

Plan for Integration of GCDE into your teaching, research, projects or practice.

Lecturer:

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Discipline:

Human Resource Management

Department and School:

Management & Marketing, CUBS

Pedagogy

Title of Teaching Module and Book of Modules Code:

Managing the Employment Relationship (MG6805)

Module Description:

This module explores the diversity of approaches in managing the relationship the organisation has with its workforce. The student will gain an in-depth understanding and critical perspective on traditional and contemporary approaches to managing the employment relationship. Students will also gain experience of managing employment relationships in a role-play situation.

Learning Outcomes:

On successful completion of this module, students should be able to:

- Critically discuss different theories and perspectives on employment relations (ER).
- Evaluate the impact of local, national and global contexts shaping employment relations climates.
- Critically discuss the roles and functions of the different parties to control and manage the employment relationship.
- Explain the importance of organisational-level ER processes that support organisational performance such as employee engagement; diversity management; employee involvement; conflict resolution; and change management and management control.
- 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.

Assessment details:

Total Marks 100: Total Marks 100: Continuous Assessment 100 marks - 1 individual role play - 50 marks; Individual assignment (1,500 words) - 50 marks.

Existing GCDE practice (e.g. themes, theory, skills, values, student actions, teaching methodologies, global/local links, root causes of injustice):

Plan for integration of GCDE approach to your teaching:

1. Global Citizenship and Development Education Learning Objectives.

- To increase students' awareness and understanding of the rapidly changing, interdependent and unequal world of work.
- To challenge work-related stereotypes and encourage independent/unbiased thinking with regard to recruitment and employment relations.
- To critically explore how global justice issues relate to workplace relations.

2. How will you assess what students have learned?

Students will undertake two assessments as part of this module. The first assessment is a group role play in which students perform the roles of HR and line managers in the recruitment process. They will be assessed on their ability to evaluate the suitability of candidates for the designated role based on unbiased, objective criteria with due regard to social justice and relevant employment legislation (e.g. the Employment Equality Acts 1998-2015). The second assessment is an individual assignment in which students explore gender equality issues in the workplace.

3. Methodologies: What methodologies will you use in the classroom?

The module is delivered in lecture mode via one 2-hour class each week for 12 weeks. Guest lecturers are invited to contribute to specific themes. Relevant theories and concepts are introduced before highlighting examples of practical application. Opportunities for feedback and guidance are maximised (e.g. two role play practice and feedback sessions in advance of assessment 1). Regular efforts are made to check students' understanding of concepts through, for example, the use of an online response system (mentimeter) and also through some comprehension focused think/pair/share questions. Classes engage students in a range of activities, including group tasks and discussion of key readings or resources. Students are also expected to engage with multimedia resources via Canvas (videos, podcasts, etc.). The Canvas site links directly to library subject guides, case studies and self-access library resources.

4. Curriculum: what GCDE themes or knowledge will you cover in your module?

Specifically, two UN Sustainable Development Goals will be explored: (i) Goal 5: Achieve gender equality and empower all women and girls and Goal 8: Decent Work: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

5. Framing/Positioning: what GCDE themes, theories, philosophical underpinning, framing or knowledge will you cover in your module?

Students will be encouraged to show awareness of multiple perspectives and cross-cultural awareness in engaging with social justice, development and human rights issues.

6. Local/Global: how can you make local and global connections, from a global justice perspective, with these themes?

Show an ability to take critically informed, responsible action on a social, cultural, environmental, economic or political challenge, injustice or inequality through engaged citizenship and cross-disciplinary collaboration.

7. Values / Ethics: What values or ethical approaches to their studies/life, do you want your students to reflect upon or develop?

The desirable outcome is that students reflect on inherent biases in the workplace and to instil in them values to empower global citizenship to take action for social change.

8. Action: what action/s do you want your students to take as a result of their GCDE learning?

To develop skills and tools to empower students to take action for social change to include critical thinking, critical media analysis, group building and facilitation skills, planning and evaluation tools.

9. Skills: What skills do students need to achieve the GCDE learning outcomes?

The ability to analyse, reflect, co-operate and develop competencies aimed at creating positive social change.

10. Practical considerations: e.g. what resources do you need? How many classes can include a GCDE theme or approach? In those classes can you outline the different sections of the class using a class planning template?

Lecture	Topic
1	Introduction to the module Nature and development of employment relations
2	Employment Relations Perspectives Role play discussion (Assignment 1)
3	Management styles/approaches to ER

4	Employee engagement and involvement Contemporary developments in trade union membership, recognition and organisation
5	Recruitment and Selection: the recruitment phase
6	The selection phase: part 1 <ul style="list-style-type: none"> • Structuring and preparing for a selection interview incl. unconscious bias training • Job descriptions, person specifications and the scoring matrix
7	The selection phase: part 2 <ul style="list-style-type: none"> • Communication skills for interviewing • Practice interviews and feedback
8	Selection Interview Workshop
9	<i>Assignment 1 role plays</i>
10	Managing diversity and inclusion Assignment 2 discussion
11	Economic and psychological contract perspectives in ER Effective grievance and disciplinary procedures and execution
12	Conflict in the workplace Minimum pay and conditions