

MODULE CODE: M5X01921

TITLE: Personnel Resourcing and Development

DATED: 22/06/2015

LEVEL: 5

CREDITS: 20

JACS CODE: N600

AIM(S)

- To develop student knowledge and understanding of the principal internal and external environmental contexts of contemporary organisations within which HR professionals and workers interact to service customer demands and expectations. This module will also explore the connection and the implications for and applications in, professional practice

LEARNING OUTCOMES

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

1. Demonstrate a critical understanding of the managerial and business environment within which personnel professionals work and analyse how resourcing an organisation is influenced by internal and external factors that determines a firm's need to recruit, select, socialise, performance manage and mobilise people to meet and exceed their objectives and sustain competitive advantage;
2. Effectively communicate the links between personnel development and positive organisational outcomes evidenced in contemporary research and practiced by organisations committed to developing an engaged and talented workforce in possession of the appropriate skills, attitudes and experiences that enables them sustain life-long employment;

INDICATIVE CONTENT

- The role of personnel professionals within varying sectors and within small, medium and large enterprises;
- Internal (SWOT) and external (PESTLE) environments that impact upon the work of personnel professionals; managing and initiating change for improvement;
- Major features of national and international employment markets from which organisations source and mobilise staff; how employment markets are evolving and/or changing;
- Staffing processes employed by organisations and how these are now influenced by technology; ensuring such processes are administered lawfully, fairly, efficiently and effectively;

- Socialising personnel into the organisation; managing diversity; building the business activist;
- Processes of managing performance; innovating new working practices; delivering outstanding customer service; breeding an environment where talent may grow;
- Individual learning styles; retention and levels of engagement of individuals within firms
- Linkages between individual and organisational learning;
- Traditional and contemporary means of professional development; coaching and mentoring; continuous professional development;
- Ethics and professionalism; commitment to equality of opportunity; managing diversity.

LEARNING AND TEACHING STRATEGY

The learning and teaching strategy for this module will focus on enquiry based learning (EBL) and facilitated and supported by technology and traditional teaching and learning methods. EBL describes an environment in which learning is driven by a process of enquiry owned by the student.

The process of EBL for the Personnel Resourcing and Development Module will typically be delivered thus:

Each week students will attend a one hour lecture, details of which will be listed on a lecture schedule. Essentially, these lectures will serve to provide students with underpinning knowledge and understanding of the topic areas that, in turn will enable them to produce an informed and evidence-based response to their assessed work. It will be emphasised to students that lectures are intended to lead them into other areas of research so to expand their learning, understanding and critical awareness of the topic areas studied.

Guided by the module lecture schedule, each week students will deliver a short informal update on their enquiries. They may work individually or within small groups, depending upon the enquiry or the nature of the enquiry. How students deliver and record the results from their enquiries is for them to decide although they will be encouraged to use technology, for example, PowerPoint, Blogs, Wikis and Discussion Boards. The point of students delivering updates on their enquiries is that they can share information, learn from each other and the tutor can comment upon the content and so extend the learning.

Feedback and guidance from the module Tutor, will aid students identify pertinent and relevant issues that will lead to them identifying their own enquiry and subsequent questions as they progress through the module. It will follow through the module that students will research and examine the resources available to them and so independently acquire the requisite knowledge, understanding and critical awareness that will enable them to be successful in this module.

The EBL process recognises that students are educated for knowledge creation, lifelong learning and leadership. It is anticipated that students will: take on leading roles in their future working environments; be required to adopt an entrepreneurial and innovative approach to managing resources; be active in directing change; support their professional status through research and development; and be confident in asking important questions to enable them offer solutions to challenges; and in turn, developing new knowledge.

EBL methods used in this module will cover a spectrum of approaches, for example:

Solutions-focused learning	Small scale enquiries	Project and research
Exploration of scenario driven learning experience to identify solutions to challenging issues. Typically used for class-room learning.	Field work or case study scenarios adapted to elicit information and develop depth of understanding of issues and the context in which they exist. Typically used as a vehicle for formal assessment	Introduction to self-identification of research-based projects typically used to prepare students for Level 6 study, or as a vehicle for formal assessment at Level 6.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Description of each assessment component and its weighting, together with an example for new forms of assessment:

Assessment Component 1 – 50%

Case study - Response to questions related to a case study and the module learning outcomes (2000 words).

Exemplar:

The case study concerns details of a company who seek to employ a new HR adviser. Students will be asked to answer the questions as if they are applying for the post.

Answer the following questions in relation to the case study:

1. Explain what you think it means to conduct yourself as a 'professional', not just generally but with specific reference to 'professionalism' within the HR function.
2. In this company we expect every employee, and we do mean every employee, to be a 'thinking performer'. So if you were to join us we would expect you to exhibit the characteristics of a 'thinking performer' yourself. Explain what in your opinion the concept means and why it is a model which should be applied to every employee.
3. Show how you could exemplify the principles of 'professionalism' and the practices of a 'thinking performer' in your everyday actions as an HR Advisor. Take two typical scenarios in which you might expect to become involved as an HR Advisor and indicate how you could act professionally and as a thinking performer in these situations.
4. You will have gathered that our business places enormous importance on continuous improvement, not just corporately but also for everyone in our workforce. We need to know, therefore, that you will be strongly committed to

CPD – not just in terms of your everyday rhetoric but in terms of your everyday behaviour. Your responses to these questions about CPD will therefore be crucial:

- What are the purposes behind CPD? Why has CPD become an essential part of the professional's toolkit when 20 years ago or more it was not?
- What are your own top three development needs in relation to your current strengths/weaknesses and career aspirations?
- What actions are you taking in order to satisfy these development needs, taking account of your own preferred learning styles?
- How will you reflect on your performance against the plan?

Assessment Component 2 – 50%

Project proposal - Written proposal for a research project to review a current HR issue (2000) words.

Exemplar:

You are required to develop a proposal for a research project for a hospitality organisation of your choice and that you are familiar with.

The proposal should include:

- a brief description of the research project and issue under investigation and an analysis of good practice in relation to this issue
- identification of the key stakeholders and why and how they might be interested in or affected by this study
- the key sources of secondary research and an evaluation of their contribution to the study
- the key methods of collecting primary data and their relative strengths and weaknesses
- an outline of how you might present the findings in order to persuade stakeholders to act on the results

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	No
If yes please provide brief details (no more than 100 words):	

Sustainable employment practices, such as the need to create happy and harmonious working environments to reduce absenteeism, increases productivity and motivation within staff, are a theme of the module. Staff are an important aspect within sustainable development and have to be managed effectively.

BIBLIOGRAPHY

Essential

Torrington, D. Hall, L. Taylor, S and Atkinson, C. (2009) Fundamentals of Human Resource Management: Managing People at Work, London: Prentice Hall

Taylor, S. and Woodhams, C. (2012) Studying Human Resource Management. London: Chartered Institute of Personnel and Development

Recommended

Marchington, M. and Wilkinson, A. (2012) Human resource management at work. 5th ed. London: Chartered Institute of Personnel and Development.

Friedman, A. (2012) Continuing professional development: lifelong learning of millions. London: Routledge.

Horn, R. (2009) The business skills handbook. London: Chartered Institute of Personnel and Development.

Gallagher, K. (2010) Skills development for business and management students. Oxford: Oxford University Press.

Johnston, R. Clark, G. Shulver, M (2012). Service Operations Management ,Pearson, London

Murton, A., Inman, M., O'Sullivan, N. (2010) Unlocking Human Resource Management, Hodder Education

Background

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Journals

People Management
Available at www.cipd.co.uk/pm

Personnel Today
Available at www.personneltoday.com

Human Resource Management Journal
Available at: www.cipd.co.uk/journals

International Journal of Human Resource Management
Available at: www.cipd.co.uk/journals

Websites

Chartered Institute of Personnel and Development (2012) Employee communication [online]. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z

Chartered Institute of Personnel and Development. (2013) Identifying learning and talent development needs [online]. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z

www.cipd.co.uk/cpd - Continuing professional development (CPD) information on the website of the Chartered Institute of Personnel and Development (CIPD).

www.cipd.co.uk/hr-topics/performance-management.aspx

Links to the CIPD's top resources on performance appraisal and feedback in general, including factsheets, surveys, research, books and more

www.customerserviceglobal.com - website of Customer 1st International.

www.instituteofcustomerservice.com - website of the Institute of Customer Service.

www.gov.uk/government/organisations/departmentforbusiness-innovation-skills - website for the UK government Department for Business, Innovation & Skills
www.ukces.org.uk