

**MODULE SPECIFICATION FORM**

Module Title: HRM in Context	Level: 7	Credit Value: 15
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Module code: BUS7AA	Cost Centre: GAMG	JACS3 code: N130
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Trimester(s) in which to be offered: 1/2	With effect from: Sept 2017
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<b>Office use only:</b> To be completed by AQSU:	Date approved: August 2015
	Date revised: August 2017 (change to trimester offered)
	Version no: 2

Existing/New: New	Title of module being replaced (if any): BUS738 The Context for HRM
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Originating Academic School: North Wales Business School	Module Leader: Carrie Foster
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Module duration (total hours): 150 Scheduled learning & teaching hours: 50 Independent study hours: 100 Placement hours: 0	Status: core/option/elective Core (identify programme where appropriate):
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Programme(s) in which to be offered: MA Human Resource Management	Pre-requisites per programme (between levels):
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**Module Aims:** The purpose of this module is to develop the capability of the learner as an HRM professional to contribute constructively to the formation of responses using information and understanding about the business environment more generally and its impact on other management functions. The outcome of which is to increase credibility and influence at senior levels in the organisation by enabling the learner to effectively identify, examine and analyse the major contexts within which their organisation operates.

**Intended Learning Outcomes:**

**Knowledge and Understanding:**

At the end of this module, students will be able to;

1. Critically analyse the managerial and business environment in which contemporary organisations operate within which HR professionals work.
2. Explain and discuss the market and competitive environments of organisations and how organisational leaders and the HR function respond to them.
3. Critically evaluate how organisational and HR strategies are shaped and developed in response to internal and external (political, economic, social, technological, legal, environmental, global and competitive) factors.

**Transferable/Key Skills and other attributes:**

Students will be able to;

- Think critically and creatively: analysing, synthesising and critically appraising current and predicted changes in the external environment as they relate to attitudinal, behavioural, and skill requirements of an organisation's human resources.
- Deal with complex problems and make informed decisions relating to contextual factors that affect achievement of organisational success, within their own organisations and others.
- Use information and knowledge effectively: challenging, authenticating and applying models to specific personal/team/ function and corporate scenarios. Identifying assumptions, evaluating statements, reviewing evidence, identifying values and generalising appropriately.

*This module maps against the CIPD module 7HRC Human Resources Management in Context*

**Assessment:**

**Assessment 1** – The assessment involves the development of a business case for an HR intervention in an organisation with which the student is familiar, in response to environmental and competitive market factors, which are impacting the organisation.

**Assessment 2** - In the light of CIPD requirements for assessment of a core module, these learning outcomes are tested by a written examination. The student will be examined to evaluate their understanding of how organisational and HR strategies are shaped and developed in response to environmental factors (such as political, economic, social, technological, legal, environmental, global and competitive)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 and 2	Project	60%		2,000 words
2	3	Examination	40%	1 Hour	

**Learning and Teaching Strategies:**

The teaching and learning strategy aims to produce professionals who are not only able to perform effectively in their present roles; but who have developed the skills, insight and confidence to develop and learn to adapt to the main contextual variables that are shaping their organisation.

The teaching methods are designed as a blended learning programme, combining tutor moderated or led interactions with digital learning resources, access to self-study resources and networked and collaborative learning among students as part of the regions HR community.

The syllabus for the module will be delivered over a twelve week period (Trimester.) Both Distance Learning and Blended Learning Students will be provided with the same access to study materials through Glyndŵr University's Virtual Learning Environment, Moodle including; Panopto Digital Lectures, Online Subject Guides, Learning Resources, Library Resources, Residential Weekends and either online (Distance Learning Students) or Face-to-Face (Blended Learning Students) tutorials.

To achieve this 'thinking performer' approach the strategy is to focus on enhancing the learners knowledge of contextual issues as well as to be able to propose operational responses through the application of analytical and evaluative skills, business awareness and interpersonal abilities.

Students are encouraged to take a collaborative approach to learning with peers from a wide range of backgrounds to enable them to benefit from their varied perspectives and contexts that exist.

Therefore teaching and learning involve examination of knowledge, concepts and issues, and the discussion of current problems and emerging thinking. These activities are intended to challenge students by encouraging them to tolerate the complexity and ambiguity that must exist in real situations.

Problem solving without full information and evaluation can be practiced in a safe environment and the skills of planning and implementation can be developed through case studies, presentations, discussions, and other activities. Again, the range of ages, skills, experience and background of students on professional programmes means that the students learn to help themselves and each other, thus enhancing their collaborative and interpersonal skills. Similarly having to voice opinions and put their case helps to develop their presentational and influencing skills, as do the assignments.

Students must be able to direct their own learning and develop their own learning strategies, the requirements for this is introduced at the induction and reinforced in all modules.

### **Syllabus outline:**

This module provides students with;

- An understanding of the principal internal and external environmental contexts of contemporary organisations, including the managerial and business context, within which managers, HR professionals and workers interact in conditions of environmental turbulence, change and uncertainty.
- An examination of how those leading organisations respond to these dynamic environmental contexts.
- An indication of how leaders in organisations and those in the HR function, and line managers with HR responsibilities, need to recognise and acknowledge the corporate decisions and HR choices are not always shaped by managers alone. They are also shaped by internal and external forces beyond their immediate control.
- An awareness of how managers and HR professionals in different types of organisations (small, large, national, global), in responding to their internal business and external environmental contexts, not only have opportunities and choices when taking organisational and HR decisions but also face some constraints on their autonomy in determining their futures.
- An exploration of the implications for professional practice of operating within increasingly complex and changing organisational and contextual circumstances provides opportunities for applied learning and continuous professional development.

Indicative module content

- 1 The contemporary perspectives on organisation and the principal environments in which they function.
- 2 The managerial and business environment within which HR professionals work.
- 3 How organisational and HR strategies are shaped by and developed in response to internal and external environmental factors.
- 4 The market and competitive environments of organisations and how organisational leaders and the HR function respond to them.
- 5 Globalisation and international forces and how they shape and impact on organisational and HR strategies and HR practices.
- 6 Demographic, social and technological trends and how they shape and impact on organisational and HR strategies and HR practices.
- 7 Government policy and legal regulation and how these shape and impact on organisational and HR strategies and HR practices
- 8 Opportunities and constraints of HR Decision making in response to internal business and external environmental contexts.
- 9 Implications of context on professional practice and continuous professional development.

## **Bibliography:**

### **Essential:**

Farnham, D. (2010) *Human Resource Management in context*. London: Chartered Institute of Personnel and Development.

Kew, J. and Stredwick, J. (2013) *Human Resource Management in a Business Context* (2<sup>nd</sup> edition). London: Chartered Institute of Personnel and Development.

### **Other indicative reading:**

Armstrong, M. and Taylor, S. (2014) *Armstrong's Handbook of Human Resource Management Practice*. (13<sup>th</sup> edition). London: Kogan Page

Begg, D. and Ward, D. (2012) *Economics for business*. (4<sup>th</sup> Edition). Maidenhead: McGraw-Hill.

Boxall, P. and Purcell, J. (2011) *Strategy and Human Resource Management*. (3<sup>rd</sup> edition). Basingstoke: Palgrave Macmillan.

Crawshaw, J., Budhwar, P. and Davis, A. (2014) *Human Resource Management: Strategic and International Perspectives*. London: Sage

Lucio, M. (2014) *International Human Resource Management*. London: Sage Publications

Cable, V. (2009) *The Storm: The World Economic Crisis and What it Means*. London: Atlantic Books.

Rees, G. and Smith, P. (2014) *Strategic Human Resource Management; An International Perspective*. London: Sage

Truss, C., Mankin, D. And Kelliher, C. (2012) *Strategic Human Resource Management* Oxford: Oxford University Press

Wetherly, P. and Otter, D. (2011) *The Business Environment Themes and Issues*. (2<sup>nd</sup> edition). Oxford: Oxford University Press

### **Journals**

[Human Resource Management Journal](#)

[International Journal of Human Resource Management](#)

[People Management](#)

[Personnel Review](#)

[Work, Employment and Society](#)

### **Websites**

[www.cipd.co.uk](http://www.cipd.co.uk) - Chartered Institute of Personnel and Development

[www.employmentstudies.co.uk](http://www.employmentstudies.co.uk) - Institute for Employment Studies

[www.ilo.org](http://www.ilo.org) - International Labour Organization

[www.bis.gov.uk](http://www.bis.gov.uk) - Department of Business, Innovation and Skills

[www.ons.gov.uk](http://www.ons.gov.uk) - Office for National Statistics

[www.europa.eu/employment](http://www.europa.eu/employment) - European Union Employment and Social Affairs

[www.managers.org.uk](http://www.managers.org.uk) - Chartered Management Institute

[www.tuc.org.uk](http://www.tuc.org.uk) - Trades Union Congress

[www.independent.co.uk](http://www.independent.co.uk) - Independent newspaper

[www.telegraph.co.uk](http://www.telegraph.co.uk) - Daily Telegraph newspaper

[www.bbc.co.uk/news/](http://www.bbc.co.uk/news/) - BBC News website

[www.cnn.com/BUSINESS](http://www.cnn.com/BUSINESS) - CNN Business News