business. *Human Resources*. July. pp23-27.
- 6 REILLY, P. (2012) The practice of strategy. *Strategic HR Review*. Vol 11, No 3. pp129-135.

Key journals

- 1 *Human Resource Management Journal*
Available at <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 *International Journal of Human Resource Management*
Available at <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 3 *People Management*
Available at <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 4 *Strategic HR Review*
(Published by Emerald Group)

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service) which aims to improve organisations and working life through better employment relations
- 2 www.bankofengland.co.uk
Website of the Bank of England
- 3 <https://www.gov.uk/government/organisations/departments-for-business-innovation-skills>
Website of the Department for Business, Innovation and Skills (BIS)
- 4 www.cbi.org.uk
Website of the Confederation of British Industry
- 5 www.cipd.co.uk/hr-topics/
Links to CIPD resources on over 60 topics covering HR and L&D including factsheets, research, surveys, books and courses
- 6 www.gov.uk
Government website for information including business issues, HR and training/education
- 7 www.hse.gov.uk
Health & Safety Executive website
- 8 <http://www.employment-studies.co.uk/>
Website of the Institute for Employment Studies
- 9 <http://www.ons.gov.uk/ons/index.html>
Website of the Office for National Statistics
- 10 www.theworkfoundation.com
Website of the Work Foundation
- 11 www.ukces.org.uk
Website of the UK Commission for Employment and Skills

Using Information in Human Resources

Unit title	Using Information in Human Resources
Level	5*
Credit value	4
Unit code	5IHRv2
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

Human Resources (HR) professionals need to be able to present a viable and realistic case for improvement based on sound work-based research and an understanding of what is considered good practice. This core unit develops the skills of research and enquiry in order to enable learners to identify appropriate data sources to support an investigation into an area of HR practice and to synthesise and apply this data, to evaluate the role of HR in business and strategy formulation and implementation, and to prepare and present a business case for improvement.

This unit is suitable for persons who:

- seek to develop a career in human resources management and development
- are working in the field of human resource management and development and need to extend their knowledge and skills
- have responsibility for implementing human resources policies and strategies
- need to understand the role of human resources in the wider, organisational and environmental contexts.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the research process and different research approaches.
- 2 Be able to conduct a critical review of information sources in an area of HR/business practice and analyse the findings.
- 3 Be able to draw meaningful conclusions and evaluate options for change.
- 4 Know how to deliver clear, business-focused reports on an HR issue.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the research process and different research approaches.

Stages in the research process: range of research methodologies and the applications of quantitative and qualitative methods; conversion of raw data into meaningful HR and management information; the parameters and limitations of different research instruments.

2 Be able to conduct a critical review of information sources in an area of HR/business practice and analyse the findings.

Identifying a researchable area: for example an aspect from one of the professional areas in the CIPD Profession Map or from an area of business practice.

Reviewing data: Sources of UK and international information relating to HR and management practice, including online databases and search facilities, academic and professional journals, professional and regulatory bodies and sector skills councils reports, organisational policy and financial accounts, industry reports; differences in the presentation of data across a range of written, electronic and oral media; the difference between primary and secondary data.

Conducting the critical review of the information sources: types and purposes of literature reviews, literature review process.

3 Be able to draw meaningful conclusions and evaluate options for change.

Drawing meaningful conclusions: analysis and interpretation of trends, patterns and metrics; evaluation of data collected to inform the conclusions; the business case for change, incorporating cost-benefit and resource analysis; critical success factors to assess the effectiveness of change

4 Know how to deliver clear, business-focused reports on an HR issue.

Identifying stakeholders: use of stakeholder maps with their interests, needs and likely influence.

Preparing a business report: choosing the format, consideration of a range of written, electronic and oral media; range of narrative and diagrammatic formats; the needs of various stakeholders; range of ways to present data to meet different stakeholder needs; using insights and observations to shape the views of managers and to influence strategy; suggestions for alternative paths of action consistent with observations.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the research process and different research approaches.	1.1 Summarise the stages of the research process and compare different data collection methods.
2 Be able to conduct a critical review of information sources in an area of HR/business practice and analyse the findings.	2.1 Identify an area of HR practice for investigation. 2.2 Conduct a critical review of different information sources relevant to the chosen area of HR/business practice.
3 Be able to draw meaningful conclusions and evaluate options for change.	3.1 Draw meaningful conclusions from the review and make justified recommendations for improvements in practice.
4 Know how to deliver clear, business-focused reports on an HR issue.	4.1 Formulate a business report for identified stakeholders that includes an appropriate mix of diagrammatic and narrative formats.

Learning resources for unit: 5IHRv2

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 ANDERSON, V. (2013) *Research methods in human resource management: investigating a business issue*. 3rd ed. London: Chartered Institute of Personnel and Development.
- 2 BELL, J. and WATERS, S. (2014) *Doing your research project: a guide for first time researchers*. 6th ed. Maidenhead: Open University Press.
- 3 BRYMAN, A. and BELL, E. (2015) *Business research methods*. 4th ed. Oxford: Oxford University Press.
- 4 CAMERON, S. and PRICE, D. (2009) *Business research methods: a practical approach*. London: Chartered Institute of Personnel and Development.
- 5 COOPER, D.R. and SCHINDLER, P.S. (2013) *Business research methods*. 12th ed. New York: McGraw-Hill Education.
- 6 DENSCOMBE, M. (2014) *The good research guide: for small scale social research projects*. 5th ed. Maidenhead: Open University Press.
- 7 EASTERBY-SMITH, M., THORPE, R. and JACKSON, P. (2015) *Management and business research*. 5th ed. London: Sage.
- 8 HORN, R. (2012) *Researching and writing dissertations: a complete guide for business and management students*. 2nd ed. London: Chartered Institute of Personnel and Development.
- 9 MARCHINGTON, M. and WILKINSON, A. (2012) *Human resource management at work*. 5th ed. London: Chartered Institute of Personnel and Development. [New edition 2016]
- 10 SAUNDERS, M., LEWIS, P. and THORNHILL, A. (2015) *Research methods for business students*. 7th ed. Harlow: Pearson Education.
- 11 SILVERMAN, D. (2013) *Doing qualitative research*. 4th ed. London: Sage.
- 12 SILVERMAN, D. (2013) *A very short, fairly interesting and reasonably cheap book about qualitative research*. 2nd ed. London: Sage.
- 13 TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Studying human resource management*. 2nd ed. London: Chartered Institute of Personnel and Development. [Chapter on using information in human resources].

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *How to write a persuasive business report [online]*. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 2 CIPD surveys and research reports. Available at <http://www.cipd.co.uk/hr-resources>

Key journals

- 1 *Human Resource Management Journal*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 *International Journal of Human Resource Management*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 3 *People Management*
Available at: www.cipd.co.uk/pm
- 4 *Personnel Review*

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service) which aims to improve organisations and working life through better employment relations.
- 2 <https://www.gov.uk/government/organisations/department-for-business-innovation-skills>
Website of the Department for Business, Innovation and Skills (BIS)
- 3 www.cipd.co.uk/hr-topics/
Links to CIPD resources on 60 topics covering HR and L&D including factsheets, research, surveys, books, courses and more.
- 4 www.eurofound.europa.eu
Website of the European Foundation for the Improvement of Living and Working Conditions
- 5 <http://www.employment-studies.co.uk/>
Website of the Institute for Employment Studies
- 6 <http://www.ons.gov.uk/ons/index.html>
Website of the Office for National Statistics
- 7 www.ukces.org.uk
Website of the UK Commission for Employment and Skills

Resourcing and Talent Planning

Unit title	Resourcing and Talent Planning
Level	5*
Credit value	6
Unit code	5RTPv2
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

A fundamental part of the Human Resource (HR) management role is concerned with the mobilisation of a workforce, taking responsibility for ensuring that the organisation is able to access the skills it needs at the time and in the places that it needs them to drive sustained organisation performance. This involves attracting, retaining and, from time to time, managing the departure of staff from the organisation. Achieving this requires insight-driven strategic and operational activity. Organisations are obliged to compete with one another to secure the services of a workforce in labour markets that are continually evolving. One of the major aims of this unit is thus to introduce learners to the strategic approaches that organisations take to position themselves as employers in the labour market and to plan effectively so that they are able to meet their current and anticipated organisational skills needs. Another is to introduce the key operational tools, techniques and practices that organisations use to resource their organisations effectively. These encompass recruitment, selection, workforce planning, staff retention, succession planning, retirement and dismissal processes. The purpose of this unit is to provide an overview of the way different organisations are managing these activities and which are the most effective in the context of diverse and distributed locations.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand key contemporary labour market trends and their significance for workforce planning.
- 2 Be able to undertake talent planning and recruitment activities.
- 3 Understand how to maximise employee retention.
- 4 Know how to manage dismissal, redundancy and retirement effectively and lawfully.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand key contemporary labour market trends and their significance for workforce planning.

Tight and loose labour market conditions: trends in the demand and supply of skills; local and international context; economic context; sources of labour supply; demographic profile and levels of available talent; government and state skills strategies and the role played by different stakeholders in skills development; labour market flexibility and the importance of flexible working in the context of diverse and distributed locations.

Market dynamics and characteristics: understanding the 'language of the business', capability and skills requirements for sustained organisation performance; stakeholder analysis; analysis of the relative strengths and weaknesses of labour market competitors; ways in which organisations position themselves as employers in relation to labour markets; executing recruitment strategies; employer branding, establishing competitive terms and conditions, the characteristics of employers of choice.

2 Be able to undertake talent planning and recruitment activities.

Forecasting demand and supply of skills: analysis and interpretation of trends, patterns and metrics; identification of obstacles and risks; developing strategies to ensure that supplies of skills are secure for the present and future; translating the organisation plan into a people plan; organisation-wide succession planning processes and methodologies, using data, for example performance appraisal, 360-degree feedback; development, deployment and career management processes that provide fair access of opportunity for all; planning a downsizing programme.

External and internal contextual factors that influence recruitment and selection: sources of required talent; the major methods of recruitment – internal and external, informal and formal; specialist expertise, for example outsourcing, offshoring, graduate hiring, experienced hiring; advertising through different media; employment agencies and educational liaison; the role of job descriptions, person specifications and competency frameworks; the major methods of selection – application procedures, selection interviews, ability and personality testing, job references, work samples and assessment centres; key legal requirements in local and international jurisdictions in the conduct of recruitment and selection; diversity and fair access of opportunities for all; evaluation of the effectiveness, validity and reliability of recruitment and selection practices.

3 Understand how to maximise employee retention.

Market knowledge and insights used to maintain or increase retention of employees: building a strategic renewal and retention plan; the costs associated with dysfunctional staff turnover; methods of establishing why staff leave; employee retention strategies; the significance of effective talent planning; the use and value of a variety of induction and transitioning tools; fairness, effective supervision, competitive reward packages and good working conditions; the role of the psychological contract.

4 Know how to manage dismissal, redundancy and retirement effectively and lawfully.

Key legal requirements in local and international jurisdictions in the management of dismissal, redundancy and retirement; good practice in these areas of HR activity; alternatives to redundancy; phased and flexible approaches to the management of retirements.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand key contemporary labour market trends and their significance for workforce planning.	1.1 Assess the major contemporary labour market trends in different country contexts. 1.2 Explain how organisations position themselves strategically in competitive labour markets. 1.3 Explain the significance of tight and loose labour market conditions. 1.4 Describe the role of government, employers and trade unions in ensuring future skills needs are met.
2 Be able to undertake talent planning and recruitment activities.	2.1 Describe the principles of effective workforce planning and the tools used in the process. 2.2 Develop basic succession and career development plans. 2.3 Contribute to plans for downsizing an organisation. 2.4 Contribute to the development of job descriptions, person specifications and competency frameworks. 2.5 Explain the main legal requirements in relation to recruitment and selection. 2.6 Assess the strengths and weaknesses of different methods of recruitment and selection.
3 Understand how to maximise employee retention.	3.1 Explain why people choose to leave or remain employed by organisations and the costs associated with dysfunctional employee turnover. 3.2 Assess the strengths and weaknesses of different approaches to the retention of talent.
4 Know how to manage dismissal, redundancy and retirement effectively and lawfully.	4.1 Advise organisations on good practice in the management of dismissals, retirements and redundancies that complies with current legislation.

Learning resources for unit: 5RPTv2

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 ALLEN, D. and BRYANT, P. (2012) *Managing employee turnover: myths to dispel and strategies for effective management*. New York: Business Expert Press.
- 2 BAKER, T. (2014) *Attracting and retaining talent: becoming an employer of choice*. Basingstoke: Palgrave Macmillan.
- 3 CLUTTERBUCK, D. (2012) *The talent wave: why succession planning fails and what to do about it*. London: Kogan Page.
- 4 COOK, M. (2016) *Personnel selection: adding value through people – a changing picture*. 6th ed. Chichester: Wiley.
- 5 GUION, R.M. (2011) *Assessment, measurement, and prediction for personnel decisions*. 2nd ed. Hove: Routledge.
- 6 INCOMES DATA SERVICES. (2015) *Unfair dismissal*. London: Incomes Data Services.
- 7 LEWIS, D. and SERGEANT, M. (2015) *Employment law: the essentials*. 13th ed. London: Chartered Institute of Personnel and Development.
- 8 MARCHINGTON, M., WILKINSON, A., DONNELLY, R. and KYHIGHOU, A. (2016) *Human resource management at work*. 6th ed. London: Chartered Institute of Personnel and Development.
- 9 NEWELL BROWN, J. (2011) *The complete guide to recruitment: a step-by-step approach to selecting, assessing and hiring the right people*. London: Kogan Page.
- 10 NEWELL BROWN, J. and SWAIN, A. (2012) *The professional recruiter's handbook: delivering excellence in recruitment practice*. 2nd ed. London: Kogan Page.

- 11 NIKOLAOU, I. and OOSTROM, J.K. (eds). (2015) *Employee recruitment, selection and assessment: contemporary issues for theory and practice*. Hove: Psychology Press.
- 12 O'MEARA, B. (2013) *The handbook of strategic recruitment and selection: a systems approach*. Bingley: Emerald.
- 13 PILBEAM, S. and CORBRIDGE, M. (2010) *People resourcing and talent planning: HRM in practice*. 4th ed. Harlow: Financial Times/Prentice Hall.
- 14 TAYLOR, I. (2008) *The assessment and selection handbook: tools, techniques and exercises for effective recruitment and development*. London: Kogan Page.
- 15 TAYLOR, S. (2014) *Resourcing and talent management*. 6th ed. London: Chartered Institute of Personnel and Development.
- 16 TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Human resource management: people and organisations*. London: Chartered Institute of Personnel and Development. [New edition April].
- 17 TAYLOR, S. and WOODHAMS, C. (eds). (2012) *Studying human resource management*. London: Chartered Institute of Personnel and Development. [New edition 2016].
- 18 UNGEMAH, J. (2015) *Misplaced talent: a guide to better people decisions*. Hoboken, NJ: John Wiley.
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Immigration law changes [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Performance and retirement practices – get it right! [online]*. Policy report. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z/>
- 6 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Pre-employment checks: an employer's guide [online]*. Guide. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 7 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Recruitment: an overview [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 8 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Resourcing and talent planning 2015 [online]*. Survey report. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 9 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Selection methods [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 10 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Talent forward parts 1-6. A series of thought pieces [online]*. Research report. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z/>
- 11 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Talent management: an overview [online]*. Factsheet. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z/>
- 12 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Valuing your talent: resourceful assets? [online]*. Research report. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z/>
- 13 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2010) *Workforce planning: right people, right time, right skills [online]*. Guide. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z/>
- 14 MARTIN, G. (2012) *Lens on talent: a collection of Next Generation HR thought pieces part 2 [online]*. Research report. London: CIPD. Available at <http://www.cipd.co.uk/hr-resources/a-z/>
- 15 NEAL, A. and SONSINO, D. (2015) Talent management disrupted. *TD (Talent Development)*. Vol 69, No 9, September. pp30-35. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>.
- 16 SIMS, D. (2014) 5 ways to increase success in succession planning. *TD (Talent Development)*. Vol 68, No 8, August. pp60-65. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>.

Key journals

- 1 *Human Resource Management*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>.
- 2 *Human Resource Management Journal*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>.
- 3 *People Management*
Available at: www.cipd.co.uk/pm
- 4 *Personnel Review*
- 5 *TD: Talent Development*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>.

Online resources

- 1 ACAS (2015) *Equality and discrimination: understanding the basics [online]*. London: Acas. Available at: <http://www.acas.org.uk/media/pdf/e/7/Equality-and-discrimination-understand-the-basics.pdf>
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Chain reaction: making recruitment supply chains work [online]*. Research report. London: CIPD in association with Recruitment and Employment Confederation. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Employee turnover and retention [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>

Journal articles

- 1 RUSHTON, S. (2015) The potential pitfalls of the recruitment process. *Tolley's Employment Law Newsletter*. Vol 20, No 4, February. pp30-31.

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service)
- 2 <https://www.gov.uk/government/organisations/department-for-business-innovation-skills>
Website of the Department for Business, Innovation and Skills (BIS)
- 3 www.cipd.co.uk/hr-topics/
Links to CIPD resources on 60 topics covering HR and L&D including factsheets, research, surveys, books, courses and more.
- 4 www.equalityhumanrights.com
Website of the Equality and Human Rights Commission
- 5 www.eurofound.europa.eu
Website of the European Foundation for the Improvement of Living and Working Conditions
- 6 www.hse.gov.uk
Health & Safety Executive website
- 7 www.ico.org.uk
Information Commissioner's Office website for information in relation to Data Protection
- 8 <http://www.employment-studies.co.uk/>
Website of the Institute for Employment Studies
- 9 www.investorsinpeople.co.uk
Website offering frameworks for delivering business improvement through people.
- 10 www.td.org
Website of the Association for Talent Development (ATD), formerly ASTD, the American association concerned with developing talent in organizations.
- 11 www.ukces.org.uk
Website of the UK Commission for Employment and Skills

Reward Management

Unit title	Reward Management
Level	5*
Credit value	6
Unit code	5RWMv2
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

The reward management unit provides the learner with a wide understanding of how the business context drives reward strategies and policies, including labour market, industrial and sector trends, regional differences and trends in pay and international comparisons; the financial drivers of the organisation, the balance sheet and the impact of reward costs. The learner is required to gather and evaluate intelligence on a wide range of reward data and show how this impacts upon business decisions. The learner will acquire knowledge of the perspectives, principles and policies of reward from a theoretical and strategic focus and learn how to implement them in practice. The learner will be able to assess the contribution of reward to business viability and advise on the appropriateness of policies and practices to line managers to promote employee performance.

This unit is suitable for persons who:

- seek to develop a career in human resource management and development
- are working in the field of human resource management and development and need to extend their knowledge and skills
- have responsibility for implementing human resource policies and strategies
- need to understand the role of human resources in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the business context of reward and the use of reward intelligence.
- 2 Understand key reward principles and the implementation of policies and practices.
- 3 Understand the role of line managers in making reward decisions.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the business context of reward and the use of reward intelligence.

Researching the context of reward: levels of business confidence; economic outlook; industrial trends and sector profiles – private, public and voluntary; equality legislation; regional differences in pay; occupational classification, labour force trends, pay reviews and pay trends; international comparisons, legal frameworks and cultural drivers.

Analysing the impact of internal and external factors, for example labour market, human capital, efficiency wage and agency; the psychological contract, expectancy and equity; collective bargaining and pay determination; development of pay determination, the increasing regulation of pay, competitiveness, external and internal equity.

Gathering reward intelligence: sources of intelligence; evaluation, reliability and measurement of data; earnings, working hours, inflation, recruitment and vacancies; unemployment, pay settlements, bargaining and industrial disputes; reward and salary surveys, payroll data; the national minimum wage and equal pay.

2 Understand key reward principles and the implementation of policies and practices.

Principles of reward: the total reward approach, intrinsic and extrinsic rewards; fairness, consistency and transparency; integrating reward with business objectives; implementing reward policies and practices.

Policy initiatives: equal pay, benefits, and pensions; diversity and inclusivity; equitable, reasonable and meritocratic application; international and expatriate remuneration.

Key practices: grade and pay structures, job evaluation schemes; systems and processes to manage job evaluation and levelling of jobs, boundaries and controls to maintain grade structure integrity and to avoid drift; market rates and performance related pay; financial metrics and organisation performance; balance sheet; impact of reward costs; development of budgets and resource recommendations.

3 Understand the role of line managers in making reward decisions.

Line management: HR's role in involving line managers in reward decisions and in maintaining equity, fairness, consistency and transparency; supporting line manager's ownership of intrinsic and extrinsic rewards; training, job evaluation, promoting responsibility, opportunities to participate and other intrinsic and recognition rewards; types of reward, for example starting and basic salaries, incentives, commission, bonus schemes, performance-related pay, profit-sharing, profit-related pay, share schemes.

Evaluating the impact of intrinsic and extrinsic rewards: measurement, equity, expectancy, team-working, intrinsic orientation, senior management support, impact on motivation and results; linking behaviours and achievement measures directly to rewards.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the business context of reward and the use of reward intelligence.	1.1 Assess the context of the reward environment and key perspectives that inform reward decisions. 1.1 Explain the most appropriate ways in which reward intelligence can be gathered and presented.
2 Understand key reward principles and the implementation of policies and practices.	2.1 Evaluate the principle of total rewards and its importance to reward strategy. 2.2 Explain the significance of equity, fairness, consistency and transparency as they affect reward policies and practices. 2.3 Explain how policy initiatives and practices are implemented.
3 Understand the role of line managers in making reward decisions.	3.1 Explain the various ways in which line managers contribute to reward decision making. 3.2 Assess the contribution of extrinsic and intrinsic rewards to improving employee contribution and sustained organisation performance.

Learning resources for unit: 5RWMv2

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 ARMSTRONG, M. (2012) *Armstrong's handbook of reward management practice: improving performance through reward*. 4th ed. London: Kogan Page.
- 2 ARMSTRONG, M. and CUMMINS, A. (2011) *The reward management toolkit: a step-by-step guide to designing and delivering pay and benefits*. London: Kogan Page. [New edition 2016].
- 3 CORBY, S., PALMER, S. and LINDOP, E. (2009) *Rethinking reward*. Basingstoke: Palgrave Macmillan.
- 4 PERKINS, S. J., WHITE, G. and JONES, S. *Reward management: alternatives, consequences and contexts*. 3rd ed. London: Chartered Institute of Personnel and Development. (Forthcoming, May 2016.)
- 5 ROSE, M. (2014) *Reward management*. London: Kogan Page.
- 6 TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Studying human resource management*. 2nd ed. London: Chartered Institute of Personnel and Development.

Key journals

- 1 *British Journal of Industrial Relations*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 *Compensation and Benefits Review*
- 3 *Employee Benefits*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 4 *Employee Relations*
- 5 *Human Resource Management Journal*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 6 *Pay and Benefits*
- 7 *Workplace Savings and Benefits*
- 8 *Workspan*
- 9 *WorldatWork Journal*

Online resources

- 1 ACAS. (2014) *Job evaluation: considerations and risks [online]*. Advisory booklet. London: Acas. Available at: <http://www.acas.org.uk/index.aspx?articleid=4670>
- 2 ACAS. (2006) *Pay systems [online]*. Advisory booklet. London: Acas. Available at: <http://www.acas.org.uk/index.aspx?articleid=1366>
- 3 CALNAN, M. M. (2015) Uncovering total reward. *Employee Benefits*. June. p42-43. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Employee benefits [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/factsheets
- 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Employee Outlook: focus on employee attitudes to pay and pensions: Winter 2014-15 [online]*. Survey report. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 6 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Equal pay [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/factsheets
- 7 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Flexible and voluntary benefits [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/factsheets
- 8 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Market pricing and job evaluation [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 9 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Pay progression [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 10 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2011) *Pay review process [online]*. Guide. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 11 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Pay structures [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 12 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Reward and pay: an overview [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 13 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Reward management 2014-15 [online]*. Survey report. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 14 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Strategic reward and total reward [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 15 LUPTON, B., ROWE, A. and WHITTLE, R. (2015) *Show me the money: the behavioural science of reward [online]*. Research report. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 16 OFFICE FOR NATIONAL STATISTICS. (2015) *UK labour market: part 6 average weekly earnings [online]*. Newport: ONS. Available at: <http://www.ons.gov.uk/ons/rel/lms/labour-market-statistics/march-2015/statistical-bulletin.html#tab-6--Average-Weekly-Earnings>
- 17 OFFICE FOR NATIONAL STATISTICS. (2014) *Annual survey of hours and earnings: 2014 provisional results [online]*. Newport: ONS. Available at: <http://www.ons.gov.uk/ons/rel/ashe/annual-survey-of-hours-and-earnings/2014-provisional-results/stb-ashe-statistical-bulletin-2014.html>
- 18 PATON, N. (2014) Is total reward really dead? *Employee Benefits*. December. pp26-27. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 19 PEPPER, A. and CAMPBELL, R. (2014) *Executive reward: a review of the drivers and consequences [online]*. Research report. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 20 WOODWARD, N. (2012) Matching jobs with pay. *HR Magazine*. Vol 57, No 5. pp55-56,58. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>

Journal articles

- 1 BRINK, S. and MYHR, M.E. (2014) Assessing competitive pay for executives in a global labor market. *Benefits and Compensation International*. Vol 44, No 1, July/August. pp15-18.
- 2 BROWN, D. (2014) The future of reward management: from total reward strategies to smart rewards. *Compensation and Benefits Review*. Vol 46, No 3, May/June. pp147-151.
- 3 CHOUDRY, N. (2014) Mandatory equal pay audits. *Company Secretary's Review*. Vol 38, No 10, 27 August. pp73-75.
- 4 GIANCOLA, F. (2014) What the research says about the effects of open pay policies on employees' pay satisfaction and job performance. *Compensation and Benefits Review*. Vol 46, No 3, May/June. pp161-168.
- 5 GONZALEZ, J.P. (2015) Annual salary increases: is the juice worth the squeeze? *Workspan*. Vol 58, No 9, September. pp56-60.
- 6 GODAR, P. and FREY, R. (2014) 4 ways to transform your rewards strategy. *Workspan*. Vol 57, No 7, July. pp44-47.
- 7 GREENE, R.J. (2015) What should you pay: the job? the person? the results? *Workspan*. Vol 58, No 1, January. pp32-36.
- 8 INCOMES DATA SERVICES. (2013) Building blocks of reward: job evaluation. *IDS Pay Report*. No 1114, July. pp17-19.
- 9 JOHNSON, P., MCMULLEN, T. and ROYAL, M. (2015) Job evaluation: relevant, robust and reimagined. *Workspan*. Vol 58, No 9, September. pp26-30, 32.

- 10 KROPP, B. and DUNN, M. (2014) Total rewards: integration in six steps. *Workspan*. Vol 57, No 9, September. pp54-58.
- 11 LARDNER, S. (2015) Effective reward encourages effective engagement. *Strategic HR Review*. Vol 14, No 4. pp131-134.
- 12 SHAW, J.D. and GUPTA, N. (2015) Let the evidence speak again! Financial incentives are more effective than we thought. *Human Resource Management Journal*. Vol 25, No 3, July. pp281-293.
- 13 SLUTSKY, S. (2015) 4 ways to truly pay for performance. *Workspan*. Vol 58, No 2, February. pp50-55.
- 14 UK women still suffer a gender pay gap after 45 years. (2015) *Workplace Report*. No 135, May. pp18-19.
- 6 www.eurofound.europa.eu
Website of the European Foundation for the Improvement of Living and Working Conditions
- 7 www.highpaycentre.org
Website of The *High Pay Centre* is an independent non-party think tank established to monitor pay at the top of the income distribution
- 8 <http://www.employment-studies.co.uk/>
Website of the Institute for Employment Studies
- 9 www.ifs.org.uk/
Website of the Institute for Fiscal Studies an independent research institute, IFS was launched with the principal aim of better understanding how policies affect individuals, families, businesses and the government's finances

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service) which aims to improve organisations and working life through better employment relations
- 2 www.bankofengland.co.uk
Website of the Bank of England
- 3 <https://www.gov.uk/government/organisations/department-for-business-innovation-skills>
Website of the Department for Business, Innovation and Skills (BIS)
- 4 www.cipd.co.uk/hr-topics/reward-management.aspx
Links to CIPD resources on reward including factsheets, research, surveys, books, courses and more
- 5 www.e-reward.co.uk
Website of e-reward provides advice, research and guidance on all aspects of reward
- 10 www.lowpay.gov.uk/lowpay/index.shtml
Website of the Low Pay Commission - information on low pay and minimum wage
- 11 <https://www.gov.uk/government/organisations/office-of-manpower-economics>
Website of the Office of Manpower Economics provides an independent secretariat to eight Pay Review Bodies which make recommendations impacting pay of many UK public sector workers
- 12 www.oecd.org
Website of the Organisation for Economic Co-operation and Development
- 13 www.ons.gov.uk
Website of the Office for National Statistics

Improving Organisational Performance

Unit title	Improving Organisational Performance
Level	5*
Credit value	6
Unit code	5IOPv2
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

This unit introduces the learner to how organisations can drive sustained organisation performance by creating a high-performance work organisation (HPWO) and involving line managers in the performance management process. The unit assesses the different conceptual frameworks of high-performance working (HPW) and examines its impact on organisational performance, competitive advantage, employee engagement and employee well-being. It provides the learner with the business case for, and the barriers to, HPW as well as the role of people management in improving organisational performance. Furthermore, the unit examines the contribution of the performance management process and shows how the involvement and commitment of line managers, and the use of effective and inclusive collaborative working and communication techniques, can support the building of a high-performance culture that promotes diversity, trust, enthusiasm and commitment and that recognises critical skills, capabilities, experience and performance.

This unit is suitable for persons who:

- seek to develop a career in human resources (HR) management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the concept of high-performance working (HPW) and its contribution to creating and sustaining a high-performance work organisation (HPWO).
- 2 Understand the contribution of performance management to high levels of performance and the role of line managers in the process.
- 3 Know how to create and sustain a community of practice to build a high-performance culture.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the concept of high-performance working (HPW) and its contribution to creating and sustaining a high-performance work organisation (HPWO).

Concept of HPW: HPW as a bundle of practices, a system or process of cultural change; high-commitment management, high-involvement management; flexible production systems and innovative work systems.

Components of HPW: leadership and strategy; work organisation (job design and teamwork); workforce and organisational development; employee involvement and reward; building a high-performance culture and customer value.

Evaluating the evidence: the link between HPW and sustainable organisation performance, competitive advantage, employee engagement and well-being.

The development of HPWOs in the UK and internationally: how HPW can contribute to the achievement of organisational objectives, for example productivity, profit, innovation, labour turnover, employee and customer satisfaction, and so on; the trade union contribution; the role of people management in driving organisational performance and building foundations for future success; need for high-performance management to support the long term and short term and to build enduring organisation performance.

Barriers to HPW: for example attitudes to change, costs in time and effort, financial costs, lack of understanding.

2 Understand the contribution of performance management to high levels of performance and the role of line managers in the process.

Main stages: objective setting, performing and developing, performance review.

Role of line managers: line manager involvement in the high-performance management journey; the role of development reviews (appraisal) in managing continuous personal development; the role of the line manager in coaching, counselling and mentoring; the use of personal development and performance improvement plans; the role of performance review meetings; evaluating the use of targets, self-evaluation, 360-degree feedback and discipline; improving performance with financial and non-financial rewards; monitoring and mentoring of line managers in the performance management process to ensure equity.

Contribution of participants: the contribution and roles of participants in the performance management process, that is, HR specialists, line managers, team members and individual employees; the range of HR levers that can be applied in delivering business performance and continuous improvement; the continual performance management cycle; performance planning, managing expectations, agreeing objectives and measuring assessment; linking individual and team performance to organisational performance, for example the balanced scorecard; the contribution of the performance management process to promoting challenges, capability and recognising and rewarding talent differentially according to performance in an equitable, reasonable and meritocratic way.

3 Know how to create and sustain a community of practice to build a high-performance culture.

Effective and inclusive collaborative working and communication techniques that support organisational values, generate trust, promote diversity and relate potential: improving the performance management capability of participants by supporting their development needs; providing online support to facilitate performance improvement and learning.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the concept of high-performance working (HPW) and its contribution to creating and sustaining a high-performance work organisation (HPWO).	1.1 Analyse the concept and components of HPW. 1.2 Evaluate the link between HPW and sustainable organisation performance, employee well-being and competitive advantage. 1.3 Identify the barriers to HPW.
2 Understand the contribution of performance management to high levels of performance and the role of line managers in the process.	2.1 Describe the main stages of the performance management cycle and the role of development and performance reviews. 2.2 Describe the most appropriate ways to involve line managers in the performance review process. 2.3 Evaluate the contribution of the performance management process to promoting challenges, capability or recognising and rewarding talent.
3 Know how to create and sustain a community of practice to build a high-performance culture.	3.1 Explain ways of building trust, enthusiasm and commitment in support of a high-performance culture.

Learning resources for unit: 5IOPv2

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 ARMSTRONG, M. (2015) *Armstrong's handbook of performance management: an evidence-based guide to delivering high performance*. 5th ed. London: Kogan Page.
- 2 AGUINIS, H. (2012) *Performance management*. 3rd ed. London: Pearson.
- 3 ASHDOWN, L. (2014) *Performance management*. London: Kogan Page.
- 4 FLEETWOOD, S. and HESKETH, A. (2010) *Explaining the performance of human resource management*. Cambridge: Cambridge University Press.
- 5 HOLBECH, L. (2005) *The high performance organization: creating dynamic stability and sustainable success*. Oxford: Elsevier Butterworth Heinemann.
- 6 HUTCHINSON, S. (2013) *Performance management: theory and practice*. London: Chartered Institute of Personnel and Development.
- 7 LAWLER, E. E., MOHRMAN, S. A. and LEDFORD, G. E. (1995) *Creating high performance organizations: practices and results of employee involvement and quality management in Fortune 1000 companies*. San Francisco, CA: Jossey-Bass.
- 8 MANION, J.J. (2012) *The workforce engagement equation: a practitioner's guide to creating and sustaining high performance*. Boca Raton, FL : Taylor & Francis.
- 9 NIELSEN, S. B. and HUNTER, D.E.K. (2013) *Performance management and evaluation*. New Directions for Evaluation, No 137. San Francisco, CA: Jossey Bass.
- 10 PAAUWE, J., GUEST, D. and WRIGHT, P. (eds). (2013) *HRM and performance: achievements and challenges*. Chichester: Wiley.
- 11 ROBINSON, I. (2006) *Human resource management in organisations: the theory and practice of high performance*. London: Chartered Institute of Personnel and Development.
- 12 SHIELDS, J., BROWN, M. and KAINE, S. (2016) *Managing employee performance and reward: concepts, practices, strategies*. 2nd ed. Cambridge: Cambridge University Press.
- 13 STEWART, J. and ROGERS, P. (eds.) (2012) *Developing people and organisations*. London: Chartered Institute of Personnel and Development. [Chapter 7].
- 14 TAYLOR, S. and WOODHAMS, C. (eds.) (2016) *Human resource management : people and organisations*. 2nd ed. London: Chartered Institute of Personnel and Development.
- 15 TAYLOR, S. and WOODHAMS, C. (eds.) (2016) *Studying human resource management*. 2nd ed. London: Chartered Institute of Personnel and Development.

Online resources

- 1 ACAS. (2014) *How to manage performance [online]*. London: Acas. Available at : <http://www.acas.org.uk/media/pdf/m/O/How-to-manage-performance-advisory-booklet.pdf>
- 2 BOON, C. and KALSHOVEN, K. (2014) How high-commitment HRM relates to engagement and commitment: the moderating role of task proficiency. *Human Resource Management*. Vol 53, No 3, May. pp403-420. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 3 BOSTON CONSULTING GROUP. (2011) *High performance organizations: the secrets of their success [online]*. [Toronto]: BCG. Available at: <https://www.bcg.com/documents/file84953.pdf>
- 4 BUCKINGHAM, M. and GOODALL, M. (2015) Reinventing performance management. *Harvard Business Review*. Vol 93, No 4, April. pp40-50. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Achieving sustainable organisation performance through HR in SMEs [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 6 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Feedback : 360 degree [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 7 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Performance management: an overview [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 8 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Sustainable organisation performance [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 9 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2011) *Sustainable organisation performance: what really makes the difference? Final report [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 10 COCKERILL, T. and MESTER, B. (2006) How to develop high performance. *People Management*. Vol 12, No 7, 6 April. pp52-53. Available at: <http://www.cipd.co.uk/pm/peoplemanagement/b/weblog/archive/2013/01/29/howtodevelop-2006-04.aspx>
- 11 DELLA TORRE, E. and SOLARI, L. (2013) High-performance work systems and the change management process in medium-sized firms. *International Journal of Human Resource Management*. Vol 24, No 13, November. pp2583-2697. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 12 GODARD J. (2004) A critical assessment of the high performance paradigm. *British Journal of Industrial Relations*. Vol 42, No 2, June. pp349-378. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 13 KINNIE, N., SWART, J. and HOPE-HAILEY, V. (2012) *Innovative forms of organising: networked working [online]*. Research report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/hr-resources/a-z
- 14 MITCHELL, R., OBEIDAT, S. and BRAY, M. (2013) The effect of strategic human resource management on organizational performance: the mediating role of high-performance human resource practices. *Human Resource Management*. Vol 52, No 6, November-December. pp899-921. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 15 PURCELL J., KINNIE, N. and HUTCHINSON, S. (2003) *Understanding the people and performance link: unlocking the black box*. London: Chartered Institute of Personnel and Development. Available on the HR and L&D database at: <http://www.cipd.co.uk/hr-resources/database-search.aspx>
- 16 TAMKIN, P. (2004) *High performance work practices [online]*. Falmer, Brighton: Institute for Employment Studies. Available at : <http://www.employment-studies.co.uk/system/files/resources/files/mp36.pdf>
- 17 WOOD, S., BURRIDGE, M. and GREEN, W. (2013) *High performance working in the employer skills survey [online]*. Evidence report, No 17. London: UK Commission for Employment and Skills. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/303153/evidence-report-71-hpw-ess.pdf
- 18 ZHANG, B. and MORRIS, J. L. (2014) High-performance work systems and organizational performance: testing the mediation role of employee outcomes using evidence from PR China. *International Journal of Human Resource Management*. Vol 25, No 1. pp68-90. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>

Journal articles

- 1 BECKER, B. and HUSELID, M. (1998) High performance work systems and firm performance: a synthesis of research and managerial implications. *Research in Personnel and Human Resources Management*. Vol 16. pp53-101.
- 2 BOXALL, P. (2012) High-performance work systems: what, why, how and for whom? *Asia Pacific Journal of Human Resources*. Vol 50, No 2, April. pp169-186.
- 3 BOXALL, P. and MACKY, K. (2007) High-performance work systems and organisational performance: bridging theory and practice. *Asia Pacific Journal of Human Resources*. Vol 45, No 3, December. pp261-270.
- 4 GILL, C. (2009) Union impact on the effective adoption of high performance work practices. *Human Resource Management Review*. Vol 19, No 1, March. pp39-50.
- 5 HILTROP, J-M. (2005) Creating HR capability in high performance organizations. *Strategic Change*. Vol 14, No 3, May. pp121-131.

- 6 HOQUE, K., BACON, N. and WU, N. (2014) The adoption of high performance work practices in small businesses : the influence of markets, characteristics and HR expertise. *International Journal of Human Resource Management*. Vol 52, No 8, April. pp1149-1169.
- 7 STEWART, P., DANFORD, A. and RICHARDSON, M. (2010) Workers' experiences of skill, training and participation in lean and high performance workplaces in Britain and Italy. *Employee Relations*. Vol 32, No 6. pp 606-624.
- 8 VICKERS, M., OVERHOLT, M. and JAMROG, J. (2008) High-performance organizations: finding the elements of excellence. *People & Strategy*. Vol 31, No 1. pp29-38.
- 9 ZHANG, M., FAN, D. D. and ZHU, C. J. (2014) High-performance work systems, corporate social performance and employee outcomes: exploring the missing links. *Journal of Business Ethics*. Vol 120, No 3, March. pp423-435.

Key journals

- 1 *Human Resource Management Journal*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 *British Journal of Industrial Relations*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 3 *People Management*
Available at: www.cipd.co.uk/pm

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service) which aims to improve organisations and working life through better employment relations.
- 2 <https://www.gov.uk/government/organisations/department-for-business-innovation-skills>
Website of the Department for Business, Innovation and Skills (BIS)
- 3 www.cipd.co.uk/hr-topics/
Links to CIPD resources on 60 topics covering HR and L&D including factsheets, research, surveys, books, courses and more.
- 4 www.eurofound.europa.eu
Website of the European Foundation for the Improvement of Living and Working Conditions
- 5 <http://www.employment-studies.co.uk/>
Website of the Institute for Employment Studies
- 6 www.investorsinpeople.co.uk
Website offering frameworks for delivering business improvement through people.
- 7 www.ukces.org.uk
Website of the UK Commission for Employment and Skills

Employee Engagement

Unit title	Employee Engagement
Level	5*
Credit value	6
Unit code	5EEGv2
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

This unit is intended to provide learners with a broad understanding of what is meant by employee engagement, including how it can be linked to and yet be distinguished from other related concepts. It covers the components of employee engagement and the processes through which high levels of engagement can be secured and sustained within an organisation, with special reference to the comprehensive application of human resources (HR) policies, strategies and practices. The unit also introduces the learner to the principles of and applications for high-performance working (HPW).

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the concept and components of employee engagement and evidence showing its contribution to achieving business outcomes.
- 2 Understand the importance of employee engagement as a contributor to positive corporate outcomes.
- 3 Know how to implement HR strategies and practices to raise levels of employee engagement in a specific organisational context.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 hours with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the concept and components of employee engagement and evidence showing its contribution to business outcomes.

Employee engagement: what it is and what it is not:

definitions of employee engagement; the elements that differentiate employee engagement from other apparently similar concepts: job satisfaction and employee involvement.

The three dimensions of employee engagement: emotional engagement – being involved emotionally in one's work; cognitive engagement – focusing hard while at work; physical engagement – willingness to 'go the extra mile'; the allied concept of 'flow' – the 'holistic sensation' that people feel when they act with total involvement.

The three 'mind sets' of organisational commitment: affective commitment – positive emotional attachment to the organisation; continuance commitment – the 'benefits' of organisational membership (and the 'losses' associated with departure); normative commitment – employee feelings of obligation to the organisation.

The components of employee engagement: employer engagement and the psychological contract; employee perceptions of job importance; employee clarity of job/role performance expectations; career advancement/improvement opportunities; personal growth and challenge elements within the role; regular feedback and dialogue with superiors; quality of working relationships with peers, seniors and subordinates; perceptions of the ethos and values of the organisation; the organisation as an 'employer brand' or 'employer of choice'.

Need for alignment: between employee engagement practices and organisational purpose, values and mission and business strategy.

2 Understand the importance of employee engagement as a contributor to positive corporate outcomes

Why employee engagement is an increasingly significant dimension of HR policies, strategies and practices: the typical outcomes from high levels of employee engagement; the delivery of improved business performance from an engaged workforce; employee engagement as a key component of a positive psychological contract between employer and employee; employee engagement, role autonomy, discretionary behaviour and organisational citizenship – the benefits for employees themselves, managers, organisations and customers; employee engagement and other indicators, such as labour turnover, absence and creativity/innovation.

A systematic approach to the development, growth and maintenance of employee engagement through organisational and HR policies, strategies and practices: the business case for employee engagement; employee segmentation techniques; the measurement of employee attitudes to identify areas for improvement (special reference to the Gallup Q12 instrument); the 'big picture' drivers for employee engagement; design and implementation of relevant people management and development policies, strategies and practices, aligned to the overall business strategies; recruitment and selection practices that highlight the propensity for engagement; induction, training, learning and development practices that promote employee engagement; performance management and appraisal practices that support employee engagement; reward and recognition practices that stimulate employee engagement; job design practices that encourage role autonomy and discretionary behaviour; managerial leadership behaviours that contribute to employee engagement and positive organisational outcomes; employee relations, communications and participation strategies that are aligned to employee engagement; employee voice as one of the four key drivers of an engaged workforce; range of different formal, informal and often complementary mechanisms for employee voice.

3 Know how to implement HR strategies and practices to raise levels of employee engagement in a specific organisational context.

Diagnostic tools: using metrics, for example turnover, attendance at training events, absenteeism; surveys; focus groups.

Constructing employee value propositions: definition and components, understanding existing perceptions, determining key selling points, communicating the message, ensuring alignment.

Employee engagement – the barriers and their removal: instrumentalism among employees and potential employees; lack of awareness of the research evidence; cynicism about the relevance of and applications for employee engagement in a specific organisational context; the 'employee value proposition'.

Overcoming resistance to change: methods of influence and persuasion; the effective use of evidence-based argument.

Creating the structures that facilitate an employee engagement culture: 'tall' versus 'flat' organisations; retaining the benefits of an organic culture as the organisation grows in size; resolving the tensions between central control and devolved autonomy; organisational forms that facilitate and promote participation by employees.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the concept and components of employee engagement and evidence showing its contribution to achieving business outcomes.	1.1 Analyse the meaning, principal dimensions and components of 'employee engagement' and compare with other related concepts. 1.2 Justify the need for alignment between engagement practices and other corporate components if the full benefits of high engagement are to be realised.
2 Understand the importance of employee engagement as a contributor to positive corporate outcomes.	2.1 Identify the principle drivers of employee engagement and evaluate the business benefits for the organisation and different stakeholders. 2.2 Explain the application of employee engagement through job design, discretionary behaviour, role autonomy and organisational citizenship.
3 Know how to implement HR strategies and practices to raise levels of employee engagement in a specific organisational context.	3.1 Identify and evaluate the use of diagnostic tools for measuring employee attitudes and levels of employee engagement. 3.2 Construct an 'employee value proposition' and propose relevant strategies to raise levels of employee engagement and address any barriers. 3.3 Propose relevant people resourcing, development, performance and communication strategies to raise levels of employee engagement.

Learning resources for unit: 5EEGv2

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- BRIDGER, E. (2014) *Employee engagement*. London: Kogan Page.
- COLLINS, J. (2001) *Good to great: why some companies make the leap and others don't*. London: Random House.
- COOK, S. (2008) *The essential guide to employee engagement*. London: Kogan Page.
- HOLBECH, L. and MATTHEWS, G. (2012) *Engaged: unleashing your organization's potential through employee engagement*. San Francisco, CA: Jossey Bass.
- MARCHINGTON, M., WILKINSON, A, DONNELLY, R. and KYNIGHOU, A. (2016) *Human resource management at work*. 6th ed. London: Chartered Institute of Personnel and Development. (Especially Chapters 7, 12 and 14.)
- SMYTHE, J. (2013) *The velvet revolution at work: the rise of employee engagement, the fall of command and control*. Farnham: Gower.
- TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Human resource management: people and organisations*. 2nd ed. London: Chartered Institute of Personnel and Development.
- TRUSS, C., DELBRIDGE, R. and ALFES, K. (eds). (2014) *Employee engagement in theory and practice*. Abingdon: Routledge. (See especially chapters by Schaufeli, Sparrow, Guest, and Alfes et al).

Online resources.

- ACAS. (2014) *The people factor: engage your employees for business success [online]*. London: Acas. Available at: <http://www.acas.org.uk/index.aspx?articleid=3408> [Accessed 19 October 2015].
- ALFES, K., TRUSS, C. and SOANE, E. (2010) *Creating an engaged workforce: findings from the Kingston Employee Engagement Consortium Project [online]*. Research report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/hr-resources/a-z
- CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Employee engagement [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2011) *Sustainable organisation performance: what really makes the difference? Final report [online]*. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2010) *Voice and engagement: how does collective consultation contribute? [online]*. Research insight. London: CIPD. Available on the HR and L&D database at: <http://www.cipd.co.uk/hr-resources/database-search.aspx>

- 6 HOPE-HAILEY, V., SEARLE, R. and DIETZ, G. (2012) *Where has all the trust gone? [online]*. Research report. London: Chartered Institute of Personnel and Development. Available at: www.cipd.co.uk/hr-resources/a-z
- 7 MACLEOD, D. and CLARKE, N. (2009) *Engaging for success: enhancing performance through employee engagement [online]*. London: Department for Business, Innovation and Skills. Available at: <http://www.engageforsuccess.org/wp-content/uploads/2012/09/file52215.pdf> [Accessed 19 October 2015].
- 8 PURCELL, J. (2014) Disengaging from engagement. *Human Resource Management Journal*. Vol 24, No 3, July. pp241-254. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 9 RAYTON, B., DODGE, T. and D'ANALEZE, G. (2012) *[Employee engagement]: the evidence [online]*. London: Engage for Success. Available at: <http://www.engageforsuccess.org/wp-content/uploads/2012/09/The-Evidence.pdf> [Accessed 19 October 2015].
- 10 ROBINSON, D., PERRYMAN, S. and HAYDAY, S. (2004) *The drivers of employee engagement*. Brighton: Institute for Employment Studies. Summary available at: www.employment-studies.co.uk/pubs/summary.php?id=408 [Accessed 19 October 2015]
- 11 ROBINSON, D. and GIFFORD, J. (2014) *The future of engagement: thought piece collection*. Brighton: Institute for Employment Studies. Available at: <http://www.employment-studies.co.uk/system/files/resources/files/e4s0514.pdf> [Accessed 19 October 2015].
- 12 STALLARD, M. (2015) Connect to engage. *TD (Talent Development)*. Vol 69, No 4, April. pp48-52. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 13 TRUSS, C., SHANTZ, A. and SOANE, E. (2013) Employee engagement, organisational performance and individual well-being: exploring the evidence, developing the theory. *International Journal of Human Resource Management*. Vol 24, No 14, July. pp2657-2669. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 14 WEFALD, A. and DOWNEY, R. (2009) Job engagement in organizations: fad, fashion or folderol? *Journal of Organizational Behavior*. Vol 30, No 1, January. pp141-145. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 15 WEST, M. and DAWSON, J. (2012) *Employee engagement and NHS performance [online]*. London: The King's Fund. Available at: <http://www.kingsfund.org.uk/sites/files/kf/employee-engagement-nhs-performance-west-dawson-leadership-review2012-paper.pdf> [Accessed 19 October 2015].

Journal articles

- 1 BETTELLEY, C. (2015) Formula for success. *Employee Benefits (supplement)*. March. pp4-7.
- 2 GUEST, D. (2014) Employee engagement: a sceptical analysis. *Journal of Organizational Effectiveness: People and Performance*. Vol 1, No 2. pp141-156.
- 3 KUMAR, V. and PANSARI, A. (2015) Measuring the benefits of employee engagement. *MIT Sloan Management Review*. Vol 56, No 4, Summer. pp67-72.
- 4 MACEY, W. and SCHNEIDER, B. (2008) The meaning of employee engagement. *Industrial and Organizational Psychology*. Vol 1, No 1, March. pp3-30.
- 5 SMART, F. (2015) Hit a wall? Change the rules of engagement. *Workspan*. Vol 58, No 6, June. pp46-50.

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory Conciliation and Arbitration Service)
- 2 www.cipd.co.uk/hr-topics/
Links to CIPD resources on 60 topics covering HR and L&D including factsheets, research, surveys, books, courses and more
- 3 www.employment-studies.co.uk
Website of the Institute for Employment Studies
- 4 www.engageforsuccess.org
Website of the Engage for Success movement
- 5 www.ipa-involve.com
Website of the Involvement and Participation Association

Contemporary Developments in Employment Relations

Unit title	Contemporary Developments in Employment Relations
Level	5*
Credit value	6
Unit code	5CERv2
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

Human resource (HR) professionals need to understand key developments in the theory and practice of employment relations, both within and beyond the immediate organisational context. This unit allows learners to build on their knowledge and experience to develop the skills required to make informed and effective judgements about existing and emerging models, processes and practices of employment relations in local and international jurisdictions. The unit is designed to encourage learners to assess and understand broader developments that influence the effective management of the employment relationship in indigenous and multinational organisations.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the nature and context of employment relations.
- 2 Know about employment relations legislation.
- 3 Understand contemporary developments in employee involvement and participation.
- 4 Know about different forms of conflict behaviour and dispute resolution.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the nature and context of employment relations.

The indeterminacy of employment relations systems; unitarism; pluralism; the nature of work in contemporary society; balance of power; economic and psychological contracts; wider environmental constraints; employee and employer labour market interests; the European Union; institutions of labour market regulation; indigenous and multinational organisations; changing patterns of workforce diversity; part-time, casual and atypical forms of employment; the contested nature of labour market flexibility; management styles and employment relations.

2 Know about employment relations legislation.

Contract of employment; written particulars of terms and conditions; sources of law-making, including UK and EU institutions; developments in individual and collective employment rights, including trade union purpose, function and recognition; union growth and decline; the role of government and government agencies, including Acas, CAC, EHRC; European and non-European employment relations systems; influences of the European Union on national employment relations practices.

3 Understand contemporary developments in employee involvement and participation.

Competing concepts of employee involvement, participation and partnership; regulations for employee information and consultation; union and non-union employee representation; employee voice and organisational insight; measuring and valuing organisation equity to drive sustainable organisational performance.

4 Know about different forms of conflict behaviour and dispute resolution.

Forms of employee conflict and misbehaviour; contemporary developments in industrial action; individual grievance-handling; collective dispute resolution; third-party conciliation, mediation and arbitration; managing potential conflict situations to achieve consensus legally and ethically.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the nature and context of employment relations.	1.1 Analyse the indeterminate nature of employment relations. 1.2 Compare and contrast unitarist and pluralist approaches to employment relations. 1.3 Assess a range of factors which impact on employment relations.
2 Know about employment relations legislation.	2.1 Describe and critique the essential features of the contract of employment. 2.2 Identify and analyse the main sources of UK and EU employment relations law-making. 2.3 Explain the main developments in individual employment law. 2.4 Assess and advise on the purpose and scope of statutory trade union recognition.
3 Understand contemporary developments in employee involvement and participation.	3.1 Explain the differences in employee involvement, participation and partnership. 3.2 Compare and contrast union and non-union forms of employee representation. 3.3 Assess the link between employee voice and organisation performance.
4 Know about different forms of conflict behaviour and dispute resolution.	4.1 Distinguish between conflict and misbehaviour, and between official and unofficial industrial action. 4.2 Assess contemporary trends in the types of conflict and industrial sanctions. 4.3 Explain what is required to advise, coach and guide line managers in the skills for effective grievance- and dispute-handling procedures. 4.4 Distinguish between third-party conciliation, mediation and arbitration.

Learning resources for unit: 5CERv2

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- ACAS. (2014) *Managing conflict at work*. Advisory booklet. London: Acas.
- AYLOTT, E. (2014) *Employee relations*. London: Kogan Page.
- BARRY, M. and WILKINSON, A. (2011) *Research handbook of comparative employment relations*. Cheltenham: Edward Elgar.
- BURCHILL, F. (2012) *Labour relations*. London: Palgrave Macmillan.
- DUNDON, T. and ROLLINSON, D. (2011) *Understanding employment relations*. 2nd ed. London: McGraw Hill.
- GENNARD, J., JUDGE, G., BENNETT, T. and SAUNDY, R. (2016) *Managing employment relations*. 6th ed. London: Chartered Institute of Personnel and Development.
- JOHNSON, C. and KEDDY, J. (2010) *Managing conflict at work: understanding and resolving conflict for productive working relationships*. London: Kogan Page.
- LEWIS, C. (2015) *How to master workplace and employment mediation*. London: Bloomsbury Professional.
- LEWIS, D. and SARGEANT, M. (2015) *Employment law: the essentials*. 13th ed. London: Chartered Institute of Personnel and Development.
- SIMMS, M., HOLGATE, J. and HEERY, E. (2012) *Union voices: tactics and tensions in UK organizing*. Ithaca, NY: ILR Press.
- TAYLOR, S. and EMIR, A. (2015) *Employment law: an introduction*. 4th ed. Oxford: Oxford University Press.
- TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Human resource management: people and organisations*. 2nd ed. London: Chartered Institute of Personnel and Development.
- WILKINSON, A., DONAGHEY, J. and DUNDON, T. (eds). (2015) *Handbook of research on employee voice*. Cheltenham: Edward Elgar.
- WILKINSON, A., MARCHINGTON, M. and GOLLAN, P. (2010) *The Oxford handbook of participation in organizations*. Oxford: Oxford University Press.
- WILLIAMS, S. (2014) *Introducing employment relations: a critical approach*. Oxford: Oxford University Press.

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Conflict management: a shift in direction?* [online]. Research report. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Employee relations: an overview* [online]. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Getting under the skin of workplace conflict: tracing the experiences of employees* [online]. Survey report. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Managing employee relations in difficult times* [online]. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 5 DEPARTMENT FOR BUSINESS, INNOVATION AND SKILLS. (2009) *Avoiding and resolving discipline and grievance issues at work* [online]. London: BIS. Available at: www.cipd.co.uk/hr-resources/a-z
- 6 MACLEOD, D. and CLARKE, N. (2009) *Engaging for success: enhancing performance through employee engagement* [online]. London: Department for Business, Innovation and Skills. Available at: <http://www.engageforsuccess.org/wp-content/uploads/2012/09/file52215.pdf> [Accessed 19 October 2015].
- 7 PODRO, S. and SUFF, R. (2013) *Mediation: an approach to resolving workplace issues* [online]. Guide. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 8 SISSON, K. (2008) *Putting the record straight: industrial relations and the employment relationship* [online]. Warwick Papers in Industrial Relations, No 88. Coventry: University of Warwick. Industrial Relations Research Unit. Available at: http://www2.warwick.ac.uk/fac/soc/wbs/research/irru/wp/ir_88.pdf [Accessed 19 October 2015].
- 9 UK STATISTICS AUTHORITY. (2012) *Statistics on trade union membership* [online]. Assessment report, No 194. London: UK Statistics Authority. Available at: www.statisticsauthority.gov.uk [Accessed 19 October 2015].
- 10 VAN WANROOY, B., BEWLEY, H. and BRYSON, A. (2013) *The 2011 workplace employment relations study: first findings* [online]. London: Department for Business, Innovation and Skills. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/336651/bis-14-1008-WERS-first-findings-report-fourth-edition-july-2014.pdf [Accessed 19 October 2015].

Journal articles

- 1 KAUFMAN, B. (2014) History of the British industrial relations field reconsidered: getting from the Webbs to the new employment paradigm. *British Journal of Industrial Relations*. Vol 52, No 1, March. pp1-31.
- 2 LYTLE, T. (2010) Confronting conflict. *HR Magazine*. Vol 60, No 6, July/August. pp26-31.

- 3 MARCHINGTON, M. (2015) Analysing the forces shaping employee involvement and participation at organisation level in liberal market economies. *Human Resource Management Journal*. Vol 25, No 1, January. pp1-18.
- 4 What's been happening to employment relations? (2014) *Labour Research*. Vol 103, No 3, March. pp19-21.

Key journals

- 1 *British Journal of Industrial Relations*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 *Employee Relations*
- 3 *European Journal of Industrial Relations*
- 4 *Human Resource Management Journal*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 5 *Industrial Relations Journal*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 6 *International Journal of Human Resource Management*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 7 *People Management*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service)
- 2 <https://www.gov.uk/government/organisations/department-for-business-innovation-skills>
Website of the Department for Business, Innovation and Skills (BIS).
- 3 <https://www.gov.uk/government/organisations/central-arbitration-committee>
Website of the Central Arbitration Committee (CAC)
- 4 www.cbi.org.uk
Website of the Confederation of British Industry (CBI)
- 5 www.cipd.co.uk/hr-topics/
CIPD resources on 60 topics covering HR and L&D including factsheets, research, surveys, books, courses and more
- 6 www.equalityhumanrights.com
Website of the Equality and Human Rights Commission (EHRC)
- 7 www.lowpay.gov.uk
Website of the Low Pay Commission (LPC)
- 8 www.statisticsauthority.gov.uk
Website for UK government statistical information (trade union membership, etc)
- 9 www.tuc.org.uk
Website of the Trades Union Congress (TUC)
- 10 www.theworkfoundation.com
Website of the Work Foundation

Employment Law

Unit title	Employment Law
Level	5*
Credit value	6
Unit code	5ELWv2
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

Recent decades have seen a substantial increase in the extent to which the employment relationship in the UK, Ireland and the EU is regulated through employment legislation. As a result, human resources (HR) professionals are now obliged to take account of legal requirements in different jurisdictions when carrying out many central aspects of their role. They are also obliged to take responsibility for the defence and settlement of claims lodged with employment tribunals by aggrieved employees or former employees. The purpose of this unit is to introduce the major areas of employment legislation and the employment law system, focusing in particular on ways in which day-to-day HR activities are subjected to some form of regulation. The unit is intended to provide an overview, rather than to focus in detail on the operation of specific employment laws, for those who need to understand and be able to evaluate emerging developments in the management of the employment relationship in local and international jurisdictions..

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the purpose of employment regulation and the way it is enforced in practice.
- 2 Know how to manage recruitment and selection activities lawfully.
- 3 Know how to manage change and reorganisation lawfully.
- 4 Know how to manage issues relating to pay and working time lawfully.
- 5 Be able to ensure that staff are treated lawfully when they are at work.
- 6 Know how to manage performance and disciplinary matters lawfully.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the purpose of employment regulation and the way it is enforced in practice.

The role of employment law in helping to achieve social justice and fairness in the workplace; economic arguments in favour of, and against, increased employment regulation; the role played by courts and institutions with jurisdiction to hear employment-related matters and make and enforce employment law; procedures for settling cases and the employment tribunal system.

2 Know how to manage recruitment and selection activities lawfully.

Establishing a contract of employment and the legal obligations that follow for employers and employees; the principles of discrimination law and how they affect recruitment and selection activities; direct and indirect discrimination, genuine occupational requirements, positive action.

3 Know how to manage change and reorganisation lawfully.

Managing organisation structure changes in different countries in line with local prevailing employment legislation and regulations; contractual issues in the management of change; flexibility clauses, gaining consent for proposed contractual changes; the principles of the law in the areas of redundancy and business transfers; individual and collective consultation rights.

4 Know how to manage issues relating to pay and working time lawfully.

The principles of equal pay; conducting equal pay reviews to ensure compliance; laws regulating the payment of wages and salaries; the National Minimum Wage; the Working Time Regulations and minimum annual leave entitlements; maternity, paternity, adoption and parental leave; rights to paid and unpaid time off during working hours; the rights to request flexible working and time off for training purposes.

5 Be able to ensure that staff are treated lawfully when they are at work.

The principles of discrimination law; managing diversity to ensure equity and fair access; the principles of health and safety law and employee health and well-being; the law relating to personal injury claims; unlawful harassment; major implied contractual duties; mutuality of obligation; freedom of association and trade union recognition rights; constructive dismissal law.

6 Know how to manage performance and disciplinary matters lawfully.

The principles of unfair dismissal law; managing capability and misconduct issues; formal hearings and warnings; gross misconduct; the right to be accompanied at formal disciplinary and grievance hearings; Public Interest Disclosure and whistleblowing.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the purpose of employment regulation and the way it is enforced in practice.	1.1 Explain the aims and objectives of employment regulation. 1.2 Describe the role played by the tribunal and courts system in enforcing employment law. 1.1 Explain how cases are settled before and during formal legal procedures.
2 Know how to manage recruitment and selection activities lawfully.	2.1 Identify the main principles of discrimination law in recruitment and selection and in employment. 2.2 Explain how contracts of employment are established.
3 Know how to manage change and reorganisation lawfully.	3.1 Describe when and how contracts can be changed lawfully. 3.2 Explain the main requirements of redundancy law. 3.3 Explain the main requirements of the law on business transfers.
4 Know how to manage issues relating to pay and working time lawfully.	4.1 Identify the major statutory rights workers have in the fields of pay, leave and working time. 4.2 Explain the major requirements of equal pay law. 4.3 Explain major maternity, paternity and other family-friendly employment rights.
5 Be able to ensure that staff are treated lawfully when they are at work.	5.1 Identify the major requirements of health and safety law. 5.2 Explain the significance of implied duties as regards the management of employees at work. 5.3 Explain the principles of the law on freedom of association.
6 Know how to manage performance and disciplinary matters lawfully.	6.1 Explain the main requirements of unfair dismissal law in respect of capability and misconduct issues. 6.2 Explain the scope of the right for employees to be accompanied at serious discipline and grievance hearings.

Learning resources for unit: 5ELWv2

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- ACAS. (2014) *How to manage change*. London: Acas.
- CUSHWAY, B. (2015) *The employer's handbook: an essential guide to employment law, personnel policies and procedures*. 11th ed. London: Kogan Page.
- DANIELS, K. (2016) *Introduction to employment law: fundamentals for HR and business students*. 4th ed. London: Chartered Institute of Personnel and Development.
- HARRISON, P. and GREGORY, S. (2011) *Tolley's discrimination in employment handbook*. 2nd ed. London: LexisNexis.
- HONEYBALL, S. (2014) *Honeyball and Bowers' textbook on employment law*. 13th ed. Oxford: Oxford University Press.
- LEWIS, D. and SARGEANT, M. (2015) *Employment law: the essentials*. 13th ed. London: Chartered Institute of Personnel and Development.
- MACDONALD, L. (2010) *Managing discipline*. Kingston upon Thames: Wolters Kluwer.
- MCMULLEN, J. (2011) *Redundancy: the law and practice*. 3rd ed. Oxford: Oxford University Press.
- OWEN, N. and PECK, S. (eds). (2015) *Law at work 2015: the trade union guide to employment law*. London: Labour Research Department.
- PITT, G. (2014) *Employment law*. 9th ed. London: Sweet and Maxwell.
- SLADE, E. (2014) *Tolley's employment handbook*. 28th ed. London: LexisNexis.
- TAYLOR, S. and EMIR, A. (2015) *Employment law: an introduction*. 4th ed. Oxford: Oxford University Press.
- TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Human resource management: people and organisations*. 2nd ed. London: Chartered Institute of Personnel and Development.
- WALLINGTON, P. (ed). (2015) *Butterworths employment law handbook*. 23rd ed. London: LexisNexis Butterworths.
- WILLEY, B. (2012) *Employment law in context: an introduction for HR professionals*. 4th ed. Harlow: Pearson Education.

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. *Factsheets about employment law [online]*. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/legal-factsheets.aspx>
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. *Frequently asked questions about employment law [online]*. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/employment-law-faqs/>
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. *Latest news in employment law [online]*. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/latest-news-employment-law.aspx>

Journal articles

- 1 BUTLER, M. (2014) Unfair dismissal: where are we? *Tolley's Employment Law Newsletter*. Vol 19, No 8, June. pp62-63.
- 2 EMBLETON, S. (2012) 5 rules for carrying out fair investigations. *Employers' Law*. September. pp14-15.
- 3 Forming a contract of employment. (2011) *IDS Employment Law Brief*. No 924, May. pp15-19.
- 4 Mandatory equal pay audits. (2014) *IDS Employment Law Brief*. No 1006, October. pp15-19.
- 5 O'SULLIVAN, M., TURNER, T. and KENNEDY, M. (2015) Is individual employment law displacing the role of trade unions? *Industrial Law Journal*. Vol 44, No 2, July. pp222-245.
- 6 The new tribunal rules -1. (2013) *IDS Employment Law Brief*. No 977, July. pp8-19.
- 7 The new tribunal rules -2. (2013) *IDS Employment Law Brief*. No 978, August. pp11-18.
- 8 TUPE changes: what you need to know. (2014) *IDS Employment Law Brief*. No 991, February. pp14-18.

Key journals

- 1 *Employers Law*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx/>
- 2 *IDS Employment Law Brief (Incomes Data Services)*
- 3 *Industrial Law Journal*
- 4 *People Management*
Available at: <http://www.cipd.co.uk/pm/>

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service)
- 2 www.cipd.co.uk/hr-topics/
Links to CIPD resources on 60 topics covering HR and L&D including factsheets, research, surveys, books, courses and more
- 3 www.equalityhumanrights.com
Website of the Equality and Human Rights Commission (EHRC)
- 4 www.gov.uk/browse/employing-people
Government advice on employing people

Managing and Co-ordinating the Human Resources Function

Unit title	Managing and Co-ordinating the Human Resources Function
Level	5*
Credit value	6
Unit code	5MHRv2
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

The purpose of this unit is to introduce learners to human resources (HR) activity and to the role of the HR function in organisations in general terms. It focuses on the aims and objectives of HR departments in contemporary organisations and particularly on the ways that these are evolving. Different ways of delivering HR objectives and emerging developments in the management of the employment relationship are explored as well as the methods that can be used to demonstrate that the function adds value for organisations. The unit also aims to inform learners about published research evidence linking HR activity with positive organisational outcomes. The case for professionalism and an ethical approach to HR is introduced, as is the role played by HR managers in facilitating and promoting effective change management.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the purpose and key objectives of the HR function in contemporary organisations.
- 2 Understand how HR objectives are delivered in different organisations.
- 3 Understand how the HR function can be evaluated in terms of value added and organisation performance.
- 4 Understand the relationship between organisational performance and effective HR management and development.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the purpose and key objectives of the HR function in contemporary organisations.

HR as an integral part of the business: building foundations for future and sustainable organisation success; supporting the delivery of organisation objectives and building organisational capability through people and performance; organisation and job design, staffing objectives, performance objectives, effective HR administration, promoting good employment relations and employee engagement, developing careers and skills; contributing to the management of change, for example successful structural, cultural and transformational change; employee participation, human resource development (HRD) interventions, the management of expectations and the management of conflict; building foundations for future and enduring organisation performance.

The business case for an ethical approach to HR management; professionalism in HR work; the role of the HR function in promoting equality of opportunity, diversity, work-life balance, dignity at work and justice in the workplace; the significance of legal compliance.

2 Understand how HR objectives are delivered in different organisations.

Generalist and specialist roles as described in the CIPD Profession Map: the role of line managers in realising HR objectives and delivering the HR function; shared services, outsourcing and HR consultancy; the Ulrich model, the reasons for its adoption and evaluation of its implementation and effectiveness; approaches to the management and co-ordination of HR management and development in larger private sector organisations, in the public sector, in the voluntary sector, in small and medium enterprises (SMEs), in networked organisations and in multinational corporations; cultural and institutional variations across national borders.

3 Understand how the HR function can be evaluated in terms of value added and contribution to organisation performance.

HR as an insight-driven function: customer-focused HR management and development; identification and monitoring of HR service delivery needs; service-level agreements and key performance indicators (KPIs); the need to balance effectiveness, efficiency and fairness; setting and delivering strategic objectives; the use of HR metrics, data-gathering, benchmarking, use and evaluation of performance measurement tools such as a balanced scorecard, staff survey tools; risk management perspectives; line manager and employee perspectives.

4 Understand the relationship between organisational performance and effective HR management and development.

Research evidence on links between superior organisational performance and HR activity: meaning of high-performance working, high-performance work practices, employee engagement, becoming an employer of choice, discretionary effort, flexible working, job satisfaction; human capital perspectives and building organisational capability.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the purpose and key objectives of the HR function in contemporary organisations.	1.1 Summarise the organisational objectives that the HR function is responsible for delivering and how these are evolving in contemporary organisations. 1.2 Explain the major theories of effective change management and how these are implemented and evaluated. 1.3 Evaluate the business case for managing HR in a professional, ethical and just manner.
2 Understand how HR objectives are delivered in different organisations.	2.1 Explain the different ways in which HR objectives can be delivered in organisations. 2.2 Analyse how the HR function varies between organisations in different sectors and of different sizes.
3 Understand how the HR function can be evaluated in terms of value added and contribution to organisation performance.	3.1 Discuss the main criteria and methods used to evaluate the contribution of the HR function.
4 Understand the relationship between organisational performance and effective HR management and development.	4.1 Identify and evaluate research evidence linking HR practices with positive organisational outcomes. 4.2 Explain how high-performance working and investment in human capital impact on organisational practice.

Learning resources for unit: 5MHRv2

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- ARMSTRONG, M. and TAYLOR, S. (2014) *Armstrong's handbook of human resource management in practice*. 13th ed. London: Kogan Page.
- BEARDWELL, J. and THOMPSON, A. (2014) *Human resource management: a contemporary approach*. 7th ed. Harlow: Pearson Education.
- BRATTON, J. and GOLD, J. (2012) *Human resource management: theory and practice*. 5th ed. Basingstoke: Palgrave Macmillan.
- FLEETWOOD, S. and HESKETH, A. (2010) *Explaining the performance of human resource management*. Cambridge: Cambridge University Press.
- MARCHINGTON, M., WILKINSON, A., DONNELLY, R. and KYNIGHOU, A. (2016) *Human resource management at work*. 6th ed. London: Chartered Institute of Personnel and Development.
- PAAUWE, J., GUEST, D. and WRIGHT, P. (eds). (2013) *HRM and performance: achievements and challenges*. Chichester: Wiley.
- PHILLIPS, J.J. and PHILLIPS, P.P. (2014) *Making human capital analytics work: measuring the ROI of human capital processes and outcomes*. New York: McGraw Hill Education.
- ROBINSON, I. (2006) *Human resource management in organisations: the theory and practice of high performance*. London: Chartered Institute of Personnel and Development.
- STOREY, J., WRIGHT, P. and ULRICH, D. (eds) (2009) *The Routledge companion to strategic human resource management*. Abingdon: Routledge.
- TAYLOR, S. and WOODHAMS, C. (eds.) (2016) *Human resource management: people and organisations*. 2nd ed. London: Chartered Institute of Personnel and Development. [April 2016].
- TAYLOR, S. and WOODHAMS, C. (eds.) (2016) *Studying human resource management*. 2nd ed. London: Chartered Institute of Personnel and Development.
- TORRINGTON, D., HALL, L. and TAYLOR, S. (2014) *Human resource management*. 9th ed. Harlow: Financial Times/Prentice Hall.
- ULRICH, D. and BROCKBANK, W. (2005) *The HR value proposition*. Boston, MA: Harvard Business School Press.

Key journals

- 1 *Human Resource Management*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 *Human Resource Management Journal*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 3 *People Management*
Available at: www.cipd.co.uk/pm
- 4 *Personnel Review*

Online resources

- 1 ALFES, K., TRUSS, C. and GILL, J. (2010) The HR manager as a change agent: evidence from the public sector. *Journal of Change Management*. Vol 10, No 1, March. pp109-117. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>.
- 2 BREWSTER, C., CHARALAMBOUS, C. and STAVROU, E. (2010) Human resource management and firm performance in Europe through the lens of business systems: best fit, best practice or both? *International Journal of Human Resource Management*. Vol 21, No 9, June. pp933-962. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Achieving sustainable organisation performance through HR in SMEs [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z/
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Business savvy: giving HR the edge [online]*. Research report. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Changing HR operating models [online]*. Research report. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 6 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *The CIPD profession map: our professional standards [online]*. London: CIPD. Available at: <http://www.cipd.co.uk/cipd-hr-profession/profession-map/>
- 7 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *HR analytics [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 8 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Responsible and sustainable business: HR leading the way [online]*. Research report. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 9 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Strategic human resource management [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 10 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2011) *Sustainable organisation performance: what really makes the difference? Final report [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z/
- 11 CLARK, S. (2015) *Ethical decision-making: eight perspectives on workplace dilemmas [online]*. Research report. London: Chartered Institute of Personnel and Development. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 12 GUEST, D.E. and CONWAY, N. (2011) The impact of HR practices, HR effectiveness and a 'strong HR system' on organisational outcomes: a stakeholder perspective. *International Journal of Human Resource Management*. Vol 22, No 8, April. pp1686-1702. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 13 GUEST, D.E. (2011) Human resource management and performance: still searching for some answers. *Human Resource Management Journal*. Vol 21, No 1, January. pp3-13. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 14 JIANG, K., LEPAK, D. and TAKEUCHI, R. (2013) Where do we go from here? New perspectives on the black box in strategic human resource management research. *Journal of Management Studies*. Vol 50, No 8, December. pp1448-1480. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 15 PURCELL J., KINNIE, N. and HUTCHINSON, S. (2003) *Understanding the people and performance link: unlocking the black box*. London: Chartered Institute of Personnel and Development. Available on the HR and L&D database at: <http://www.cipd.co.uk/hr-resources/database-search.aspx>
- 16 RASMUSSEN, T. and ULRICH, D. (2015) Learning from practice: how HR analytics avoids being a management fad. *Organizational Dynamics*. Vol 44, No 3, September. pp236-242. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 17 SPARROW, P. and MILLER, J. (2013) *Understanding the business issues in partnering arrangements. Beyond the organisation part one [online]*. Research report. London: Chartered Institute of Personnel and Development. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 18 SPARROW, P. and MILLER, J. (2013) *Organising HR for partnering success. Beyond the organisation part two [online]*. Research report. London: Chartered Institute of Personnel and Development. Available at: <http://www.cipd.co.uk/hr-resources/a-z/>
- 19 ULRICH, D., BROCKBANK, W. and YOUNGER, J. (2013) The state of the HR profession. *Human Resource Management*. Vol 52, No 3, May/June. pp457-471. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>

Journal articles

- 1 GOLLAN, P. (2012) HR on the line: human resource managers' contribution to organisational value and workplace performance. *Asia Pacific Journal of Human Resources*. Vol 50, No 3, July. pp288-307.
- 2 ULRICH, D. (2012) The new HR hero. *HR Monthly*. May. pp38-40,42.
- 3 WOODS, D. (2012) Metamorphoses – or more of the same? *Human Resources*. May. pp22-28.

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service) which aims to improve organisations and working life through better employment relations.
- 2 <https://www.gov.uk/government/organisations/departments-for-business-innovation-skills>
Website of the Department for Business, Innovation and Skills (BIS)
- 3 www.cipd.co.uk/hr-topics/
Links to CIPD resources on 60 topics covering HR and L&D including factsheets, research, surveys, books, courses and more
- 4 www.equalityhumanrights.com
Website of the Equality and Human Rights Commission
- 5 www.e-reward.co.uk
Website of e-reward provides advice, research and guidance on all aspects of reward.
- 6 www.eurofound.europa.eu
Website of the European Foundation for the Improvement of Living and Working Conditions
- 7 www.europa.eu.int
Website of the European Union
- 8 www.gov.uk
Government website for information including business issues, HR and training/education
- 9 www.hse.gov.uk
Health & Safety Executive website
- 10 www.ico.org.uk
Information Commissioner's Office website for information in relation to Data Protection
- 11 <http://www.employment-studies.co.uk/>
Website of the Institute for Employment Studies
- 12 www.investorsinpeople.co.uk
Website offering frameworks for delivering business improvement through people.
- 13 www.oecd.org
Website of the Organisation for Economic Co-operation and Development
- 14 <http://www.ons.gov.uk/ons/index.html>
Website of the Office for National Statistics
- 15 www.ukces.org.uk
Website of the UK Commission for Employment and Skills

Organisation Design

Unit title	Organisation Design
Level	5*
Credit value	3
Unit code	5ODSv2
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

Ensuring that an organisation is appropriately designed to deliver organisation objectives in the short and long term is critical to sustainable organisation performance. Driven by organisation business strategy and operating context, organisation design is a conscious process of shaping and aligning the various organisational components: structure, size, systems, processes, people, performance measures, culture and communication. This unit explores, through a review of theories and models, the elements that contribute to organisation design and the development of organisation insight crucial to building agile and adaptable organisations, with healthy cultures that are essential to meet current and future challenges.

This unit is suitable for persons who:

- seek to develop a career in human resources management and development
- are working in the field of human resource management and development and need to extend their knowledge and skills
- have responsibility for implementing human resources policies and strategies
- need to understand the role of human resources in the wider organisational and environmental contexts.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the historical and theoretical basis of organisation design and the relationship between organisational elements and the business strategy.
- 2 Understand the key factors to be considered in the design of organisations and the implications for the management and development of people and resources.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 15 with an additional 15 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the historical and theoretical basis of organisation design and the relationship between organisational elements and the business strategy.

Organisation design theory: scientific management, systems theory and complexity theory.

Organisation types, size, sector and reach: private, public, third sector, and the impact of regulation.

Organisation elements:

- *business strategy:* objectives, goals, operating principles
- *structures:* formal and informal, hierarchical, flat, functional, divisional, matrix, flexible, process-based, network, virtual, cluster
- *processes:* work flow, tasks, and activities
- *systems:* IT infrastructures that 'carry' the work flow
- *performance measures:* individual and organisational.

Organisation design models and tools: McKinsey 7-S Model, the Galbraith's Star Model, Weisbord Six Box Model, Naidler and Tushman Congruence Model, Burke-Litwin Causal Model, McMillan's Fractal Web, Ralph Kilmann's Five Track Model, Ken Wilber's AQAL Model, Holonic Enterprise Model, Six Sigma, and so on.

2 Understand the key factors to be considered in the design of organisations and the implications for the management and development of people and resources.

Business strategy and organisation design: alignment between business strategy and organisation design decisions; growth; structural change, downsizing; delayering, out-sourcing, off-shoring, internationalisation.

External environment: the importance of scoping the external environment and range of tools and techniques available, for example environmental scanning and stakeholder mapping; the impact of external environment on design decisions to ensure organisational agility, adaptability and flexibility.

Organisation culture: identifying organisation culture and its impact on design decisions; power culture, role culture, task culture, person culture; leadership, group dynamics; application of cultural web.

Technology: the impact of technology on design decisions.

The physical aspects of organisation design: ergonomics, health and safety, well-being, environment and space.

The psychological aspects of organisation design: discretion, autonomy, job satisfaction, the psychological contract, commitment, engagement, specialisation or generalisation of skill, working with others, communication, power and politics.

Organisational resource and performance aspects: work processes, communication flows, efficiency, productivity, monitoring and evaluation, budgetary requirements.

Human resource practices: the consequences of all the above for people management and development strategies; skills and capability requirements; formalisation and standardisation of job roles, role specifications, job descriptions, pay structures, knowledge-sharing and knowledge management, employee communication, employee relations.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the historical and theoretical basis of organisation design and the relationship between organisational elements and the business strategy.	1.1 Examine the historical and theoretical basis of organisation design. 1.2 Explain the relationships between organisational elements and the business strategy.
2 Understand the key factors to be considered in the design of organisations and the implications for the management and development of people and resources.	2.1 Analyse the key factors that influence organisation design. 2.2 Assess the implications of organisation design for work processes, productivity, and the workforce. 3.1 Evaluate the linkages between organisation design and people management and development strategies.

Learning resources for unit: 5ODSv2

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 BUCHANAN, D. and HUCZYNSKI, A. (2013) *Organizational behaviour: an introductory text*. 8th ed. Harlow: Pearson Education.
- 2 CAPELLE, R.G. (2014) *Optimizing organization design: a proven approach to enhance financial performance, customer satisfaction and employee engagement*. San Francisco, CA: Jossey Bass.
- 3 CICHOCKI, P. and IRWIN, C. (2014) *Organization design: a guide to building effective organizations*. 2nd ed. London: Kogan Page.
- 4 DAFT, R. (2015) *Organization theory and design*. 12th ed. Boston, MA: Cengage Learning.
- 5 JONES, G. R. (2013) *Organizational theory, design and change*. 7th ed. Harlow: Pearson Education.
- 6 KESLER, G. and KATES, A. (2011) *Leading organization design: how to make organization design decisions to drive the results you want*. San Francisco, CA: Jossey Bass.
- 7 MORRISON, R. (2015) *Data-driven organization design: sustaining the competitive edge through organizational analytics*. London: Kogan Page.
- 8 MULLINS, L.J. (2013) *Management and organisational behaviour*. 10th ed. Harlow: Pearson Education.
- 9 RECARDO, R.J. (2015) *Organization design: a practical methodology and toolkit*. Amherst, MA: HRD Press.
- 10 ROBBINS, S., JUDGE, T. and CAMPBELL, T. (2010) *Organizational behaviour*. Harlow: Financial Times/Prentice Hall.
- 11 STANFORD, N. (2015) *Guide to organisation design: creating high performing and adaptable enterprises*. 2nd ed. London: Profile Books.
- 12 STANFORD, N. (2010) *Organisation culture: getting it right*. London: Profile Books.
- 13 STANFORD, N. (2014) *Organisation design: engaging with change*. 2nd ed. Abingdon: Routledge.
- 14 STEWART, J. and ROGERS, P. (eds). (2012) *Developing people and organisations*. London: Chartered Institute of Personnel and Development
- 15 TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Human resource management : people and organisations*. 2nd ed. London: Chartered Institute of Personnel and Development.
- 16 TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Studying human resource management*. 2nd ed. London: Chartered Institute of Personnel and Development.

Key journals

- 1 *British Journal of Management*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 *Human Resource Management Journal*.
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 3 *People Management*
Available at: www.cipd.co.uk/pm

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2011) *Sustainable organisation performance: what really makes the difference? Final report [online]*. Research report. London: CIPD.
Available at: www.cipd.co.uk/hr-resources/a-z
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2010) *Workforce planning: right people, right time, right skills [online]*. Guide. London: CIPD.
Available at: www.cipd.co.uk/hr-resources/a-z
- 3 CHILD, J. (2015) *Organization : contemporary principles and practice*. 2nd ed. Chichester: John Wiley.
- 4 GARROW, V. and VARNEY, S. (2013) *The palace : perspectives on organisation design*. IES Report, No 501. Brighton: Institute for Employment Studies. Available at : <http://www.employment-studies.co.uk/resource/palace-perspectives-organisation-design>
- 5 MILLER, D. and GREENWOOD, R. (2010) Tackling design anew : getting back to the heart of organizational theory. *Academy of Management Perspectives*. Vol 26, No 1, February. pp52-57. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>

Journal articles

- 1 DAFT, R. and ANAND, N. (2007) What is the right organization design? *Organizational Dynamics*. Vol 36, No 4. pp329-344.
- 2 LASCOLA, M and DAVIES, S. (2011) A critical review of the three-box model for HR organizational design. *WorldatWork Journal*. Vol 20, No 1 pp31-41.
- 3 LAWLER, E.E. and WORLEY, C.G. (2010) Agility and organizational design : a diagnostic framework. *Organizational Dynamics*. Vol 39, No 2. pp194-204.
- 4 LAWLER, E.E. and WORLEY, C.G. (2012) Designing organizations for sustainable effectiveness. *Organizational Dynamics*. Vol 41, No 4. pp265-270.
- 5 NEILSON, G.L., ESTUPINAN, J. and SETHI, B. (2015) 10 principles of organization design. *Strategy+Business*. No 79, Summer. pp28-33.
- 6 SNOW, C.C., MILES, R.E. and FJELDSTAD, O. (2010) Designing organizations to meet 21st century opportunities and challenges. *Organizational Dynamics*. Vol 39, No 2. pp93-103.

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service) which aims to improve organisations and working life through better employment relations.
- 2 <https://www.gov.uk/government/organisations/department-for-business-innovation-skills>
Website of the Department for Business, Innovation and Skills (BIS)
- 3 www.cipd.co.uk/hr-topics/
Links to CIPD resources on 60 topics covering HR and L&D including factsheets, research, surveys, books, courses and more.
- 4 www.eurofound.europa.eu
Website of the European Foundation for the Improvement of Living and Working Conditions
- 5 <http://www.employment-studies.co.uk/>
Website of the Institute for Employment Studies
- 6 <http://www.ons.gov.uk/ons/index.html>
Website of the Office for National Statistics
- 7 www.ukces.org.uk
Website of the UK Commission for Employment and Skills

Organisation Development

Unit title	Organisation Development
Level	5*
Credit value	3
Unit code	5ODVv2
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

According to the CIPD definition, the purpose of organisation development is to take 'a planned and systematic approach to enabling sustained organisation performance through the involvement of its people'. To this end, organisation development focuses on making interventions and driving improvements to organisational success by facilitating the ways in which employees – individuals, groups and teams are motivated to perform and are rewarded for performance; are involved in the business decision making processes; interact with, and relate to each other; acquire and develop knowledge, experience and skills in the context of rapidly changing organisational environments. This unit provides a good foundation of underpinning organisation development theory and knowledge, including its relationship to organisation design and change management, and how effective organisation development interventions can increase business performance and productivity.

This unit is suitable for persons who:

- seek to develop a career in human resources management and development
- are working in the field of human resource management and development and need to extend their knowledge and skills
- have responsibility for implementing human resources policies and strategies
- need to understand the role of human resources in the wider organisational and environmental contexts.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the organisation development process from a historical, theoretical and practical perspective.
- 2 Understand various organisation development practices, models and approaches.
- 3 Understand the value of organisation development interventions to business performance and productivity.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 15 with an additional 15 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the organisation development process from a historical, theoretical and practical perspective

Historical and theoretical basis of organisation development:

different schools of thought and practice, for example behavioural science, social psychology, motivational theories, systems theory, learning theory.

Principles, systems and models: values, ethics and organisation development principles (humanistic, democratic, client-centred); the functioning and dynamics of social systems; organisation development models; the 'hows and whys' of change (individual, group, team and organisation); closed versus open systems thinking.

Stakeholders: relationships between key stakeholders (organisation development consultant, HR business partner, line manager).

Phases: entry, contracting, diagnosis, feedback, intervention, evaluation, termination phases, tasks and actions (what to know and what to do in each phase); distinctions in process for individuals, groups, teams, and whole organisation.

Roles and competencies: role of each stakeholder in each phase, and part of phase, for example facilitator, partner, adviser, consultant, coach, challenger, devil's advocate; typical consulting and business competences for each phase; finding and using expertise needed for a successful intervention in the different phases, for example IT skills, HR skills, finance skills, business intelligence, data analysis; use of self in each phase; clients' mental models; supplementing and complementing each other's skills, knowledge and experience; adjusting personal style to the situation.

2 Understand various organisation development practices, models, and approaches.

Practices, models and approaches: the link between organisation design and change management techniques and models; action learning; working with emotions in organisations; using appreciative inquiry; undertaking cultural assessment; developing organisations as learning systems; dealing with resistance, conflict, diversity, multiculturalism; working with left-side focus, working with right-side focus.

3 Understand the value of organisation development interventions to business performance and productivity.

Role and purpose of organisation development: what organisation development interventions are for; links with business objectives and performance management; the differences between organisation development interventions and continuous organisation development practice; where the organisation development skills 'sit' or are 'owned' in an organisation to get highest return on investment.

Measurement and evaluation: business effectiveness models; measuring and managing performance outcomes; setting and managing key performance indicators; data collection through employee surveys and consultation procedures; nature and purpose of balanced scorecards and links to continuous improvement strategies.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the organisation development process from a historical, theoretical and practical perspective.	1.1 Analyse the main theories and principles of organisation development. 1.2 Identify the key stakeholders, phases, activities, tasks and typical deliverables in the organisation development process. 1.3 Examine the key competences required by the stakeholders at different phases of organisation development interventions.
2 Understand various organisation development practices, models and approaches.	2.1 Assess the link between organisation development and change management techniques. 2.1 Justify the selection of a range of tools and approaches and explain how they may be used at different phases in the organisation development process.
3 Understand the value of organisation development interventions to business performance and productivity.	3.1 Identify potential success indicators of organisation development interventions and ways of tracking and monitoring progress.

Learning resources for unit: 5ODVv2

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Essential Reading

- BURNES, B. (2014) *Managing change*. 6th ed. Harlow: Pearson Education.
- CAMERON, E. and GREEN, M. (2015) *Making sense of change management: a complete guide to the models, tools and techniques of organizational change*. 4th ed. London: Kogan Page.
- CUMMINGS, T. and WORLEY, C. (2015) *Organization development and change*. 10th ed. Stamford, CT: Cengage Learning.
- FRANCIS, H., HOLEBECH, L. and REDDINGTON, M. (2012) *People and organisational development: a new agenda for organisational effectiveness*. London: Chartered Institute of Personnel and Development.
- STEWART, J. and ROGERS, P. (eds.) (2012) *Developing people and organisations*. London: Chartered Institute of Personnel and Development.
- CARNALL, C. (2014) *Managing change in organizations*. 6th ed. Harlow: Pearson Education.
- CHEUNG-JUDGE, M. and HOLBECH, L. (2015) *Organization development: a practitioner's guide for OD and HRD*. 2nd ed. London: Kogan Page.
- GALLOS, I. (ed). (2006) *Organization development: a Jossey-Bass reader*. San Francisco, CA: Jossey-Bass.
- GARDEN, A. (2015) *The roles of organisation development*. Farnham: Gower.
- HUCZYNSKI, A. and BUCHANAN, D. (2013) *Organizational behaviour*. 8th ed. Harlow: Pearson
- HUGHES, M. (2010) *Managing change: a critical perspective*. 2nd ed. London: Chartered Institute of Personnel and Development.
- MORRISON, M. (2014) *Organization development theory and practice: a guide book for managers, OD consultants and HR professionals using OD tools*. Charleston, SC: CreateSpace.
- STANFORD, N. (2010) *Organisation culture: getting it right*. London: Profile Books.
- STEWART, J. and ROGERS, P. (eds). (2012) *Developing people and organisations*. London: Chartered Institute of Personnel and Development.
- TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Human resource management: people and organisations*. 2nd ed. London: Chartered Institute of Personnel and Development.
- TAYLOR, S. and WOODHAMS, C. (eds). (2016) *Studying human resource management*. 2nd ed. London: Chartered Institute of Personnel and Development.

Key journals

- 1 *British Journal of Management*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 *Human Resource Management Journal*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 3 *Journal of Organizational Change Management*
Available at: <http://www.emeraldinsight.com/loi/jocm>
- 4 *Leadership & Organization Development Journal*
Available at: <http://www.emeraldinsight.com/loi/lodj>
- 5 *People Management*
Available at: www.cipd.co.uk/pm

Online resources

- 1 BENNETT, M. (2014) The role of OD. *Training Journal*. March. pp59-62. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 BRAGANZA, A., GILLON, A.C. and WILLIAMS, S. (2014) Organisation development in HRM: a longitudinal study contrasting evolutionary trends between the UK and USA. *International Journal of Human Resource management*. Vol 25, No 7, April. pp1002-1023.
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Change management [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2011) *Developing organisation culture: six case studies [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Organisation development [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 6 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2013) *OD: taking the business with you?: episode 84 [online]*. Podcast. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/podcasts/default.aspx>
- 7 Organizational development: a strategic HR tool. (2007) *HR Magazine*. Vol 52, No 9, September. pp1-9. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 8 VAN NISTELROOIJ, A. and SMINIA, H. (2010) Organization development: what's actually happening? *Journal of Change Management*. Vol 10, No 4, December. pp407-420. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 9 WERKMAN, R. (2010) Reinventing organization development: how a sense making perspective can enrich OD theories and interventions. *Journal of Change Management*. Vol 10, No 4, December. pp421-438. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 10 WRIGHT, N. (2010) Towards organisational development. *Training Journal*. February. pp47-51. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>

Journal articles

- 1 ATKINSON, P. (2014) OD strategies I: installing a lean and continuous improvement culture. *Management Services*. Vol 58, No 4, Winter. pp12-17.

Websites

- 1 www.cipd.co.uk/hr-topics/
Links to CIPD resources on 60 topics covering HR and L&D including factsheets, research, surveys, books, courses and more.
- 2 www.chumans.com/human-systems-resources/defining-organization-development.html
Website of the Center for Human Systems (US)
- 3 <http://www.employment-studies.co.uk/>
Website of the Institute for Employment Studies
- 4 www.instituteod.com
Website of the Institute of Organization Development (US)
- 5 www.managementhelp.org/organizationdevelopment
Website about the field of organization development
- 6 www.odnetwork.org
Website of the Organization Development Network (US)

Human Resources Service Delivery

Unit title	Human Resources Service Delivery
Level	5*
Credit value	3
Unit code	5HRSv2
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

Human resources (HR) professionals need to understand the different HR service delivery models available to contemporary organisations, the ways that these are evolving and the contribution that effective and efficient HR service delivery makes to facilitating and supporting sustained organisational performance. This includes establishing and monitoring service standards, measuring performance and issues surrounding the use of shared services, partners and external providers.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the reasons behind organisations changing the structure and location of HR service provision.
- 2 Understand the different HR service delivery models available to contemporary organisations.
- 3 Understand the challenges involved in maintaining and managing HR services and how standards are established and monitored.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 15 with an additional 15 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the reasons behind organisations changing the structure and location of HR service provision.

Links to changing organisational and HR strategies: new thinking about supply chain management, service delivery and value-adding operations and processes; criticisms of traditional HR service structures and processes based on centralised models of the HR function; the economic, quality and efficiency arguments behind third-party delivery of HR services.

2 Understand the different HR service delivery models available to contemporary organisations.

Internal and externally located shared service delivery models: purchasing of specific HR services from third parties, for example contracting for legal advice in employment matters; outsourcing all or parts of HR service provision; insourcing and the development of a market for HR service provision; using consultants instead of or in support of internal service delivery.

How strategically orientated HR services are structured and provided: the provision of transaction services covering HR administration, records, information- and data-handling and payroll; client-facing HR services including business unit advice and support, internal consultancy provision, training needs analysis and training provision, coaching and mentoring.

3 Understand the challenges involved in maintaining and managing HR services and how standards are established and monitored.

Processes and tools to identify and implement improvements to service delivery: utilising technology across end-to-end processes and with multiple users; service performance data collection and analysis; monitoring and evaluating data and information to ensure ongoing service quality; organisational performance and organisational change; internal and external benchmarking; key performance indicators and targets; cost and efficiency monitoring to increase quality, reduce cost and eliminate duplication.

Criteria for choosing partners and external providers; systems and processes that measure the efficiency and effectiveness of third-party suppliers: service-level agreements and contract management; intellectual property and knowledge transfer; stakeholder and employee relations interests and issues; communications.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the reasons behind organisations changing the structure and location of HR service provision.	1.1 Analyse the link between changing patterns of HR service delivery with changing organisational context and strategy. 1.2 Assess the link between changing patterns of HR service delivery to the requirements of flexibility, efficiency, cost and expertise.
2 Understand the different HR service delivery models available to contemporary organisations.	2.1 Compare and contrast the role and purpose of transactional HR services with transformational HR services. 2.2 Compare and contrast insourcing and outsourcing of HR services. 2.3 Evaluate the advantages and disadvantages of using internal and external consultants.
3 Understand the challenges involved in maintaining and managing HR services and how standards are established and monitored.	3.1 Explain the purpose of service standards and how they operate. 3.2 Evaluate tools, techniques and measures used to monitor service performance and to identify improvements. 3.3 Identify factors influencing a decision to procure and use third-party suppliers, criteria used for their selection and performance monitoring.

Learning resources for unit: 5HRSv2

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 COOK, M. and GILDNER, S. (2006) *Outsourcing human resources functions: how, why, when, and when not to contract for HR services*. 2nd ed. Alexandria, VA: Society for Human Resource Management.
- 2 HALE, J. (2006) *Outsourcing training and development: factors for success*. San Francisco, CA: Pfeiffer.
- 3 HUNTER, I. and SAUNDERS, J. (2009) *Service led design: planning the new HR function*. Farnham: Gower.
- 4 LAWLER, E., ULRICH, D. and FITZ-ENZ, J. (2004) *Human resources business process outsourcing: transforming how HR gets its work done*. San Francisco, CA: Jossey Bass.
- 5 REILLY, P. (2000) *HR shared services and the realignment of HR*. Brighton: Institute for Employment Studies.
- 6 REILLY, P. and WILLIAMS, T. (2003) *How to get best value from HR: the shared services option*. Aldershot: Gower.
- 7 ROBERTSON, J. (2009) *HR service centres*. London: Incomes Data Services.
- 8 ROBERTSON, J. (2011) *Outsourcing HR*. London: Incomes Data Services.
- 9 TAYLOR, S. and WOODHAMS, C. (2012) *Managing people and organisations*. London: Chartered Institute of Personnel and Development. [New edition 2016].
- 10 ULRICH, D., YOUNGER, J. and BROCKBANK, W. (2012) *HR from the outside in: six competencies for the future of human resources*. New York: McGraw Hill.
- 11 WITHERS, M., REDDINGTON, M. and WILLIAMSON, M. (2004) *Delivering value from HR transformation*. Horsham: Roffey Park Institute.

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2009) *HR outsourcing and the HR function: threat or opportunity?* [online]. Survey report. London: CIPD. Available on the HR and L&D database at: <http://www.cipd.co.uk/hr-resources/database-search.aspx>
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *HR outsourcing* [online]. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *HR shared services* [online]. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 4 GLAISTER, A. (2014) HR outsourcing: the impact on HR role, competency development and relationships. *Human Resource Management Journal*. Vol 24, No 2, April. pp211-226. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 5 GROSSMAN, R. (2010) Saving shared services. *HR Magazine*. Vol 55, No 9, September. pp26-31. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 6 MCIVOR, R. and MCCracken, M. (2013) Transforming the HR function through outsourced shared services: insights from the public sector. *International Journal of Human Resource Management*. Vol 24, No 8, April. pp1685-1707. Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>

Journal articles

- 1 BROWN, P. (2010) The power of HR outsourcing. *Strategic HR Review*. Vol 9, No 6. pp27-32.
- 2 LOOISE, J-K., MAATMAN, M. and BONDAROUK, T. (2010) Conceptualising the capabilities and value creation of HRM shared service models. *Human Resource Management Review*. Vol 20, No 4, December. pp327-339.
- 3 ULRICH, D. and GROCHOWSKI, J. (2012) From shared services to professional services. *Strategic HR Review*. Vol 11, No 3. pp136-142.

Key journals

- 1 *Human Resource Development International*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 2 *Human Resource Management Journal*
Available at: <http://www.cipd.co.uk/hr-resources/online-journals.aspx>
- 3 *Strategic HR Review*
(Published by Emerald Group)

Websites

- 1 www.cipd.co.uk/hr-topics/
Links to CIPD resources on 60 topics covering HR and L&D including factsheets, research, surveys, books, courses and more

Contemporary Developments in Human Resource Development

Unit title	Contemporary Developments in Human Resource Development
Level	5*
Credit value	6
Unit code	5HRD
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

Human resource (HR) professionals need to understand key developments in the theory and practice of human resource development (HRD), both within and beyond the immediate organisational context. This unit allows learners to build on their knowledge and develop new understanding required to make informed and effective judgements about existing and emerging models, processes and practices in HRD. The unit is designed to encourage learners to compare, contrast and evaluate developments in theory and practice that influence the design, delivery and management of HRD to drive sustained business performance and anticipate future organisational needs.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand competing approaches that contextualise contemporary developments in HRD.
- 2 Understand contemporary external trends and data and the implications of these for HRD practice.
- 3 Understand the role and contribution of HRD practice to developing different categories of employees and organisation functions.
- 4 Understand contemporary developments in HRD practice.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 hours with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand competing approaches that contextualise contemporary developments in HRD.

Recent debates on the meaning and definitions of HRD; the advantages and disadvantages of performance versus learning debates; the emergence of critical HRD; strategic HRD versus HRD as strategy; contexts of HRD practice; the role of HRD in driving sustained business performance.

2 Understand contemporary external trends and data and the implications of these for HRD practice.

Notions and theories of national HRD; approaches to and models of vocational and educational training (VET); comparative analyses of models of national HRD and VET systems in varying national contexts; use of population, demographic and labour market trends in HRD planning.

3 Understand the role and contribution of HRD practice to developing different categories of employees and organisation functions.

Theories and models applied to professional, management and leadership development; types of HRD interventions, for example work based, formal versus informal, education based, and self-development/CPD approaches; team and graduate development programmes.

4 Understand contemporary developments in HRD practice.

Emergence and application of technology-enabled methods of delivery; impact and implications of cross-cultural employee populations; models of cross-cultural HRD; connections between HRD and diversity management; the emergence of notions of talent.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand competing approaches that contextualise contemporary developments in HRD.	1.1 Identify and explain a personal definition of HRD based on an evaluation of a range of approaches to HRD and explain its application in a range of different contexts. 1.2 Explain the contribution of critical perspectives in developing HRD practice.
2 Understand contemporary external trends and data and the implications of these for HRD practice.	2.1 Analyse the strengths and weaknesses of varying approaches to national vocational and educational training (VET) systems. 2.2 Access, select and analyse data from external sources and produce a justified account of the implications of the analysis for national HRD practice.
3 Understand the role and contribution of HRD practice to developing different categories of employees and organisation functions.	3.1 Evaluate a range of theories and models applied to professional, management and leadership development. 3.2 Compare and contrast the use of a range of HRD interventions for a range of employee groups and organisation functions.
4 Understand contemporary developments in HRD practice.	4.1 Assess the implications of emerging technologies for HRD practice. 4.2 Discuss the advantages and disadvantages of models of cross-cultural HRD and their relevance to diversity and talent management.

Learning resources for unit: 5HRD

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 GOLD, J., HOLDEN, R., ILES, P., STEWART, J. and BEARDWELL, J. (eds) (2013) *Human resource development: theory and practice*. 2nd ed. Basingstoke: Palgrave Macmillan.
- 2 LEE, M. (ed.) (2012) *Human resource development as we know it: speeches that have shaped the field*. Abingdon: Routledge.
- 3 STEWART, J. and ROGERS, P. (eds) (2012) *Developing people and organisations*. London: Chartered Institute of Personnel and Development.
- 4 BUCKLEY, R. and CAPLE, J. (2009) *The theory and practice of training*. 6th ed. London: Kogan Page.
- 5 GIBB, S. (2011) *Human resource development: foundations, process, context*. 3rd ed. Basingstoke: Palgrave Macmillan.
- 6 GRUGULIS, I. (2007) *Skills, training and human resource development: a critical text*. Basingstoke: Palgrave Macmillan.
- 7 STEWART, J. and RIGG, C. (2011) *Learning and talent development*. London: Chartered Institute of Personnel and Development.
- 8 STEWART, J. and ROGERS, P. (2012) *Developing people and organisations*. London: Chartered Institute of Personnel and Development.

- 9 WILSON, J.P. (ed.) (2012) *International human resource development: learning, education and training for individuals and organizations*. 3rd ed. London: Kogan Page.

Key journals

- 1 *Human Resource Development International*
Available at: www.cipd.co.uk/journals
- 2 *Human Resource Development Quarterly*
Available at: www.cipd.co.uk/journals
- 3 *International Journal of Training and Development*
Available at: www.cipd.co.uk/journals
- 4 *European Journal of Training and Development*
- 5 *Advances in Developing Human Resources*

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *The role of line managers in HR [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2005) *Training to learning [online]*. Change agenda. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *The role of line managers in HR [online]*. Factsheet. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/factsheets/role-line-managers-hr.aspx> [Accessed 1 June 2016]
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2016) *Preparing for the future of learning: a changing perspective for L&D leaders [online]*. Survey report. London: CIPD. Available at: <http://www.cipd.co.uk/hr-resources/survey-reports/preparing-for-future-learning-changing-perspective.aspx> [Accessed 1 June 2016]

Websites

- 1 www.ahrd.org
Website of the Academy of Human Resource Development
- 2 www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development (CIPD)
- 3 <http://skillsfundingagency.bis.gov.uk>
Website of the Skills Funding Agency
- 4 www.ufhrd.co.uk
Website of the University Forum for Human Resource Development
- 5 www.ukces.org.uk
Website of the UK Commission for Employment and Skills

Meeting Organisational Development Needs

Unit title	Meeting Organisational Development Needs
Level	5*
Credit value	3
Unit code	5MDN
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

This unit aims to provide the learner with a broad understanding of the factors to be considered when implementing and evaluating inclusive learning and development (L&D) activities within varying organisational contexts. It covers what is required to support the learning of individuals, groups and organisations to drive sustained business performance. It also considers the role and impact of learning facilitation as it is used in a range of delivery methods and types of activities, for example through one-to-one coaching, formal courses, action learning, and in use of e-learning or blended learning.

This unit is suitable for persons who:

- seek to develop a career in human resources (HR) management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the key requirements in the design and development of a range of inclusive learning and development activities.
- 2 Understand how learning and development needs can be met, the application and use of a range of relevant methods.
- 3 Understand the roles and responsibilities of individuals in meeting learning and development needs.
- 4 Be able to evaluate the outcomes of learning interventions.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 15 with an additional 15 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the key requirements in the design and development of a range of inclusive learning and development activities.

Key requirements: identifying learning needs at individual, group and organisation level and their context: linking learning outcomes to operational requirements that support sustained business performance, high-performance working (HPW) and that anticipate future business needs; effectiveness, business relevance and operational cost requirements; designing a balanced learning intervention to recognise individual differences, fair access and equality of opportunity in the context of cross-cultural employee populations; consistency and compliance with L&D policies, equality, health and safety, and training regulations.

L&D activities: advantages and disadvantages of methods, for example, self-study, one to one, small groups, face to face and online, coaching, podcasts, workbooks, role-play, lecture, demonstration, simulation, formal courses, e-learning and action learning; piloting L&D activities.

2 Understand how organisational L&D needs can be met, the application and use of a range of relevant methods.

Organisational L&D needs: capability and skills requirements for sustained organisation performance; clarifying the context that gives rise to learning needs and individual learner requirements.

Delivery methods: the differences, benefits and costs; designing, selecting and using learning activities; facilitation models and styles to optimise learning; observing and questioning; providing and facilitating developmental feedback; analysing group processes; advising and supporting action learning sets; providing coaching at a basic level; developing communities of practice; continuous improvement of L&D activities.

3 Understand the roles and responsibilities of those involved in meeting organisational development needs.

Roles and responsibilities to include:

HR professionals – identify organisational capability and skills requirements; work collaboratively to ensure individuals understand the L&D plan and their role in delivering it; encourage all stakeholders to promote an organisational learning climate and culture; offer support, advice and guidance; operate in a fair and ethical manner.

Line managers – use appropriate L&D activities to drive individual and business performance, ensuring fair access and equality of opportunity; need for and role of pre- and post-activity briefing of learners; managing learner expectations; promoting transfer of learning; the provision of opportunities to consolidate learning; assessing the outcomes of learning activities and return on investment (ROI).

Employees – responsibility for learning and to apply new knowledge and skills on the job, to feedback about the learning intervention.

4 Be able to evaluate the outcomes of learning interventions.

Evaluation: determining reactions to learning and the match to expectations; reviewing how the learning need arose; assessing knowledge, skill and behavioural improvement; monitoring improvements in job performance; measuring the outcomes of learning as performance indicators; reviewing the effectiveness and relevance of the learning intervention; making supported recommendations to improve learning; continuous improvement.

Measures of effectiveness and efficiency: systems and processes to measure effectiveness and efficiency; the expected ROI; analysing the total investment made for development, production and delivery; efficient use of resources.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the key requirements in the design and development of a range of inclusive learning and development activities.	1.1 Analyse and explain methods to identify L&D needs in a range of contexts. 1.2 Identify and explain the contexts giving rise to L&D needs and assess how learning interventions link to organisational performance. 1.3 Compare and contrast learning methods and techniques for a range of L&D activities in differing contexts.
2 Understand how organisational L&D needs can be met, the application and use of a range of relevant methods.	2.1 Identify appropriate L&D interventions to meet established learning needs. 2.2 Validate learning methods for efficiency and effectiveness, taking account of equality of opportunity and differing contexts.
3 Understand the roles and responsibilities of those involved in meeting organisational development needs.	3.1 Assess how tangible individual and business performance benefits are delivered through L&D activities and the roles and responsibilities of those involved.
4 Be able to evaluate the outcomes of learning interventions.	4.1 Identify appropriate methods to evaluate the effectiveness and efficiency of learning interventions in a range of contexts. 4.2 Analyse evaluation data and report on the effectiveness of an identified learning intervention and make recommendations for future improvements.

Learning resources for unit: 5MDN

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- ANDERSON, V. (2007) *The value of learning: from return on investment to return on expectation*. London: Chartered Institute of Personnel and Development.
- BUCKLEY, R. and CAPLE, J. (2009) *The theory and practice of training*. 6th ed. London: Kogan Page.
- GOLD, J., HOLDEN, R., ILES, P. (eds). (2013) *Human resource development: theory and practice* 2nd ed. Basingstoke: Palgrave Macmillan.
- HUTCHINSON, S. and PURCELL, J. (2003) *Bringing policies to life: the vital role of front line managers in people management*. London: Chartered Institute of Personnel and Development.
- HUTCHINSON, S. and PURCELL, J. (2007) *Line managers in reward, learning and development*. London: Chartered Institute of Personnel and Development.
- KIRKPATRICK, D. (2006) *Improving employee performance through appraisal and coaching*. 2nd ed. New York: American Management Association.
- PARSLOE, E. and LEEDHAM, M. (2009) *Coaching and mentoring: practical conversations to improve learning*. 2nd ed. London: Kogan Page.
- PHILLIPS, J. (2003) *Return on investment in training and performance improvement programs*. 2nd ed. Oxford: Butterworth-Heinemann.
- SHEPHERD, C. (2008) *The blended learning cookbook*. 2nd ed. London: Saffron Interactive.
- SIMMONDS, D. (2003) *Designing and delivering training*. London: Chartered Institute of Personnel and Development.
- SLOMAN, M. (2007) *The changing world of the trainer*. Oxford: Elsevier Butterworth-Heinemann.
- STEWART, J. and CURETON, P. (2014) *Designing, delivering and evaluating L&D: essentials for practice*. London: Chartered Institute of Personnel and Development.
- STEWART, J. and CURETON, P. (2014) *Designing, delivering and evaluating L&D: essentials for practice*. London: Chartered Institute of Personnel and Development.
- TRUELOVE, S. (2006) *Training in practice*. London: Chartered Institute of Personnel and Development.
- WHITMORE, J. (2009) *Coaching for Performance. GROWing human potential and purpose: the principles and practice of coaching and leadership*. 4th ed. London: Nicholas Brealey

Key journals

- 1 *European Journal of Training and Development*
- 2 *Human Resource Development Quarterly*
Available at: www.cipd.co.uk/journals
- 3 *Human Resource Development International*
Available at: www.cipd.co.uk/journals
- 4 *Human Resource Development Review*
- 5 *Human Resource Management Journal*
Available at: www.cipd.co.uk/journals
- 6 *International Journal of Training and Development*
Available at: www.cipd.co.uk/journals

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2007) *Learning and the line: the role of line managers in training, learning and development [online]*. Change agenda. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *The role of line managers in HR [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2005) *Training to learning: supporting, accelerating and directing learning in your organisation [online]*. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z

Websites

- 1 www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development (CIPD)
- 2 <http://www.ukces.org.uk>
Website of the UK Commission for Employment and Skills

Developing Coaching and Mentoring within Organisations

Unit title	Developing Coaching and Mentoring within Organisations
Level	5*
Credit value	3
Unit code	5DCM
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

The purpose of this unit is to enable the learner to contribute to the development of coaching and mentoring activities within organisations. As a human resources (HR) professional the learner is encouraged to analyse the extent to which coaching and mentoring exist within an organisational context, the efficiency and effectiveness of coaching and mentoring interventions and the role of line managers as coach and mentor. Although it does not expect the learner to be a skilled coach or mentor, the unit does invite learners to consider how they can make a personal contribution to coaching and mentoring activities within an organisational context.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to contribute to the development of coaching and mentoring capability within organisations.
- 2 Be able to support the development of organisational talent.
- 3 Be able to support those providing coaching and mentoring in organisation contexts.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 15 with an additional 15 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Be able to contribute to the development of coaching and mentoring capability within organisations.

Role of coaching and mentoring within organisations: degree to which it is embedded, central or peripheral to wider learning and development strategy; extent to which coaching, mentoring and learning and development strategy is aligned to wider organisation goals; benefits; degree of effectiveness and efficiency; measurement and evaluation tools and criteria; external or internal provision of coaches and mentors; extent to which coaching and mentoring varies across specific organisations; emergent; structured; degree of support.

Line manager involvement in coaching and mentoring activities: the extent to which managers adopt or are encouraged to adopt a coaching style; extent to which managers support and identify development needs and career aspirations of key talent and staff; extent to which they are involved in coaching and mentoring organisation-wide; degree of effectiveness.

Coaching and mentoring plans aligned with organisation objectives: consideration of: varying organisational goals, purpose, aims, objectives, values, culture; degree of learning and development intervention required; coaching and mentoring of line managers; roles and responsibilities, for example internal or external coaches and mentors; how coaching and mentoring will be supported and developed; evaluation; involvement of line managers; role of the L&D professional; equal opportunities.

2 Be able to support the development of organisational talent.

Coaching and mentoring models: models and frameworks of coaching and mentoring practice; assessing and diagnosing coaching and mentoring needs of talented individuals; impact of individual and organisational factors.

Act as a coach or mentor: identify significance of role, assess personal ability to coach/mentor talent and ability to coach/mentor line managers to ensure that development, deployment and career management processes provide fair access of opportunity for all; limitations, own development needs.

3 Be able to support those providing coaching and mentoring in organisation contexts.

Establishing need for support: models and methods of establishing needs.

Designing, managing and implementing support measures: range of support measures available; advantages and disadvantages of coach supervision; relevance of coach supervision to context of mentoring; methods to facilitate sharing and dissemination of learning among coaches/mentors; notion of professional and ethical community of practice.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to contribute to the development of coaching and mentoring capability within organisations.	1.1 Analyse the role of coaching and mentoring within varying organisation contexts. 1.2 Evaluate the advantages and disadvantages of line manager involvement in coaching and mentoring activities. 1.3 Identify the factors to consider when developing a coaching and mentoring plan.
2 Be able to support the development of organisational talent.	2.1 Identify and explain coaching and mentoring models to support the development of talent within an organisation. 2.2 Assess personal ability to act as a coach or mentor within an organisation.
3 Be able to support those providing coaching and mentoring in organisation contexts.	3.1 Evaluate a range of appropriate methods for establishing need for support. 3.2 Justify a design for support mechanisms. 3.3 Explain how appropriate support mechanisms can be implemented.

Learning resources for unit: 5DCM

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 ANDERSON, V., RAYNER, C. and SCHYNS, B. (2009) *Coaching at the sharp end: the role of line managers in coaching at work*. London: Chartered Institute of Personnel and Development.
- 2 BLAKEY, J. and DAY, I. (2012) *Challenging coaching*. London: Nicholas Brealey Publishing.
- 3 BLUCKERT, P. (2006) *Psychological dimensions of executive coaching*. Maidenhead: Open University Press.
- 4 CONNOR, M.P. and POKORA, J.B. (2012) *Coaching and mentoring at work*. 2nd ed. Maidenhead: Open University Press.
- 5 COX, E. (2013) *Coaching understood: a pragmatic enquiry into the coaching process*. London: Sage Publications.
- 6 CLUTTERBUCK, D. and MEGGINSON, D. (2005) *Making coaching work: creating a coaching culture*. London: Chartered Institute of Personnel and Development.
- 7 FLAHERTY, J. (2010) *Coaching: evoking excellence in others*. Oxford: Butterworth-Heinemann.
- 8 KAY, D. and HINDS, R. (2012) *A practical guide to mentoring*. 5th ed. Oxford: How To Books.
- 9 KNIGHTS, A. and POPPLETON, A. (2008) *Developing coaching capability in organisations*. London: Chartered Institute of Personnel and Development.
- 10 PARSLOE, E. and LEEDHAM, M. (2009) *Coaching and mentoring: practical conversations to improve learning*. 2nd ed. London: Kogan Page.
- 11 PELTIER, B. (2010) *The psychology of executive coaching: theory and application*. Hove: Routledge.
- 12 STEWART, J. and ROGERS, P. (eds) (2012) *Developing People and Organisations*. London: Chartered Institute of Personnel and Development.

Key journals

- 1 *Coaching at Work*
- 2 *Human Resource Development International*
Available at www.cipd.co.uk/journals
- 3 *Human Resource Development Quarterly*
Available at www.cipd.co.uk/journals
- 4 *Human Resource Development Review*
- 5 *International Journal of Training and Development*
Available at www.cipd.co.uk/journals
- 6 *T+D*
Available at: www.cipd.co.uk/journals
- 7 *European Journal of Training and Development*

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Coaching and mentoring [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2008) *Coaching and buying coaching services [online]*. 2nd ed. Guide. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2007) *Coaching in organisations [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2009) *Taking the temperature of coaching [online]*. Survey report. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z

Websites

- 1 www.ahrd.org
Website of the Academy of Human Resource Development
- 2 www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development (CIPD)
- 3 www.emccouncil.org
Website of the European Mentoring and Coaching Council
- 4 www.ufhrd.co.uk
Website of the University Forum for Human Resource Development
- 5 www.associationforcoaching.com
Website of the Association for Coaching

Knowledge Management

Unit title	Knowledge Management
Level	5*
Credit value	3
Unit code	5KNM
Unit review date	September 2019

*RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

This unit is designed for professionals working across the full range of learning and development roles, but will be of particular interest for those who are involved in organisational learning and knowledge creation that can be used in change and performance improvement strategies. It offers a mixture of operational and strategic insights into how learning and knowledge can be leveraged to achieve maximum impact on individual and collective behaviour.

This unit is suitable for persons who:

- seek to develop a career in human resources (HR) management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand what knowledge is, the different forms it can take and how it can be understood.
- 2 Understand how knowledge within an organisation can be accessed and fully utilised.
- 3 Be able to contribute to the generation of knowledge through the design of different learning experiences and mechanisms.
- 4 Understand how knowledge can be used to support sustained organisational performance.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 15 with an additional 15 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand what knowledge is, the different forms it can take and how it can be understood.

Different ways of conceptualising knowledge: knowledge as truth, as fact and as belief; the objectivist and practice-based perspectives.

Different categorisations of knowledge: tacit and explicit; knowledge of what, why and how; knowledge in context; knowledge that adds value.

2 Understand how knowledge within an organisation can be accessed and fully utilised.

Knowledge as a source of power: knowledge and organisational hierarchies, knowledge as a resource; individual and organisation barriers to knowledge-sharing.

3 Be able to contribute to the generation of knowledge through the design of different learning experiences and mechanisms.

How knowledge is created: the role of experience in knowing, experiential and accelerated learning; systematic research, research methods, techniques of reasoning, experimental design.

Formal and informal mechanisms for sharing learning: communication systems, communities of practice and networks; levels of learning; single- and double-loop learning.

4 Understand how knowledge can be used to support sustained organisational performance.

The link between learning, knowledge and job performance; organisational learning and performance; personal, managerial and cultural factors that mediate between this relationship; leveraging and applying knowledge in the performance domain; translating knowledge into organisation activity.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand what knowledge is, the different forms it can take and how it can be understood.	1.1 Identify and evaluate categories of knowledge. 1.2 Explain how knowledge based on truth or facts can be distinguished from knowledge based on belief. 1.3 Explain the differences between an objectivist and practice-based perspective on knowledge.
2 Understand how knowledge within an organisation can be accessed and fully utilised.	2.1 Identify and explain the potential reasons for the underuse of existing organisational knowledge and why knowledge blockages may exist. 2.2 Assess the range and potential efficacy of management actions directed at removing knowledge blockages.
3 Be able to contribute to the generation of knowledge through the design of different learning experiences and mechanisms.	3.1 Evaluate the utility and effectiveness of different learning philosophies and methodologies. 3.2 Explain the characteristics and differences between single- and double-loop learning. 3.3 Explain the contribution of communities of practice and other knowledge-creating and knowledge-sharing mechanisms.
4 Understand how knowledge can be used to support sustained organisational performance.	4.1 Identify and evaluate the relative importance of knowledge as a key variable in performance and reasons why learning may or may not impact on performance levels. 4.2 Explain the role of leverage in using available knowledge in performance enhancement strategies.

Learning resources for unit: 5KNM

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 EASTERBY-SMITH, M. and LYLES, M.A. (eds). (2011) *Handbook of organizational learning and knowledge management*. 2nd ed. Chichester: Wiley.
- 2 HISLOP, D. (2013) *Knowledge management in organizations: a critical introduction*. 3rd ed. Oxford: Oxford University Press.
- 3 JASHAPARA, A. (2011) *Knowledge management: an integrated approach*. 2nd ed. Harlow: Pearson Education.
- 4 KINNIE, N., SWART, J. and LUND, M. (2006) *Managing people and knowledge in professional service firms*. Research report. London: Chartered Institute of Personnel and Development. Available on the HR & L&D Database: <http://www.cipd.co.uk/hr-resources/database-search.aspx> [Accessed 1 June 2016]
- 5 LITTLE, S. and RAY, T. (eds). (2005) *Managing knowledge: an essential reader*. 2nd ed. London: Sage.
- 6 NONAKA, I. and TAKEUCHI, H. (1995) *The knowledge-creating company*. Oxford: Oxford University Press.
- 7 PFEFFER, J. and SUTTON, R. (2006) *Hard facts, dangerous half-truths, and total nonsense: profiting from evidence-based management*. Boston, MA: Harvard Business School Press.
- 8 STEWART, J. and ROGERS, P. (eds). (2012) *Developing people and organisations*. London: Chartered Institute of Personnel and Development.

- 9 STEWART, J. and TANSLEY, C. (2002) *Training in the knowledge economy*. London: Chartered Institute of Personnel and Development. Available on the HR & L&D Database: <http://www.cipd.co.uk/hr-resources/database-search.aspx> [Accessed 1 June 2016]

Key journals

- 1 *Human Resource Management Journal*
Available at: www.cipd.co.uk/journals
- 2 *Journal of Knowledge Management*
- 3 *International Journal of Knowledge Management*
- 4 *Journal of Information and Knowledge Management*
- 5 *International Journal of Knowledge Management Studies*
- 6 *Knowledge Management Research & Practice*
- 7 *Knowledge Management for Development Journal*
- 8 *The Learning Organisation*

Websites

- 1 <http://www.henley.ac.uk/kmforum>
A site and forum operated by Henley Business School with some free resources
- 2 <http://www.kmworld.com>
A commercial site but with some free content and resources
- 3 <http://www.knowledge-management.co.uk>
A commercially hosted site but with many free and useful resources



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