The Role of the Manager

Module Code	4HURM007W
Module Level	4
Length	Session One, Three Weeks
Site	Central London
Host Course	London International Summer Programme
Pre-Requisite	None
Assessment	50% Report, 50% In-Class Test

Summary of module content

This module is intended to prepare students for supervisory and managerial roles and, as such, deals with the core skills involved in management. These include delegation, managerial & leadership styles, motivation; chairing meetings, workplace counselling, staff development, identifying and managing conflict and negotiating skills.

The module aims to help students identify how people become managers, what the role of the manager is and how to maximise their effectiveness in that role. Real-life examples are offered throughout, with the variations in styles of management and leadership required by different organisations and different cultures taken into consideration.

*Please note that there is pre-reading material for this course that you would be required to complete before joining (the required article can be obtained [here](#)).

Learning outcomes
At the end of the module the successful student will be able to:
- Explain the role of the manager
- Identify routes into management and the managerial roles that they are likely to occupy in the future
- Explain the strategies that organisations can adopt to ensure that managers are effectively selected, developed and monitored with organisations
- Identify and apply in appropriate situations general line management skills e.g. problem diagnosis & resolution, delegation, managerial style, staff motivation, chairing meetings, staff counselling, staff development, grievance and disciplinary handling, identifying and managing conflict and negotiating skills
- Explain how managerial skills can be integrated with organisational activity as a whole.

Course outcomes the module contributes to: not applicable; cross-course offering. An elective does not contribute directly to course outcomes but helps contextualise these.

Indicative syllabus content
- Managers and their backgrounds – The nature of management. How people become managers. The conflict between specialist and managerial activity.
- Research techniques – collecting information about management.

Communication

- The manager's job: activity versus effectiveness. Delegation. The nature of delegation. Skills of delegation. Obstacles to effective delegation. Empowerment.
- Communication and Organisational Structures: The factors that determine organisational structure; consequences of poor structures; the extent to which these structures work as intended. General developments in the public and private sector.
- Managerial style: Trends in managerial style. Options in managerial style. Organisational factors. The impact of national culture on managerial style and communication. Evaluation of managerial style. The contingency approach to management.
- Conflict at Work: Identifying and Managing Conflict Stress – the skills of negotiation.
- Recruitment and Selection: establishing appropriate selection criteria; assembling relevant and appropriate information about candidates; structuring and conducting an effective selection interview; equal opportunities and diversity policies.
- Workplace Counselling Skills: The role of the manager and the nature of and need for counselling. Specific skills including referral to specialist agencies. Handing Grievances using workplace counselling skills for both customers and employees.
- Handling Disciplinary situations: the objectives of disciplinary policies in an organisation; preventing disciplinary problems; responsibilities of the line manager; handling disciplinary and performance issues informally when appropriate.

Teaching and learning methods
A mixture of lectures, tutorials, workshops, skills development and case study analysis.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	25
Seminar	Scheduled	25
Total scheduled activity hours	Scheduled	**50**
Structured independent study	Independent	42
Module- and course-based general study	Independent	42
Working on and taking assignments	Independent	66
Total independent study hours	**Independent**	**150**
Total student learning and teaching hours		**200**

*the hours per activity type are indicative and subject to change.

Assessment rationale

The purpose of the investigative report is to give students an opportunity to explore the experiences of two managers and to compare their empirical findings to a relevant theoretical model. The purpose of the case study used in the in-class test is to give students an opportunity to apply the skills of diagnosis and problem solving that have been developed during seminars.

Assessment criteria

In the investigative report, the students will be judged according to their ability to:

- Carry out interviews with two managers and compare their experiences
- Write a report on their findings with a good quality discussion: is the argument coherent and does it follow a logical structure?
- Use correct spelling, punctuation and grammar
- Make appropriate references to reading
- Use evidence to underpin any points that are being made
- Design an appropriate questionnaire.

In the in-class test, students will be judged according to their ability to:

- Identify the key organisational issues in a case study, and any managerial problems; and suggest solutions to the problems that have been identified
- Present a coherent argument and a logical structure
- Use the problem solving cycle in their analysis
- Refer to the reading and relevant theories learnt in the module
- Use evidence from the case study to underpin any points that are being made.

Assessment methods and weightings

Assessment name	Weighting %	Qualifying mark %	Qualifying set	LOs	Assessment type
Investigative report	*50*	*30*	*n/a*	*1-2*	*Report (2000 words)*
In-class test – case study	*50*	*30*	*n/a*	*1,3-5*	*In-class test (1½ hours)*

Synoptic assessment

Not applicable

Sources – some reading material and video can be found on module Blackboard site.

Essential Reading

Cotterrell, Stella (2013) *The Study Skills Handbook*: London Palgrave Macmillan

Rees, W. D and Porter, C. (2015) *Skills of Management and Leadership*, London: Palgrave Macmillan.

Supplementary Reading

Advisory, Conciliation and Arbitration Service (ACAS) (2014), *Asking and responding to questions of discrimination in the work place*. Acas guidance for job applicants, employers and others about discrimination related to the Equality Act 2010.

Belbin, R. Meredith (2010), *Management Teams – Why They Succeed or Fail,* 3rd edn. Butterworth Heinemann.

Birkinshaw, Julian (London Business School) (2013), *Becoming a Better Boss – Why Good Management Is so Difficult.* Jossey-Bass.

Daniels, Kathy and Lynda Macdonald (2005), *Equality, Diversity and Discrimination – A Student Text.* UK: Chartered Institute of Personnel and Development.

Dick, Penny and Ellis, Steve (2005), *Introduction to Organizational Behaviour*, 3rd edn., McGraw-Hill Education.

Fisher, Roger, William Ury and Bruce Patton (2011), *Getting to Yes, Negotiating an Agreement Without Giving In,* 3rd ed., Perfect Paperback Publishing, UK.

Fox, Alan (1965), *Industrial Relations and Industrial Sociology,* Research paper no. 3, Royal Commission on Trade Unions and Employers Associations, London: HMSO.

Franklin, Loretta (2003), *An Introduction to Workplace Counselling – A Practitioner's Guide,* Palgrave Macmillan.

Giuliani, Rudolph W. (2002), *Leadership,* Little Brown.

Hughes, Mark (2010), *Change Management: A Critical Perspective,* 2nd edn., CIPD. Mead, Richard and Tim G. Andrews (2009), *International Management*, Wiley.

Meredith, Jack R. and Samuel J. Martel (2012), *Project Management – A Managerial Approach,* 8th edn., Wiley.

Northouse, Peter (2013), *Leadership – Theory and Practice*, 6th edn., Sage.

Porter, Christine and W. David Rees (2012) The Managerial Gap and how coaching can help, *International Coaching and Psychology Review* (The British Psychological Society), Vol. 7, No. 1, pp. 64–71.

Sheldrake, John (1996), Management Theory from Taylorism to Japanization in *Elton Mayo and the Hawthorne Experiments,* International Thomson Business Press.

Storey, John (ed.) (2010), *Leadership in Organizations: Current Issues and Key Trends,* 2nd edn., Routledge.

Rees, W. David (1997), Managerial Stress – Dealing With Causes, Not the Symptoms, *Industrial and Commercial Training*, Vol. 29, No. 2, pp. 25–30

Rees, W. David and Christine Porter (2006), Corporate strategy development and related management development – the case for the incremental approach, Part 2 – implications for learning and development, *Industrial and Commercial Training*, Vol. 38, No. 6.

Roberts, Gareth (2005), *Recruitment and Selection,* 2nd edn., UK: Chartered Institute of Personnel and Development.