

Module title	Leadership and Management Development
Level	7 ¹
Credit value	15
Module code	7LMD
Module review date	Sept. 2011

Purpose and aim of module

The focus of this module is on the development of leadership and management in facilitating organisational, team and individual change and growth. There is recognition of differing approaches and interpretations of the concepts of leadership and management within a range of organisational contexts including public, private, not-for-profit, large, small, national, international and multicultural organisations. This module encompasses the development of leadership and management at all levels ranging from first line to senior managers and draws on the established body of knowledge and theory in both leadership and management and learning and development, in addition to the growing body of specialist knowledge in leadership and management development. The module will enable learners to develop a critical understanding of the complexities and contested nature of leadership and management and the contextual opportunities for development. It will enable learners to develop a range of personal and professional skills associated with the development of leadership and management strategies to facilitate organisational development and change. The module requires learners to reflect critically on theory and practice from an ethical and professional standpoint and provides opportunities for applied learning and continuous professional development.

This module is suitable for persons who:

- have responsibility for human resource (HR) decision making within an organisation at either operational, tactical or more strategic level
- are HR professionals in a team or HR functional management role who are seeking to enhance and develop their career
- have responsibilities for the HR function and activities within an organisation without a specialist function
- are independent or employed consultants who support organisations in meeting their goals
- have HR career and CIPD professional membership aspirations.

Learning outcomes

On completion of this module learners will be able to:

- 1 Explain and critically analyse the concepts of leadership and management and their application in an organisational, social, environmental and multicultural context.
- 2 Evaluate, select and apply a range of approaches to identifying leadership and management development needs in differing organisational contexts.
- 3 Critically analyse and evaluate approaches to the formulation and implementation of leadership and management development strategies to meet current and future organisational needs.

¹ Equivalents in Ireland = 9; Scotland = 11

- 4 Design, critically evaluate and advise on a range of leadership and management development interventions to implement leadership and management development strategies and plans.
- 5 Work collaboratively, ethically and effectively to support a partnership approach to leadership and management development.
- 6 Explain and evaluate the role of leadership and management development in enhancing and developing organisational competence.
- 7 Critically assess and evaluate approaches to the development of leadership and management in international and global contexts.
- 8 Act ethically and professionally with a demonstrated commitment to leadership and management development and to continuous personal and professional development.

Indicative module content

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

1 Explain and critically analyse the concepts of leadership and management and their application in an organisational, social and environmental context.

The distinctive concepts of leadership and management; differing complementary and contrasting models of leadership; the relationship between leadership and management components in managers' roles; the changing occupational and professional standards and qualifications for managers; the organisational context of leadership and management; the nature of managerial work, roles, politics and ethics; the impact of environmental, financial and social factors on managers' roles, including role ambiguity and role conflict; ethical issues and dilemmas and social responsibility inherent in a manager's role.

2 Evaluate, select and apply a range of approaches to identifying leadership and management development needs in differing organisational contexts.

The identification of organisational objectives and their impact on leadership and management development requirements; analysis of the strengths and weaknesses of techniques for identifying and analysing leadership and management development needs at recruitment/promotion and progression stages; impact of organisational change on leadership and management development needs; how managers learn and the role of stakeholders in analysing need; formal and informal learning, experiential learning, reflective practice; identification of environmental, social and organisational factors influencing the leadership and management needs of managers; analysis of learning needs from various evidential data; assessment and development centres; role identification competency framework, benchmarking; professional leadership and management standards; prioritising leadership and management development needs in the context of organisational requirements; senior management development needs; the impact of leadership and management development needs on the performance of colleagues; individual needs and aspirations and organisational requirements.

3 Critically analyse and evaluate approaches to the formulation and implementation of leadership and management development strategies to meet current and future organisational needs.

The external context of management development: the relevance of management development to various interest groups and organisations; dominant ideas among management development practitioners; management development in major competitive environments, especially the USA, Japan and continental Europe; management development implications of takeovers and mergers and of other forms of organisational change and restructuring.

The process of formulating management development strategy: different strategy-making modes; methods and problems in achieving vertical fit of management development strategy with corporate strategy and horizontal fit with HR policy and practice; the impact of politics on management development strategy-making.

How to tailor management development strategies to different organisational contexts: distinctive approaches for large and smaller organisations; management development in for-profit and not-for-profit organisations; and management development strategies for diversified workforces.

How to work with organisational stakeholders to formulate and implement management development strategy: how to identify stakeholders and their goals in the strategy-making process; processes to tackle tensions in stakeholder goals and expectations; the need to gain and maintain a partnership approach to the development and implementation of management development strategy and plans; issues of equality of access and opportunity in management development activity.

4 Design, critically evaluate and advise on a range of leadership and management interventions to implement leadership and management development strategies and plans.

Methods of assessing the past organisational and individual value of the management development investment; assessing the likely future value of different management development options for the organisation and individuals; how to identify and secure financial and non-financial resources needed to implement management development strategy; networking and benchmarking and other methods of keeping track of new thinking and ideas; how managers learn including learning styles, formal and informal learning, opportunities for learning, for example action learning, coaching and mentoring.

Challenges in the design of management development processes and programmes: how to involve key stakeholders in the design, delivery, evaluation and continuous improvement of management development activity; how to design relevant development programmes for different levels of management, including those in transition to director/board-level roles; how to ensure the acquisition, adoption and internalisation of appropriate management skills, knowledge and values.

The selection and evaluation of modes, methods and techniques for management learning: assessing the relative costs, feasibility and impact of learner-centred and trainer-driven approaches; processes and methods for the collaborative monitoring and evaluation of management development activity; frameworks and processes for the management development audit.

5 Work collaboratively, ethically and effectively to support a partnership approach to leadership and management development.

The performance management process: the determination of management competencies needed for effective performance; the choice, use and value of competency frameworks in managerial work; performance appraisal and feedback systems; management incentive and reward systems; common barriers to development in performance management systems, and how to tackle them.

How to work collaboratively in management development activity to improve managers' current performance: supporting individual managers as developers of others; facilitating the development of groups of managers; development/use of behavioural and functional competency frameworks.

6 Explain and evaluate the role of leadership and management development in enhancing and developing organisational competence.

Current trends in organisational design and their implications for management roles and tasks: tools for designing and managing changes in: organisational structure and culture; business processes and routines; inter-organisational business and knowledge networks. The role and tasks of managers in the development and management of organisational knowledge and how to identify and tackle problems in knowledge management; strategies and processes to develop collective experiential learning and interactive reflective practice; the importance of a partnership approach in the knowledge management process; management development tools to support specific strategic initiatives at corporate/organisational and business unit/team levels.

7 Critically assess and evaluate approaches to the development of leadership and management in international and global contexts.

The perspective and environment of international management: major international trends and differences in the socio-political environment and managers; major HR and industrial relations policies, practices and methods relating to managers in Europe and other international competitor countries; the background for strategic planning in the international context; the developing global environment of management activity and its implications for management development, including the globalisation of business through the impact of innovative technology and the accelerating pace of global mergers and their impact on the business environment.

The development of international and global managers: criteria for choosing international postings or purchasing country-based talent; methods of gaining international experience; identifying, understanding and working effectively with cultural and HR management differences.

8 Act ethically and professionally with a demonstrated commitment to leadership and management development and to continuous personal and professional development.

Ethical and professional frameworks and codes of practice; methods of self-assessment and self-development for management development practitioners; the identification and use of national occupational and professional standards and qualifications relevant for management development practitioners; information sources to give guidance on current and emerging ethical issues affecting the practice of management development; the skills needed by: management development specialists to work as consultants and business partners in the management development process; by managers to develop other managers; by managers and others aspiring to that level and to assess and continuously develop their own managerial competence and potential.

Module title	Designing, Delivering and Evaluating Learning and Development Provision
Level	7 ¹
Credit value	15
Module code	7DDE
Module review date	Sept. 2011

Purpose and aim of module

The design and delivery of learning and development always occurs in a specific context. It is important therefore that this module develops a critical understanding of the role and influence of a range of contextual factors on the design, delivery and evaluation of learning and development plans and interventions. There is a well-established body of knowledge and theory on learning processes and their application in instructional design and facilitating learning that also influences design and delivery of learning and development plans and events. This body of knowledge therefore forms a significant component of the module. The module as a whole is intended to develop the professional knowledge and skills required to perform effectively in specialist roles associated with the design, delivery and evaluation of learning and development. It requires learners to reflect critically on theory and practice from an ethical and professional standpoint and provides opportunities for applied learning and continuous professional development.

This module is suitable for persons who:

- have responsibility for human resource (HR) decision making within an organisation at either operational, tactical or more strategic level
- are HR professionals in a team or HR functional management role who are seeking to enhance and develop their career
- have responsibilities for the HR function and activities within an organisation without a specialist function
- are independent or employed consultants who support organisations in meeting their goals
- have HR career and CIPD professional membership aspirations.

Learning outcomes

On completion of this module, learners will be able to:

- 1 Explain, evaluate and critically analyse the internal and external contextual factors impacting on the design, delivery and assessment of learning plans and interventions in organisations.
- 2 Evaluate, select and apply a range of approaches and processes for establishing learning and development needs at organisational, group/team, occupational and individual levels in collaboration with relevant stakeholders.
- 3 Critically evaluate a range of learning and instructional design theories and principles and apply them to select and justify appropriate learning and development methods and delivery channels with the engagement and support of other professionals and managers.

¹ Equivalent in Ireland = 9; Scotland = 11

- 4 Design learning plans and interventions to meet identified needs in a timely, feasible and cost-effective way.
- 5 Demonstrate skills of delivery and facilitation of learning through a range of methods and for employees at a range of organisational levels and a range of occupational groups.
- 6 Design and implement appropriate evaluation methods to assess the success and effectiveness of learning plans and interventions.
- 7 Act ethically and professionally with a demonstrated commitment to equality of opportunity and diversity in the design and delivery of learning and development and to continuous personal and professional development.

Indicative module content

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

1 Explain, evaluate and critically analyse the internal and external contextual factors impacting on the design, delivery and assessment of learning plans and interventions in work organisations.

The role and impact of external factors such as economic and legislative conditions (including health and safety aspects) and internal factors such as organisational plans and priorities, learning climate and resource availability; developments in ICT and the opportunities and limitations of these for design and delivery of learning and development (L&D); external and internal barriers, inhibitors and facilitators of L&D; approaches to and methods of evaluating L&D and problems and issues in their use and application.

2 Evaluate, select and apply a range of approaches and processes for establishing learning and development needs at organisational, group/team, occupational and individual levels in collaboration with relevant stakeholders.

Specifying and analysing the role of stakeholders in identifying learning and development needs; strengths and limitations of approaches to and methods of identifying learning needs at organisational, occupational and individual levels; the role of data and the forms they take in organisational settings and contexts, and their use in identifying learning needs; approaches to and methods of building support among stakeholders; person-centred learning.

3 Critically evaluate a range of learning and instructional design theories and principles and apply them to select appropriate learning and development methods and delivery channels with the engagement and support of other professionals and managers.

A range of theories of individual and collective learning including cognitive, behavioural, social and constructivist; models and frameworks of instructional design; methods of learning and development appropriate to a range of purposes and audiences; criteria for selecting and applying methods; range and types of delivery channels, including the role of technology and e-learning; approaches to and methods of engaging others in design and especially delivery of learning and development.

4 Design learning plans and interventions to meet identified needs in a timely, feasible and cost-effective way.

Factors determining and influencing learning and development plans; ways of meeting organisational and occupational-level learning needs in a timely way; ways of meeting individual-level learning needs in a timely way; components and features of organisational, departmental, team and individual learning plans; estimating and justifying costs; planning, designing and managing implementation of feasible learning interventions and events.

5 Demonstrate skills of delivery and facilitation of learning through a range of methods and for employees at a range of organisational levels and a range of occupational groups.

Skills associated with facilitating learning of groups and individuals; creating appropriate and effective learning climates; giving and receiving feedback; providing one-to-one coaching and mentoring; use of a range of presentational and instructional skills; supporting learning of groups and individuals through blended learning and use of technology.

6 Design and implement appropriate evaluation methods to assess the success and effectiveness of learning plans and interventions.

A range of approaches to and methods and techniques of validation and evaluation including return on expectation, return on investment (ROI), value-added and stakeholder satisfaction; models and frameworks of evaluation; sources and types of data; the role and contribution of formative and summative assessment in evaluation; problems of measurement; the politics of evaluation.

7 Act ethically and professionally with a demonstrated commitment to equality of opportunity and diversity in design and delivery of learning and development and to continuous personal and professional development.

Definitions and understandings of ethics including philosophical bases; the similarities and differences of notions of equality and diversity; notions of professionalism and professional practice; implications for and applications in professional practice associated with design and delivery of learning and development; rationales for and processes of CPD; a range of CPD methods.

Module title	Employee Engagement
Level	7 ¹
Credit value	15
Module code	7EEG
Module review date	Sept. 2011

Purpose and aim of module

Crucial to the delivery of superior organisational performance is the extent to which the employees of an organisation feel involved, committed and engaged. This module explores the different dimensions of employee engagement, that is, the cognitive, affective and behavioural dimensions. It examines and explores what is meant by 'engagement' and why some organisations are better than others at creating authentic engagement among their employees, and what any organisation can do, with the aid of its human resource (HR) professionals, to create sustainably high levels of workforce engagement. The module will equip learners with a comprehensive understanding of the concept of 'engagement' as applied in an organisational setting and explores the research-based and philosophical connections between employee engagement and other related beliefs, values, leadership models and management practice. It provides learners with knowledge and understanding of the rationale for the emergence of employee engagement as a key priority for organisations with high-performance working (HPW) achievements or aspirations and will enable them to develop the knowledge and skills necessary to assess the research, experiential and anecdotal evidence surrounding both the processes that facilitate employee engagement and the outcomes that may follow. The module counsels caution in the assessment and interpretation of 'evidence' about the processes and benefits of engagement and the need to guard against tendencies towards rhetoric, as many studies lack empirical detail and devote excessive attention to views of those with a vested interest in reporting progress and success. Employee engagement, if properly understood, carefully implemented and objectively measured, is a powerful tool for delivering positive reputational and 'bottom-line' outcomes. Learners will explore techniques needed to measure engagement, take remedial action or embed engagement-enhancing cultural practices, and to identify, prioritise and evaluate actions to promote high levels of engagement. The module requires critical reflection on theory and practice from an ethical and professional standpoint and provides opportunities for applied learning and continuous professional development.

This module is suitable for persons who:

- have responsibility for human resource (HR) decision making within an organisation at either operational, tactical or more strategic level
- are HR professionals in a team or HR functional management role who are seeking to enhance and develop their career
- have responsibilities for the HR function and activities within an organisation without a specialist function
- are independent or employed consultants who support organisations in meeting their goals
- Have HR career and CIPD professional membership aspirations.

¹ Equivalents in Ireland = 9; Scotland = 11

Learning outcomes

On completion of this module, learners will be able to:

- 1 Critically analyse the concept of employee engagement, both intrinsically and also as an instrument for facilitating high-level business purposes.
- 2 Explain the empirical and philosophical connections between employee engagement, managerial leadership, strategic aspirations and HR strategies focused on infrastructure maintenance and also the development of human resource management (HRM) competitive differentiators.
- 3 Explore the critical contribution of employee engagement as a route to strategic, reputational and competitive excellence within a high-performance working environment.
- 4 Design and undertake an analysis of the relationships, causal or correlational, between levels of employee engagement and organisational performance, measured by both process efficiencies and corporate outcomes.
- 5 Create justified, cost-effective and strategically defensible action plans for promoting employee engagement within their own organisations and elsewhere.
- 6 Systematically evaluate levels of employee engagement within organisations, functions and business units, and recommend or implement programmes designed to achieve remedial changes or embed levels of engagement already accomplished.

Indicative module content

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

1 Critically analyse the concept of employee engagement, both intrinsically and also as an instrument for facilitating high-level business purposes.

Alternative definitions of 'engagement'; contrast with other similar concepts such as 'involvement', 'commitment' and 'participation'; behaviours and evidential signs for engagement, for example organisational citizenship and discretionary behaviour; engagement, non-engagement and disengagement; the psychological contract; case study applications.

2 Explain the empirical and philosophical connections between employee engagement, managerial leadership, strategic aspirations and HR strategies focused on infrastructure maintenance and also the development of HRM competitive differentiators.

Employee engagement in context; changes in employee expectations; the dysfunctional consequences of instrumentalism, task simplification and scientific management; engagement practices: their significance for the HR infrastructure and the pursuit of HR differentiation; case study applications.

3 Explore the critical contribution of employee engagement as a route to strategic, reputational and competitive excellence within a high-performance working environment.

Reiteration of the principles for high-performance working; employee engagement as a common element; elements of 'world-class' service/corporate performance; the alignment of cultural, strategic and operational practices to stimulate engagement; case study applications.

4 Design and undertake an analysis of the relationships, causal or correlational, between levels of employee engagement and organisational performance, measured by both process efficiencies and corporate outcomes.

Critical review of the research, experiential and anecdotal evidence linking employee engagement with organisational behaviour and outcomes; problems with identifying cause-effect relationships; disentangling the reality from the rhetoric; case study applications.

5 Create justified, cost-effective and strategically defensible action plans for promoting employee engagement within their own organisations and elsewhere.

Employee engagement pursued as a strategic imperative; implications for every thread of HR strategy and practice: HR planning, resourcing, learning and development, performance management, and reward, recognition and review; links to employer 'branding', self-managed learning and other mechanisms for advancing a culture of mutuality; the future of the psychological contract in conditions of continued uncertainty, rapid technological change, escalating customer aspirations and globalisation; methods for gaining support and overcoming resistance to change; case study applications (for example in students' own organisations).

6 Systematically ensure levels of employee engagement within organisations, functions and business units, and recommend or implement programmes designed to achieve remedial changes or embed levels of engagement already accomplished.

Alternative methods for measuring levels of employee engagement; the Gallup Q12 instrument; balancing the desire for scientific integrity with 'political' sensitivities and priorities in the real world; creating project plans for enhancing/retrieving levels of employee engagement; case study applications (for example, any organisation that appears to have lost its 'excellence' status).

Module title	Employment Law
Level	7 ¹
Credit value	15
Module code	7ELW
Module review date	Sept. 2011

Purpose and aim of module

The purpose of this module is to provide learners with the knowledge, understanding and skills required to brief organisations on the consequences of current and future developments in employment law, and to give up-to-date, timely and accurate advice concerning the practical application of legal principles at work in different jurisdictions. The module will provide learners with the key principles that underpin UK (or Irish) and EU employment law, their purpose, the major defences that employers are able to deploy when defending cases, and the potential organisational costs and reputational risks associated with losing them. Moreover, the focus is on situations that occur relatively regularly in workplaces rather than on more uncommon or obscure legal scenarios and on advanced knowledge of legislation or case law. Employment law continues to expand both in terms of volume and complexity and the amount of regulation covering the employment relationship and the workplace has grown substantially in recent years, including additional duties placed on public bodies to actively promote equality. While organisations can source specialist advice on more complex and unprecedented issues from legal advisers, senior human resource (HR) professionals need to be sufficiently aware of major, current and coming developments in the regulatory environment to ensure organisations are fully prepared and also able to anticipate legal problems associated with proposed decisions or plans before they are implemented. In the context of increasing numbers of claims to employment tribunals, they take a leading role in handling issues and disputes at work and in leading an organisation's response when a formal legal claim is contemplated or pursued, including preparing and presenting responses to employment tribunal claims and they need to fulfill each of these requirements to a professional standard. The module promotes critical reflection on theory and practice from an ethical and professional standpoint, and provides opportunities for applied learning and continuous professional development.

This module is suitable for persons who:

- have responsibility for human resource (HR) decision making within an organisation at either operational, tactical or more strategic level
- are HR professionals in a team or HR functional management role who are seeking to enhance and develop their career
- have responsibilities for the HR function and activities within an organisation without a specialist function
- are independent or employed consultants who support organisations in meeting their goals
- have HR career and CIPD professional membership aspirations.

¹ Equivalents in Ireland = 9; Scotland = 11

Learning outcomes

On completion of this module learners will be able to:

- 1 Explain the core principles that underpin employment law as it applies in the UK (or Ireland), including common law, their purpose, origin and practical implications.
- 2 Advise colleagues about significant legal implications of decisions, plans or proposals in the employment field.
- 3 Advise about the appropriate action that should be taken in workplace scenarios where employment regulation applies.
- 4 Play a leading role in determining the appropriate organisational response when legal action on the part of a worker or employee is anticipated, threatened or taken.
- 5 Participate in the preparation, presentation and settling of employment tribunal cases.
- 6 Know how to keep their knowledge of developments in employment law up to date and advise about the impact of these developments on employment policy and practice in their organisations.

Indicative module content

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

1 Explain the core principles that underpin employment law as it applies in the UK (or Ireland), including common law, their purpose, origin and practical implications.

The following comprises a list of the areas of employment law that form the scope of the module:

- accessing employment rights: employment status, worker status, continuity of employment, immigration regulations
- contracts of employment: establishing and changing contracts, express and implied terms, written statements of major terms and conditions
- discrimination law: the law as it relates to: discrimination on grounds of sex or marital status, race, ethnicity or national origin, religion or belief, sexual orientation, disability, age, part-time and fixed-term work and the employment of ex-offenders
- dismissal law: unfair dismissal, constructive dismissal, wrongful dismissal, redundancy payments
- health and safety: criminal sanctions and their enforcement, personal injury law as it relates to the workplace, Working Time regulations
- wages and salaries: unlawful deductions, the National Minimum Wage regulations, equal pay law, the payment of Statutory Sick Pay (SSP)
- transfer of undertakings law: rights relating to dismissal, terms and conditions of employment, consultation and continuity of employment in transfer situations
- family-friendly employment law: rights for primary carers; maternity, paternity and adoptive pay and leave entitlements; the law relating to ante-natal care; the health and safety of pregnant workers; parental leave; time off for family emergencies; the right to request flexible working
- confidentiality issues: data protection law, interception of communications, the protection of trade secrets, the law on 'whistle-blowing'
- collective employment law: freedom of association, rights of trade union officials, industrial action, collective bargaining, right to be accompanied by a trade union representative, consultation rights

2 Advise colleagues about significant legal implications of decisions, plans or proposals in the employment field.

The practical impact of the above body of law on day-to-day management activities and decision-making in organisations; the level and nature of risk associated with acting unlawfully, particularly where significant change is contemplated or planned.

3 Advise about the appropriate action that should be taken in workplace scenarios where employment regulation applies.

Approaches to recommend that are both lawful and effective in fields such as recruitment and selection, establishing terms and conditions, maintaining the working environment, managing performance, communication and involvement, discipline, pay and reward, training and development, allocating work and managing retirement.

4 Play a leading role in determining the appropriate organisational response when legal action on the part of a worker or employee is anticipated, threatened or taken.

Managing disciplinary and grievance procedures, undertaking disciplinary investigations, taking witness statements; sources of information on the expectations of the law, employer defences and on case law precedents.

5 Participate in the preparation, presentation and settling of employment tribunal cases.

Employment tribunals and other courts with jurisdiction to hear employment-related matters, tribunal procedures, rules of evidence, remedies; assessing the risks and potential costs associated with defending or settling claims in practice; alternative means of resolving disputes through mediation and arbitration.

6 Know how to keep their knowledge of developments in employment law up to date and advise about the impact of these developments on employment policy and practice in their organisations.

Sources of information about the employment law and its evolution, including ACAS and the CIPD; key current and anticipated future developments and their practical significance for organisations.

Module title	Understanding and Implementing Coaching and Mentoring
Level	7 ¹
Credit value	15
Module code	7ICM
Module review date	Sept. 2011

Purpose and aim of module

Interest in and the use of coaching and mentoring in organisations, and as methods of personal, professional and management development have grown significantly. Both processes are more popular and prevalent in professional practice and have been subject to much academic and professional research and writing which suggest many issues and problems, as well as features of effective practice, that need to be taken into account when using the processes and methods. The research and writing also signals many unanswered questions about current practice and this module promotes an evidence-based approach to enable the development of intellectual, social and professional skills necessary to design, apply and practise coaching and mentoring programmes and services in work organisations and their application in supporting personal and performance development. It encourages a questioning of simplistic and prescriptive accounts of coaching and mentoring in order to develop a critical awareness and understanding of the potential and limitations of coaching and mentoring models, frameworks and associated theories. It explores the implications for professional practice and requires learners to reflect critically on theory and practice from an ethical and professional standpoint and provides opportunities for applied learning and continuous professional development.

This module is suitable for persons who:

- have responsibility for human resource (HR) decision making within an organisation at either operational, tactical or more strategic level
- are HR professionals in a team or HR functional management role who are seeking to enhance and develop their career
- have responsibilities for the HR function and activities within an organisation without a specialist function
- are independent or employed consultants who support organisations in meeting their goals
- have HR career and CIPD professional membership aspirations.

¹ Equivalentents in Ireland = 9; Scotland = 11

Learning outcomes

On completion of this module, learners will be able to:

- 1 Critically assess a range of models and frameworks of coaching and of mentoring.
- 2 Demonstrate and apply an informed and critical understanding of psychological theories and concepts informing the design and use of coaching and of mentoring, including a range of theories related to learning, emotional intelligence and personal and organisation change and development.
- 3 Design and implement organisation-based coaching strategies and mentoring strategies and programmes, taking account of a range of contextual factors.
- 4 Provide skilled, professional and effective coaching and mentoring services to individuals in a range of organisational, professional and personal contexts.
- 5 Act ethically and professionally with a demonstrated commitment to equality of opportunity and diversity in coaching and mentoring practice and to continuous personal and professional development.

Indicative module content

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

1 Critically assess a range of models and frameworks of coaching and of mentoring.

Definitions and meanings attached to coaching and to mentoring; purposes and limitations of coaching and of mentoring; distinctions, connections and relationships of the two concepts; types and contexts of coaching, for example personal, performance and executive coaching; types and contexts of mentoring, for example career, professional, peer and personal mentoring; developments in coaching and mentoring frameworks, both historical and recent; current models and frameworks of coaching and mentoring and critiques of each.

2 Demonstrate and apply an informed and critical understanding of psychological theories and concepts informing design and use of coaching and of mentoring, including a range of theories related to learning, emotional intelligence and personal and organisation change and development.

Fundamentals of the coaching and mentoring processes; psychological theories of personal and organisation growth and change; theories of individual learning and emotional intelligence and critiques of these; theories of personal and interpersonal communication and relationships and critiques of these.

3 Design and implement organisation-based coaching strategies and mentoring strategies and programmes, taking account of a range of contextual factors.

Individual and organisational factors influencing application of coaching and mentoring strategies and programmes; principles of formal and informal strategies and programmes of coaching and mentoring; resource implications of formal and informal programmes; criteria for selecting models and frameworks as design features of coaching and mentoring programmes.

4 Provide skilled, professional and effective coaching services and mentoring services to individuals in a range of organisational, professional and personal contexts.

Personal and professional skills and competences to deliver and provide effective coaching and mentoring; approaches to monitoring and assessing personal effectiveness as a coach and mentor; approaches to and methods of evaluating professional practice as a coach and mentor; being flexible and creative to respond to varying and changing contexts; assessing and diagnosing client contexts; selecting and applying models and frameworks of practice as a coach and mentor.

5 Act ethically and professionally with a demonstrated commitment to equality of opportunity and diversity in coaching and mentoring practice and to continuous personal and professional development.

Definitions and understandings of ethics including philosophical bases; the similarities and differences of notions of equality and diversity; notions of professionalism and professional practice; implications for and applications in professional practice associated with coaching and mentoring; rationales for and processes of continuing professional development (CPD); a range of CPD methods.

Module title	Knowledge Management and Organisational Learning
Level	7 ¹
Credit value	15
Module code	7KLM
Module review date	Sept. 2011

Purpose and aim of module

Organisational learning is argued to be a critical process affecting the success or otherwise of organisations, for example in achieving competitive advantage. The efficiency and effectiveness of the process influences performance outcomes. Therefore attention needs to be given to examining and improving organisational learning. This is often achieved through mechanisms and techniques associated with knowledge management. Learning and knowledge are intertwined, as the former is a necessary condition for the creation of the latter. There is therefore an established connection between the two concepts. This module will explore that connection to develop a critical understanding of the concepts of knowledge management and of organisational learning and associated theories and the personal and professional skills associated with designing and implementing knowledge management strategies that promote organisational learning. The module explores the implications for professional practice and requires learners to reflect critically on theory and practice from an ethical and professional standpoint and provides opportunities for applied learning and continuous professional development.

This module is suitable for persons who:

- have responsibility for human resource (HR) decision making within an organisation at either operational, tactical or more strategic level
- are HR professionals in a team or HR functional management role who are seeking to enhance and develop their career
- have responsibilities for the HR function and activities within an organisation without a specialist function
- are independent or employed consultants who support organisations in meeting their goals
- have HR career and CIPD professional membership aspirations.

Learning outcomes

On completion of this module, learners will be able to:

- 1 Critically evaluate the meanings attached to the concepts of knowledge management and organisational learning and associated theories.
- 2 Analyse and critique a range of applications of the concepts in organisational practices.
- 3 Design and develop organisation-based knowledge management strategies and programmes that promote, facilitate and exploit processes of organisational learning, taking account of a range of contextual factors.
- 4 Manage the implementation of knowledge management strategies and processes to support and facilitate organisational learning with the engagement and support of other professionals and managers.
- 5 Act ethically and professionally with a demonstrated commitment to equality of opportunity and diversity and to continuous personal and professional development.

¹ Equivalentents in Ireland = 9; Scotland = 11

Indicative module content

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

1 Critically evaluate the meanings attached to the concepts of knowledge management and organisational learning and associated theories.

Definitions and meanings of knowledge and knowledge management and associated epistemologies; meanings and theories of organisational learning and related critiques; connections and relationships between the two concepts; critical appraisals of the possibilities and limitations of 'managing' organisational learning and knowledge.

2 Analyse and critique a range of applications of the concepts in organisational practices.

The links between organisational structures, cultures, strategies and learning; processes of organisational learning and knowledge creation; patterns of communication and influence in organisations; the notions of learning climate and learning environments in organisations; links between organisational learning/knowledge management and processes of managerial control and HR practices; the notion of the learning organisation and associated critiques.

3 Design and develop organisation-based knowledge management strategies and programmes that promote, facilitate and exploit processes of organisational learning, taking account of a range of contextual factors.

Identifying and specifying critical contextual factors; assessing and analysing the role and impact of contextual factors; the nature and content of knowledge management policies and strategies; connecting knowledge management strategies to processes of planned and unplanned, formal and informal organisational learning; learning through, at and near work; the notions of creativity and innovation and their role in knowledge management; identifying the role and contribution of knowledge management policies, strategies and programmes in performance improvement in a range of contexts.

4 Manage implementation of knowledge management strategies and processes to support and facilitate organisational learning with the engagement and support of other professionals and managers.

Securing and managing necessary resources; working collaboratively and effectively with others; the notion of stakeholders and its application in building support and commitment; mechanisms for knowledge capture, storage, dissemination and sharing; methods and techniques to promote and facilitate organisational learning; monitoring and evaluating knowledge management strategies.

5 Act ethically and professionally with a demonstrated commitment to equality of opportunity and diversity and to continuous personal and professional development.

Definitions and understandings of ethics including philosophical bases; the similarities and differences of notions of equality and diversity; notions of professionalism and professional practice; implications for and applications in knowledge management; rationales for and processes of continuing professional development (CPD); a range of CPD methods.

Module title	Learning and Talent Development
Level	7 ¹
Credit value	15
Module code	7LTD
Module review date	Sept. 2011

Purpose and aim of module

Learning and development and its central contribution to talent management is recognised and acknowledged to be a significant lever in achieving economic, social and cultural aspirations, ambitions and objectives of governments, work organisations and individuals. Perhaps less recognised, but of equal importance, is the potential role of learning and development in formulating and agreeing aspirations, ambitions and objectives. The contribution of learning and talent development to both *formulating* and *achieving* objectives forms a core rationale and component of this module. So too does the contextual nature of notions of talent and their connections with national and organisational policy and strategies intended to promote similarly contextual notions of success. This module will develop a critical understanding of the potential and limitations of the contribution of learning and talent development policies and strategies to formulating and achieving objectives at national, organisational, group and individual levels and will enable the development of intellectual, social, professional and personal skills to perform effectively in associated professional roles. The module requires learners to reflect critically on theory and practice from an ethical and professional standpoint, explores the implications for professional practice, and provides opportunities for applied learning and continuous professional development.

This module is suitable for persons who:

- have responsibility for human resource (HR) decision making within an organisation at either operational, tactical or more strategic level
- are HR professionals in a team or HR functional management role who are seeking to enhance and develop their career
- have responsibilities for the HR function and activities within an organisation without a specialist function
- are independent or employed consultants who support organisations in meeting their goals
- have HR career and CIPD professional membership aspirations.

Learning outcomes

On completion of this module learners will be able to:

- 1 Critically analyse and evaluate the formulation and implementation of processes of learning and talent development strategies for defining and achieving current and future effectiveness at national, organisational, group and individual levels.
- 2 Critically evaluate the potential and appropriateness of a range of learning and talent development strategies, policies and methods with reference to relevant contextual factors.
- 3 Lead the initiation, development and implementation of learning and talent development strategies, interventions and activities.

¹ Equivalentents in Ireland = 9; Scotland = 11

- 4 Work effectively and collaboratively with key internal and external partners and stakeholders to diagnose and manage learning and talent development response to problems and issues and ensure clarity of role and contribution to agreed responses.
- 5 Critically assess the role and influence the politics of learning and talent development policy and practice in a range of contexts.
- 6 Act ethically and professionally with a demonstrated commitment to equality of opportunity and diversity in learning and talent development and to continuous personal and professional development.

Indicative module content

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

1 Critically analyse and evaluate the formulation and implementation of processes of learning and talent development strategies for defining and achieving current and future effectiveness at national, organisational, group and individual levels.

The notions of strategy, strategy formulation and strategy process and their application in learning and talent development; the notions of HRD, strategic HRD and critical HRD and their connections with learning and talent development; the contextual meanings attached to 'talent' and 'talent management' and their application to key employee groups, for example graduates, managers, professionals, women, international managers etc.; the nature and content of national and organisational policies and strategies for learning and talent development; philosophy of learner-centredness.

2 Critically evaluate the potential and appropriateness of a range of learning and talent development strategies, policies and methods with reference to relevant contextual factors.

The contextual historical, economic, social, cultural, sector and organisational factors that influence policy and practice in learning and talent development; the positioning and contribution of corporate learning and talent development in relation to current and future aspirations and ambitions; policy formulation and content; criteria relevant to selection and adoption of strategies and methods including analytical tools for establishing priorities; examples of common policies, strategies and methods in learning and talent development; employee-led vs. employer-led strategies.

3 Lead the initiation, development and implementation of learning and talent development strategies, interventions and activities.

A range of formal and informal learning and talent development interventions and methods; application of a range of learning theories; design of learning and talent development plans and programmes; producing business plans and business cases; allocation and management of resources; budget planning and control; selection and management of third party suppliers.

4 Work effectively and collaboratively with key internal and external partners and stakeholders to diagnose and manage learning and talent development response to problems and issues and ensure clarity of role and contribution to agreed responses.

Understanding of a range of stakeholder theories, including models of stakeholder analysis; models of partnership working; diagnostic tools and processes, including problem formulation and analysis; notions of role, including social, organisational and professional; nature of performance measurement and associated tools; criteria for selection and design of learning and talent development solutions; auditing learning and talent development.

5 Critically assess the role and influence the politics of learning and talent development policy and practice in a range of contexts.

The notions of power and models of analysing sources and application of power, including sources of power inequalities; the notion of political systems and processes as applied to work organisations, including interest groups, coalitions and alliances; sources and skills of influencing; developing and applying strategies and behaviours to increase influence on decision-makers and decision-making processes.

6 Act ethically and professionally with a demonstrated commitment to equality of opportunity and diversity in learning and talent development and to continuous personal and professional development.

Definitions and understandings of ethics, including philosophical bases; the similarities and differences of notions of equality and diversity; notions of professionalism and professional practice; implications for and applications in professional practice of learning and talent development; rationales for and processes of CPD; a range of CPD methods.

Module title	Managing Employment Relations
Level	7 ¹
Credit value	15
Module code	7MER
Module review date	Sept. 2011

Purpose and aim of module

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

This module is suitable for persons who:

- have responsibility for human resource (HR) decision making within an organisation at either operational, tactical or more strategic level
- are HR professionals in a team or HR functional management role who are seeking to enhance and develop their career
- have responsibilities for the HR function and activities within an organisation without a specialist function
- are independent or employed consultants who support organisations in meeting their goals
- have HR career and CIPD professional membership aspirations.

¹ Equivalents in Ireland = 9; Scotland = 11

Learning outcomes

On completion of this module learners will be able to understand, analyse and critically evaluate:

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

Indicative module content

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

1 Understand, analyse and critically evaluate different theories and perspectives on employment relations.

Employer and employee expectations; unitarism, pluralism and radical theories; legal, economic and psychological contract perspectives; power, authority and managerial legitimacy; voluntarism; regulation; beneficial constraints; justice and fairness; structural contradictions and structured antagonism; co-operation and compliance; indeterminacy; the contested nature of work; good employment relations.

2 Understand, analyse and critically evaluate the impact of local, national and global contexts shaping employment relations climates.

The impact of organisational and external factors, including workforce diversity, ownership, size, technology, fragmented organisational hierarchies, globalisation and international and political developments; labour and product markets; liberal-market economic influences; co-ordinated market influences; the European Union; comparative employment relations systems (European and non-European); contextual factor impacts on employees, managers, unions and organisational-level employment relations climate.

3 Understand, analyse and critically evaluate the roles and functions of the different parties to control and manage the employment relationship.

Management and managerial functions of corporate governance; management styles and ideologies; union and non-union management strategies; employer groups and associations (at national and European levels); trade unions and other collective employee associations (at national and European levels); models of union growth and decline; strategies for union organising and union servicing; the objectives and role of government, as an employer, economic manager and regulator of employment relations; state institutions; types and forms of legal intervention and legal regulation; other third party actors, such as management consultants and non-government organisations (NGOs), affecting the management of employment relations; elements of individual and collective employment relations law; how the law operates (at national and European levels); impact of the parties on employment relations climates.

4 Understand, analyse and critically evaluate the importance of organisational-level employment relations processes that support organisational performance, including the design and implementation of policies and practices in the areas of: employee engagement; diversity management; employee communication, involvement and participation; negotiation and bargaining; conflict resolution; and change management and management control.

Employee voice, including communication, involvement and participation (formal and informal) and collective bargaining; negotiation and persuasion skills; pay determination; incentive, individual and collective pay systems; employee engagement (informal and formal); conflict behaviours and industrial sanctions (official and unofficial, constitutional and unconstitutional); dispute resolution and dispute handling; third party conciliation, mediation and arbitration; management strategies to control employee behaviours to

mitigate organisational risk; change management; resistance to change; overcoming resistance to change; policy and practice for diversity management.

5 Understand, analyse and critically evaluate the importance of employment relations procedures that help mitigate organisational risk, including the design and implementation of policies and practices in the areas of discipline, grievance, dismissal and redundancy.

Natural justice; differences between discipline and grievance; the contents of discipline and grievance policies; factors that influence effective discipline and grievance handling; legal aspects of discipline and grievance to mitigate organisational risk; dismissal and redundancy policies; legal aspects of dismissal and redundancy to mitigate organisational risk; collective redundancy consultation; creative solutions for the equitable handling of redundancy in support of organisational goals, including skills needed to negotiate redundancy agreements and implement policy.

6 Understand, analyse and critically evaluate the integration of employment relations processes and how they impact on policy, practice and organisational outcomes such as performance and employee engagement.

Interconnections between employment relations processes; impact of employment relations processes on organisational climate, performance and employee engagement; implementation plans for the effective integration of employment relations processes to improve organisational effectiveness.

Module title	Organisation Design and Organisation Development
Level	7 ¹
Credit value	15
Module code	7ODD
Module review date	Sept. 2011

Purpose and aim of module

This module covers organisation design and organisation development and will enable learners to develop a critical understanding of the theory and conceptual framework of organisation design and of the principles and practices of organisation development. Both are critical to our understanding of organisations and how they function and both reside within a framework of organisation theory. The module focuses on decisions that have to be made on the most appropriate organisational structure(s) to ensure delivery of organisational activity. Organisation design is about shaping an organisation to maximise its effectiveness, aiming for flexibility in delivery of its services. Through breaking down departmental barriers, seeking improved supply efficiencies, teamwork and collaboration and working towards better customer management and retention, organisations can enhance their performance and ensure that organisational goals and targets are achieved. Organisation design activities therefore focus on finding the most appropriate structures, relationships between departments and sections, and allocation of work activities, including definition of duties and role responsibilities. It has a clear link to performance management in that effective delivery of work and output will be measured and managed. The module also focuses on how an organisation's culture, values and environment support and enhance organisational performance and adaptability. Organisation development is defined by CIPD as a 'planned and systematic approach to enabling sustained organisation performance through the involvement of its people'. This might include how organisational members acquire new skills, knowledge and behaviours, and do things differently, often as part of the application of continuous improvement strategies. The concept of the 'learning organisation' as one of a number of organisation development strategies that might be adopted as part organisational change activities is also explored. The importance of cultural awareness in managing outcomes of design and development strategies, the practical applications of organisation design and organisation development concepts and the implications for the effective management of organisations and professional practice are considered. The module requires critical reflection on theory and practice from an ethical and professional standpoint and provides opportunities for applied learning and continuous professional development.

This module is suitable for persons who:

- have responsibility for human resource (HR) decision making within an organisation at either operational, tactical or more strategic level
- are HR professionals in a team or HR functional management role who are seeking to enhance and develop their career
- have responsibilities for the HR function and activities within an organisation without a specialist function
- are independent or employed consultants who support organisations in meeting their goals
- have HR career and CIPD professional membership aspirations.

¹ Equivalentents in Ireland = 9; Scotland = 11

Learning outcomes

On completion of this module, learners will be able to understand, analyse and critically evaluate:

- 1 The historical and theoretical basis of organisation design and development and their context in terms of value and contribution to organisational life.
- 2 Available design options regarding organisational structures and relationships.
- 3 Processes and systems that need to be in place to maintain such structures and relationships, and evaluation of same.
- 4 Methods and procedures of organisation development and review their strategic impact.
- 5 Change management strategies and activities through the application of organisation development strategies, which might support organisation design and realignment outcomes.
- 6 Organisation culture, norms and behaviours.
- 7 The importance of the HR role in advising on these design and development choices and supporting their implementation.

Indicative module content

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

1 Understand, analyse and critically evaluate the historical and theoretical basis of organisation design and development and their context in terms of value and contribution to organisational life.

The development of organisation theory; different schools of management thinking (with specific reference to scientific management and early attempts at organisational design); different schools of thought and practice surrounding organisation development; behavioural science, social psychology, motivation theory, systems theory, learning theory, psychotherapy, etc. organisational culture and values and how these are determined; the definitional debate; the use of metaphors; new organisational paradigms; systems theory and applications; motivation theory and job redesign; the relationship of organisation design and development with performance management activities.

2 Understand, analyse and critically evaluate the available design options regarding structures and relationships.

Organisation structures; formal and informal organisations; types of organisation structure, for example bureaucratic, entrepreneurial, matrix, differentiated; flexible working patterns; core and peripheral models; the nature of the employment contract; the economic and environmental context of organisation design and development; internationalisation, globalisation and transnational structures; legislative, socio-political influences; external and internal factors impacting on choices and decision-making around structures and delivery of services; government initiatives and programmes impacting on organisation design.

3 Understand, analyse and critically evaluate the processes and systems that need to be in place to maintain such structures and relationships and evaluation of same.

The application of job descriptions and role profiles; the formal and informal structure of working relationships, for example consultative machinery, networks etc.; decision-making complexes and operating procedures; communication systems; methods of evaluating effectiveness, for example feedback, surveys, focus groups etc.

4 Understand, analyse and critically evaluate the methods and procedures of organisation development and review their strategic impact.

Measuring and managing performance outcomes; setting and managing key performance indicators; data collection through employee surveys and consultation procedures; using outcomes from performance reviews; applications of the balanced scorecard; the links to continuous improvement strategies; the links to learning and development; towards a learning organisation.

5 Understand, analyse and critically evaluate possible change management strategies and activities, through the application of organisation development strategies, which might support organisation design and realignment outcomes.

Working with organisation development as a change methodology; origins and applications of change management; concepts and models of change; the process of change; analysis of the organisation as a precursor to change; environmental scanning; the concept of stakeholder analysis; the role of the change agent; the role of the HR specialist in supporting the introduction of strategic change, for example downsizing, redundancy, new employment relationships; external and internal change strategies through the application of government initiatives, for example Investors in People, Train to Gain; applying quality standards, for example ISO, EFQM; becoming a learning organisation; resourcing and management of programmes.

6 Understand, analyse and critically evaluate organisation culture norms and behaviours.

Measuring and analysing organisational culture; the application of the cultural web; identifying and managing resistance to change; determining organisational values and ethics; translating these into strategy; identifying required behaviours; the identification of competencies.

7 Understand, analyse and critically evaluate the importance of the HR role in advising on these design and development choices and supporting their implementation.

The HR role in supporting the design and implementation of new ways of working; improving organisational and individual performance through job design, job enlargement and job enrichment; the HR role in organisation development; the use of internal and external consultants; facilitation styles; the concept of business partnering; managing cultural change programmes.

Module title	Performance Management
Level	7 ¹
Credit value	15
Module code	7PFM
Module review date	Sept. 2011

Purpose and aim of module

The performance management module provides learners with the knowledge and understanding of the role of performance management in supporting the strategic objectives of the organisation in different business environments; how the performance of people can be enhanced and inspired by leadership and direction and how it contributes to high-performance work organisations. The module examines the design of performance management systems that aim to transform organisational objectives and performance outcomes and identifies the knowledge and skills needed for effective performance review processes that are fair, ethical and improve people performance in modern organisations. It will equip learners with the necessary skills and a critical understanding of the performance review process that combines challenge and support and places a focus on personal, team and organisational learning and accountability. Furthermore, it recognises the importance of communication skills in the performance review process and evaluates the need for employee involvement as well as transparent, ethical and justifiable rewards for performance. The module requires learners to reflect critically on theory and practice from an ethical and professional standpoint and provides opportunities for applied learning and continuous professional development.

This module is suitable for persons who:

- have responsibility for human resource (HR) decision making within an organisation at either operational, tactical or more strategic level
- are HR professionals in a team or HR functional management role who are seeking to enhance and develop their career
- have responsibilities for the HR function and activities within an organisation without a specialist function
- are independent or employed consultants who support organisations in meeting their goals
- have HR career and CIPD professional membership aspirations.

Learning outcomes

On completion of this module, learners will be able to:

- 1 Systematically decide and communicate strategic performance aims, objectives, priorities and targets.
- 2 Plan effective performance management policies and practices to improve organisational and employee performance.
- 3 Devise and sustain arguments for using appropriate performance management techniques, rewards and sanctions to improve performance.
- 4 Demonstrate the communication skills required when managing achievement and underachievement.
- 5 Critically evaluate the effectiveness of performance management.

¹ Equivalentents in Ireland = 9; Scotland = 11

Indicative module content

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

1 Systematically decide and communicate strategic performance aims, objectives, priorities and targets.

The aim and role of performance management in supporting the strategic objectives of the organisation in different sectors and business environments; unlocking the 'black box': the link between corporate performance and employee performance, HR's contribution to organisational performance; promoting a can-do culture that supports achievement and creating a climate that encourages high-performance work practices and commitment; models of high-performance work systems; approaches to performance management in multicultural and international contexts; underpinning competence and capability: the development and motivation of employees to bring about high-performance working.

2 Plan effective performance management policies and practices to improve organisational and employee performance.

The process of performance planning, monitoring and review owned by all participants – managers, teams and individuals; the design and development of the performance management process; performance appraisal and performance management; creating a fair and ethical review process that manages diversity, prevents discrimination and promotes equal opportunity; performance management training programmes; the role and skills of line managers in measuring and assessing performance outcomes and the metrics involved.

3 Devise and sustain arguments for using appropriate performance management techniques, rewards and sanctions to improve performance.

Leadership and management style in handling performance review meetings. *Promoting capability*: high-performance working; encouraging and supporting continuous personal development to meet individual learning needs; preparing, agreeing and implementing personal development plans; the role of the team leader in coaching, counselling and mentoring. *Promoting challenges*: setting objectives, priorities and targets; the role of line managers in the continuous appraisal process; the value of 360-degree feedback. *Recognising and rewarding talent*: the use of non-financial rewards to improve performance; incentivising and paying for performance: contingent, competence and contribution schemes; performance management and discipline; arguments for and against performance management.

4 Demonstrate the communication skills required when managing achievement and underachievement.

The importance of employee involvement and high levels of ability in communication to gain commitment to performance goals; the ability to recognise achievement and progress and use collaborative communication to solve problems at individual, team and organisational levels; use of formal and informal methods of communicating achievement; relating behaviour to results and communicating potential; managing and communicating underachievement and the use of performance improvement plans; use of IT to administer and communicate performance management processes and learning.

5 Critically evaluate the effectiveness of performance management.

The impact of high-performance working on organisational commitment, work–life balance and the management of diversity; performance management as a developmental process and as a basis for performance–pay decisions; the advantages and disadvantages of pay-for-performance systems; measuring and assessing people’s performance: problems and consequences; critically evaluating the performance management process: opportunities and limitations of the appraisal scheme, 360-degree feedback, coaching and mentoring; the impact of work and organisation on performance outcomes: job design, organisational design and organisational culture.

Module title	Resourcing and Talent Management
Level	7 ¹
Credit value	15
Module code	7RTM
Module review date	Sept. 2011

Purpose and aim of module

A major and fundamental objective of the human resources (HR) function is the mobilisation of a workforce. Organisations can only function if they are able to assemble together teams of people with the necessary skills, attitudes and experience to meet their objectives. A further objective is then to retain effective performers for as long as possible. From time to time it is also necessary to dismiss people from organisations. This module focuses on these activities, focusing not just on the practical aspects of recruitment, selection, employee retention and dismissal, but also on the strategic aspects to equip learners with the knowledge and skills required for resourcing and talent management within a global context. Skills can be sourced by hiring employees, but also through other means such as the employment of agency workers, subcontractors and consultants, or through outsourcing arrangements. To mobilise an effective workforce organisations hire people from employment markets, which obliges them to compete for talent with other employers whenever demand for skills is greater than the available supply. Effective organisations thus develop a strategic approach to the attraction and retention of staff, analysing their key employment markets and gaining an understanding of their dynamics so as to enable them to compete more effectively, both now and in the future. Indeed, planning to enable an organisation to meet its future demand for skills is an increasingly important HR role and is central to this module. As the skills that employers seek become more specialised, employment markets have tightened, leading to increased sophistication in the area of resourcing and talent planning. This is reflected in the increased use of proactive diversity management, employer branding, work–life balance initiatives and innovative approaches to job design, which are covered in this module. The module also requires learners to reflect critically on theory and practice from an ethical and professional standpoint and provides opportunities for applied learning and continuous professional development.

This unit is suitable for persons who:

- have responsibility for human resource (HR) decision making within an organisation at either operational, tactical or more strategic level
- are HR professionals in a team or HR functional management role who are seeking to enhance and develop their career
- have responsibilities for the HR function and activities within an organisation without a specialist function
- are independent or employed consultants who support organisations in meeting their goals
- have HR career and CIPD professional membership aspirations.

¹ Equivalents in Ireland = 9; Scotland = 11

Learning outcomes

On completion of this module learners will be able to:

- 1 Analyse and evaluate the major features of national and international employment markets from which organisations source staff and ways in which these markets evolve or change.
- 2 Play a leading role in the development and evaluation of resourcing and talent management strategies, diversity management and flexible working initiatives.
- 3 Manage recruitment, selection and induction activities effectively, efficiently, lawfully and professionally.
- 4 Undertake and evaluate long- and short-term talent planning and succession planning exercises with a view to building long-term organisational performance.
- 5 Gather, analyse and use information on employee turnover as the basis for developing robust staff retention strategies.
- 6 Manage retirement, redundancy and dismissal practices fairly, efficiently and in accordance with the expectations of the law, ethical and professional practice.

Indicative module content

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

1 Analyse the major features of national and international employment markets from which organisations source staff and how these markets evolve or change.

Ways in which employment markets vary and the implications for organisations; current and future demand and supply of skills; identifying and assessing the role of employment market competitors; key national and international employment market and demographic trends.

2 Play a leading role in the development and evaluation of resourcing and talent management strategies, diversity management and flexible working initiatives.

Ensuring that the organisation remains competitive in its major employment markets having regard to organisational objectives, resource constraints and the need to enhance flexibility; positioning an organisation in the market; work–life balance initiatives, employer branding exercises, setting terms and conditions, job analysis and design, flexible working; managing skills shortages; managing diversity; ethical working practices.

3 Manage recruitment, selection and induction activities effectively, efficiently, lawfully and professionally.

Critical analysis of the major methods used in recruiting and selecting people in national and international settings; efficient recruitment administration; job advertising, employment agencies, education liaison; reliability and validity of different selection methods; psychometric testing, selection interviewing, assessment centres; design and delivery of timely and effective staff induction.

4 Undertake long- and short-term talent planning and succession planning exercises with a view to building long-term organisational performance.

Reconciling demand for and supply of skills; workforce planning, scenario planning, succession planning; enhancing functional and numerical flexibility; outsourcing, subcontracting and using external consultants.

5 Gather and analyse information on employee turnover as the basis for developing robust staff retention strategies.

Measuring, recording and analysing turnover data, diagnosing the principal drivers of unwanted turnover; developing, operationalising and evaluating actions aimed at increasing employee retention.

6 Manage retirement, redundancy and dismissal practices fairly, efficiently and in accordance with the expectations of the law, ethical and professional practice.

Understanding of how to manage the release of employees efficiently, ethically and lawfully; professional practice in disciplinary procedure, redundancy selection and severance compensation; pre-retirement planning and training; phased retirement; legal restraints and rights.

Module title	Reward Management
Level	7 ¹
Credit value	15
Module code	7RWM
Module review date	Sept. 2011

Purpose and aim of module

This module examines total rewards in an organisational and international context and provides learners with the knowledge and understanding of environments in which reward professionals plan, implement and evaluate employee reward policies to support strategic organisational goals. They will acquire both theoretical and normative understanding of the diverse approaches to reward management and be able to critically reflect on the strengths and limitations of these approaches in promoting individual and organisational performance in a fair, reasonable and equitable way. The foundations for pay and benefits management in modern organisations in the private, public and third sectors and how these traditions can be integrated into appropriate strategic designs that provide considerations of relative value and worth, individual and collective contribution and labour markets is examined. Learners will be able to comprehend the relationship between traditional, contingent and developmental choices of rewards, the use of diagnostic and evaluative skills in designing flexible approaches to reward and the challenges of international and executive pay arrangements. Critical reflection on theory and practice from an ethical and professional standpoint and for continuous professional development is required.

This module is suitable for persons who:

- have responsibility for human resource (HR) decision making within an organisation at either operational, tactical or more strategic level
- are HR professionals in a team or HR functional management role who are seeking to enhance and develop their career
- have responsibilities for the HR function and activities within an organisation without a specialist function
- are independent or employed consultants who support organisations in meeting their goals
- have HR career and CIPD professional membership aspirations.

Learning outcomes

On completion of this module, learners will be able to:

- 1 Analyse the relationship between the environment, strategy and systems of reward management.
- 2 Explore the conceptual apparatus and theoretical debates informing reward management.
- 3 Critically discuss traditional, contingent and knowledge bases for transactional and relational rewards.
- 4 Design internally consistent reward structures that recognise labour market and equity constraints.
- 5 Analyse executive and expatriate rewards in an international context.
- 6 Critically evaluate key issues in reward management.

¹ Equivalentents in Ireland = 9; Scotland = 11

Indicative module content

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

1 Analyse the relationship between the environment, strategy and systems of reward management.

Reward management as an HR practice in a global context; wage flexibility; strategic perspectives on reward and the link to brand and organisational performance; government, employer, employee and institutional constraints on strategic choice of reward practice; influences and criticisms of reward management thinking: systems approach and total rewards; towards a total rewards approach.

2 Explore the conceptual apparatus and theoretical debates informing reward management.

The relevance of theory in reward management; *Economic theories of reward*: labour market, human capital, efficiency wage, agency, internal labour market, union mark-up, tournament; *Social psychological theories of reward*: the psychological contract, expectancy and equity; *Institutional theories of reward*: economic democracy and financial participation, collective bargaining and pay determination.

3 Critically discuss traditional, contingent and knowledge bases for transactional and relational rewards.

Wage and salary remuneration in context; rewarding seniority, merit and performance in supporting competitive strategy; profit-sharing; gain-sharing, employee share schemes; contingency pay; reward and ownership; job evaluation; managing risk and promoting sustainability; knowledge, competency and skill-based pay; pension schemes; non-financial rewards, employee recognition schemes, non-cash incentives, flexible working and performance review; flexible benefits.

4 Design internally consistent reward structures that recognise labour market and equity constraints.

Linking strategy and structure; diagnosing the need for change in pay structures; design choices; implementing pay structures; evaluation of pay structures' contribution to organisational success; differentials and pay relativities.

5 Analyse executive and expatriate rewards in an international context.

The complexity of international reward management; the role of corporate governance in public and private sectors; remuneration committees; executive status, reward, benefits and pension packages; short-term and long-term incentives; expatriate status, location and assignments; setting base pay and benefits for expatriates; compensation and incentives; repatriation and pay.

6 Critically evaluate key issues in reward management.

How strategic is pay?; the influence of employee voice on pay determination; legal regulation and pay: pay review bodies and the minimum wage; local pay and national pay; rewarding the person or the job?; gender, age and pay; labour market and equity: a contradiction?; future directions of reward management.