



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

UNIVERSITY OF WALES: TRINITY SAINT DAVID

PRIFYSGOL CYMRU: Y DRINDOD DEWI SANT

BA Leadership and Management Skills for the Workplace

Faculty of Business and Management

Developing Relationships and Workplace Achievement - BMSK5002

MODULE CODE:	BMSK5002
TITLE:	Developing Relationships and Workplace Achievement
LEVEL:	5
CREDITS:	20

AIM(S)

- To develop strategies for performance management and the personal and career development of individuals in the workplace.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- critically assess the potential benefits to the organisation of developing individuals in the workplace;
- manage an individual's expectations in respect of personal development;
- critically evaluate development vehicles available to an organisation appropriate to the development needs of the individual;
- generate a detailed plan to meet the identified development needs of an individual in the workplace and the management of performance.

INDICATIVE CONTENT

- Examining the expectations and requirements of people.
- Administering people in accordance with guidelines and career pathways.
- Managing career development of people.
- Managing performance and succession planning.
- Support structures within the organisation.
- Techniques for supervision and formal appraisal.
- Methods of ensuring fair and objective assessment/appraisal.
- Methods to monitor evaluate and record individual feedback.
- Reporting performance appraisal including the importance of confidentiality.
- Learning styles and the range of training/development opportunities available.
- Mechanisms to provide appropriate feedback to individuals.
- Career development strategies including the wider context of sustainability.

LEARNING AND TEACHING STRATEGY

Through practical activities and seminar presentations, students will be introduced to appropriate theoretical models and methodological frameworks to inform personal experiences and examples drawn from the workplace. Critical reflection will be integral to each formative exercise which will challenge each student to demonstrate their knowledge and understanding in a variety of ways appropriate to the workplace.

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words):	
Education for sustainable development is the process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations.	
This module aims to develop students' ability to develop workplace relationships and achievement. To develop strategies for performance management and the personal career development of individuals in the workplace. Numerous benefits result from building good workplace relationships, resulting in more meaningful, long term and sustainable connections.	
Students will also be encouraged to actively implement or contribute to changes that promote sustainable development within the scope of their own learning experience and study environment and effectively engage with real-life problems relevant to sustainable development.	

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

ASSESSMENT: Coursework

Essay or report format (5,000 words or equivalent) 100%

This module is focused upon the development of workplace relationships and workplace achievement. Through the application of the skills and knowledge gained from the module to a workplace issue of their choice, the student will demonstrate that the application of developing workplace relationships and workplace achievement and how this can contribute to a better working environment, where successful collaboration between people within the same workplace is far more likely to take place. You should relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.

Exemplar: Student with an interest in physical fitness.

The new ownership and physical refurbishment of a local health and fitness club, acts as a catalyst for a review of effective staff deployment and development. The relatively small staff team have developed their existing roles through custom and practice rather than a structured approach. You are tasked with auditing current staffing structures, appraising individual's current performance and establishing a staff development programme for the business to improve its overall performance of the operation. Generate a proposal for the owner of the health club based upon your understanding of the key methodologies in this area. Show that you understand the principles of effective communication and the skills required to build trust, manage relationships, resolve conflict and secure workplace achievement.

READING LIST

Module Code	BMSK5002	
Module Title	Developing Relationships and Workplace Achievement	
Classification	Reading List entry	Electronic*
Essential	Armstrong, M. (2009) Armstrong's handbook of human resource management practice, 9th edition London; Philadelphia: Kogan Page, 2009.	☐
Essential	Armstrong, M. (2012) Armstrong's handbook of human resource management practice, 12th edition. (Online) London, U.K; Philadelphia Pa.: Kogan Page. http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/ (Accessed 26 November 2013)	☒
Essential	Bee, F. and Bee, R. (2004). Learning Needs Analysis and Evaluation. 2nd ed. (Online) London: Chartered Institute of Personnel and Development. http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/ (Accessed 26 November 2013)	☒
Essential	Bee, F. and Bee, R. (2003). Learning Needs Analysis and Evaluation. 2nd ed. London: Chartered Institute of Personnel and Development.	☐
Further	Armstrong, M. (2012) Armstrong's handbook of performance management: an evidence based guide to delivering high performance 4th edition. (Online) London, U.K. ; Philadelphia, Pa. : Kogan Page. http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/ (Accessed 26 November 2013)	☒
Further	Bee, F. and Bee, R. (1994). Training Needs Analysis and Evaluation. London: Institute of Personnel Management.	☐
Further	Carr, C. (1996). Team Leader's Problem Solver. Englewood Cliffs, NJ: Prentice Hall.	☐
Further	Hargreaves, D.H. (2004) Learning for life : the foundations for lifelong learning, Bristol: Policy Press. http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/ (Accessed 26 November 2013)	☒
Further	Harrison, R. (2009). Learning and Development. 5th ed. London: Chartered Institute of Personnel and Development.	☐

Further	Maund, L. (2001). Introduction to Human Resource Management: Theory and Practice. Houndmills, Basingstoke, Hampshire: PALGRAVE.	☐
Further	Hutchinson, S., & CIPD. (2013). Performance Management. London: Chartered Institute of Personnel and Development.	☐
Further	Leatherbarrow, C., Fletcher, J., (2014). Introduction to human resource management : A guide to HR in practice. 3rd ed. London: Chartered Institute of Personnel Development.	☐
Further	Maund, L. (2001). Introduction to Human Resource Management: Theory and Practice. (Online) Houndmills, Basingstoke, Hampshire: Palgrave. http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/ (Accessed 26 November 2013)	☐
Further	Meggison, D. and Whitaker, V. (2007). Continuing Professional Development. 2nd ed. London: Chartered Institute of Personnel and Development.	☒
Further	Mullins, L., & Christy, G. (2013). Management & organisational behaviour (Tenth ed.). (Online) Harlow: FT Publishing.	☒
Further	Rees, W., Porter, W., & Porter, Christine. (2015). Skills of management and leadership : Managing people in organisations. London : New York, NY: Palgrave Macmillan.	☐
Further	Reid, M. A., Barrington, H. A. and Brown, M. (2004). Human Resource Development: Beyond Training Interventions. 7th ed. London: Chartered Institute of Personnel and Development.	☐
Further	Rosenfeld, P., Giacalone, R. A. and Riordan, C. A. (1995). Impression Management in Organizations: Theory, Measurement, Practice. London: Routledge.	☐
Further	Sadler-Smith, E. (2005) Learning and development for managers: integrating individual and organisational learning. (Online) Oxford: Blackwell. http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/ (Accessed 26 November 2013)	☒
Further	Sisson, K. (1994). Personnel Management: A Comprehensive Guide to Theory and Practice in Britain. 2nd ed. Oxford, UK: Blackwell Business.	☐
Further	Smith, B. B. and Sharp, A. (1991). Manager and Team Development: Ideas and Principles Underlying Coverdale Training. Oxford: Butterworth-Heinemann.	☐
Further	Sparrow, P. R. and Marchington, M. (1998). Human Resource Management: The New Agenda. London: Financial Times. Torrington, D. and Hall, L. (1998). Human Resource Management. 4th ed. London: Prentice Hall Europe.	☐
Further	Wellington, P (2011) Effective people management. (Online) London; Philadelphia : Kogan Page http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/ (Accessed 26 November 2013)	☒

Further	Woodward, I. (1996). Continuing Professional Development: Issues in Design and Delivery. London: Cassell.	☐
Further	Williams, K. (2006). Introducing Management a Development Guide. 3rd ed. Oxford: Butterworth-Heinemann.	☐