UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**Cambridge International Diploma in Business
Advanced Level**

Scheme of Work

5175
Human Resource Management
Optional Module

UNIVERSITY *of* **CAMBRIDGE**
International Examinations

Introduction

The overall programme comprises three core and six option modules:

Core	Business Organisation and Environment Effective Business Communication Business Finance
Option	Marketing **Human Resources Management** Interpersonal Business Skills Business Start-Up Customer Care Information and Communications Technology

The modules have been chosen to reflect the key areas of business. It is important that in the delivery of each module, tutors appreciate that the programme is concerned with **Skills and Knowledge**. Students should be encouraged not only to demonstrate their knowledge but also their acquisition and development of complementary skills.

The programme has **four general aims** that are designed to encourage the students to:

1. understand key concepts of business
2. apply acquired skills to real work situations
3. think about and resolve business problems
4. work independently using their initiative

The over-riding objective of the programme is to prepare students either for employment or, if already in employment, for advancement. Employers expect those completing the Cambridge International Diploma in Business modules to be able to offer a working combination of skills and knowledge.

The accompanying scheme of work focuses specifically around the skills and knowledge of each competence criterion and clearly they must form the essence of the delivery of the modules.

Human Resource Management (5175) Advanced
The Human Resource Management module at advanced level requires a minimum of 60 learning hours within a classroom or lecture theatre environment. This scheme of work reflects this minimum requirement and is tailored to the classroom/lecture theatre environment. Additionally students should undertake independent study to supplement and enhance the classroom/lecture theatre learning that has taken place.

The key to the delivery of this module *flexibility*. There are several means at your disposal to help you deliver the module and the employment of an appropriate variety of teaching and learning styles is highly recommended. The standard class or didactic approach may still form the basis of much of your delivery but this should be reinforced with a variety of other teaching and learning processes, this might include the use of an occasional outside or guest speaker, simulation, role-play, brainstorming session, or student presentations. It is not necessary that you use them all of these approaches during your teaching of this module but a variety of delivery methods will stimulate the students and allow everyone to achieve at their highest potential.

The main rule to follow is that you bring the module to life and make it relevant and interesting.

It is assumed that you have ready use of the basic tools of whiteboard, flip chart and OHP and, additionally, you may have access to the Internet. Other resources that will be readily available include textbooks, newspapers and journals, balance sheets, resource packs (often given out by, for example, banks and insurance companies), past examination papers (in particular their case studies). Please do not overlook your own role in providing stimulus material e.g. task related to a current business event, photocopy of an article coupled with a discussion topic.

It is quite important that you appreciate that the International Diploma in Business programme is *holistic* or *integrated* i.e. the modules, whilst each is designed to be discrete or standalone, must be regarded as part of a whole course and a wider experience. A brief research of the modules in the syllabus compendium will indicate how the various modules have common areas and interlink with one another.

The Scheme of Work
You may have to revise or change the accompanying scheme of work to suit your own purposes but it offers an advised approach to Human resource Management. Activities or activity suggestions are included in the scheme but there may be more than you can use. Please keep in mind that this is an examined module ie your students will sit a two-hour written paper in either May or October. It is helpful to your students that they have frequent tasks and assignments to complete. Access to past papers and additional case study material is vital for every students success.

The object of the scheme of work is to:

- offer you a guide and help to keep you on track throughout the delivery of the module
- give you structure and purpose to your teaching
- identify what and how you are going to teach
- indicate what resources you will require
- indicate how many pieces of work you will issue and to suggest their form

The scheme of work is broken down into a series of topics and there is a guide as to how much time each topic might take to deliver. It is not the intention that, necessarily, you spend two or three hours on a topic in one teaching session but as you will know the time frames for your classes so you must adjust the scheme accordingly.

Scheme of Work

1.0 Understand Human Resource Management, its development, purpose and organisation (8 hours)

Session Plan One

Competence Criteria	Skills and Knowledge
• understand what 'Human Resource Management' is and how it has developed into its current form (1.1)	• meaning: Human Resource Management as the process for creating and maintaining relationships between organisations and the people who work for and with them • development: as a welfare activity; as a workforce centred activity, mediating between the organisation and the people it employs; as a management centred activity, supplying the organisation with one of the many types of resource which it needs to operate effectively

Notes on delivery and activities	Duration in hours
This element underpins the entire module. It is very important for students to understand why HRM is important and how it has developed over time. This is the opportunity to get the students to understand the importance of labour as a resource, and the changing treatment of the workforce. Factors such as motivation and the impact on production would link well with the other modules. 1) A good starting point is to make a company visit. A friendly company should be selected and someone in authority, preferably the HR manager, could explain to the students his/her role and the importance of the workforce. Visits need to be carefully managed, the company should be thoroughly and accurately briefed and visited by the teacher/lecturer before the visit. The size of the party should be manageable and the students should be fully briefed about what questions to ask and what to look for before the visit. 2) Use a timeline and produce a number of statements on strips of card. Ask the students to put these statements in time order. Statements that might be used are, "Workers should do as they are told"; "Workers are like machines"; "Workers are our most valuable resource" etc. These statements should reflect the changing attitudes towards the workforce in your country. You might also use statements showing the progression or decline of the trade unions and professional associations. **Defining Human Resources** The object of this task is to encourage the student to understand what human resource management does. It is quite usual for people closely involved in a profession or industry to use terms and titles with familiarity forgetting that others do not always understand what is meant. **Task**: You (and colleagues) have been asked to talk to a party of visiting school leavers about the company. Your topic is the human resources department and you need to prepare some notes. 1) Write down your definition of human resources management. 2) List and briefly discuss at least eight activities undertaken by the human resources department.	2

Session Plan Two

Competence Criteria	Skills and Knowledge
• understand the distinction between the operational and strategic purposes of Human Resource Management (1.2)	• operational purpose: providing and deploying the right mix of skills, knowledge and experience; controlling the costs of employment (wages and salaries, support costs, social costs); maintaining systems for motivating and developing individuals and resolving conflict; replenishing the organisation's human resources over time • strategic purpose: contributing specialist expertise to the medium and long term development of the organisation; creating the ability to react effectively to change; handling growth efficiently

Notes on Delivery and Activities	Duration in hours
This element draws the distinction between the day to day running (operational aspects) of a workforce and the planning needs of a company to achieve its long term goals, its strategic aims (strategic purpose). It is important for the students to realise that the mix, skills, qualifications etc, of the workforce is as important as the correct mix of raw materials or machines. This planning aspect is central to all businesses and should be linked to the concept of business objectives. On a daily basis issues will arise with the labour force and these must be dealt with. This element can be linked with concepts such as motivation. 1) Some parts of this element could also be achieved with a company visit. Part of the visit could include a discussion on the daily problems that HRM faces and part on the company's objectives and how they plan. To repeat, the correct organisation and preparation for the visit is vital. 2) On return from the visit, students in groups could present the HRM aspects of the business to the remainder of the group, concentrating on the strategic and operational elements. 3) Students could be given the details of a fictitious company, or a real company based locally, and be asked to list the operational aspects and problems of that company. After this stage the students could then be told that the company wishes to extend it's product range or diversify into another market. They could then produce a plan of the company's HR needs. **Human Resource Planning** The distinction between the functions or purposes of HR needs to be understood by the student. There are two functions or purposes of human resources - operational and strategic - and they need clarification. **Task:** Define the two HR functions and then give two examples of each function	3

Function	Definition	Examples of Activity
Operational		
Strategic		

The Functions of Human Resource Management

This area of the unit lends itself to small group discussion. The below activity offers some cases for discussion.

Task: Form a discussion or focus group with three to five members and discuss each of the following cases. Feedback your views, reactions and conclusions to a class plenary session.

Fatima gave a talk to a business club and some members challenged her views on human resource management. The following points were made:

1) An HR operation is expensive, even a luxury for a cost conscious company, and that appointments can be made by using employment agencies and unskilled and semi-skilled operatives can be taken on at the factory gate.

2) The welfare role of an HR department should be abandoned as there are other and more appropriate agencies equipped to deal with, for example, AIDS counselling, stress, alcoholism, bereavement counselling.

3) If all employees regardless of level and status were paid basic wages or salaries with the prospect of profit-sharing at the end of the year then they would work harder to ensure their earnings and the success of the company.

Session Plan Three

Competence Criteria	Skills and Knowledge
• describe and evaluate different approaches to the management of human resources (1.3)	• centralisation vs. de-centralisation; division of responsibilities between line managers and Human Resources (HR) specialists; different specialist roles in HR (e.g. Management Development, Employee Relations, Recruitment and Selection); HR

Notes on delivery and activities	Duration in hours
This element highlights the different ways in which HR representation at Board level can be organised. Some real examples of centralised and decentralised operations would be extremely useful at this stage. If these examples could be linked to the size and type of company it would be even more useful. A visual approach using organisational charts and emphasising the chain of command and span of control might help those who prefer a diagrammatic or visual approach and provide an alternative learning aid. 1. Provide organisational charts for three companies, small, medium and large. Each should have a different span of control and chain of command. The largest company should have many medium sized departments. Ask the students in groups to decide which system of HRM is best for each company and why (centralised or decentralised).Then ask then to list the advantages and disadvantages of each system chosen. 2. Gather a number of newspaper cuttings regarding HRM issues/problems - if these exist - and ask the students to discuss how a different approach might improve the situation or helped to avoid the problem. If no such press cutting exists, it is possible to produce your own 'stories' in a newspaper style. This might be preferred because it does allow greater control of what you wish them to learn and 'ideal' situations can be constructed. 3. Review the work of this module via tests, orally or through a case study that encompasses all of the work covered **Reorganising Human Resources** This case is about whether the human resources operation should be centralised or allowed to develop in its present decentralised form. The student should consider both options and so become aware of the issues. The new Human Resources Director has been given free reign to reorganise HR if she thinks fit. The company, Bucktowsing Medical Supplies, employs 8,500 people in 8 different plants, offices and distribution centres. What she has found does not please her. It has been the practice for head office to advise line managers in the various company locations of HR policies, procedures and guidelines but to encourage them to recruit (up to all but the most senior levels), agree pay, and resolve disputes. Fatima reckons that this situation only dilutes the effectiveness of the HR operation and results in differing agreements and practices throughout the company. She has told her deputy that he must concentrate on the day-to-day running of the division whilst she dismantles the present structure and concentrates it all at head office. **Task**: Bearing in mind that Fatima is intent on centralising the HR division consider the situation of Bucktowsing Medical Supplies and set out the arguments both for and against Fatima's plans.	3

2.0 Understand how the employment market, and the frameworks within which an organisation operates, affect the management of people (14 hours)

Session Plan Four

Competence Criteria	Skills and Knowledge
• describe the significance of the main features of the employment market (2.1)	• sectors of employment; age and gender trends; full-time vs. part-time vs. self-employment trends; unemployment rates; regional variations

Notes on delivery and activities	Duration in hours
It is important for students to see HRM within the context of the real world and this element links HRM to the local labour market. The strategic purpose of HRM can be linked to the availability of labour within the local area. Students should realise that whilst a company may have a strategic aim this is often heavily influenced by the availability of the correct type of labour. 1) Produce a grid for the students to complete with the terms for the different sectors of the labour market (gender; age distribution etc) on the Y-axis and boxes for the correct definition for each term. 2) In groups of no more than five, students should present three ways in which the structure of the labour market could be changed within your area, either in the short term or long term. **Trends** This small investigative exercise calls for the collection of population and employment statistics which will help the student appreciate certain features of the employment market. 1) Obtain figures on the employment and population trends in your country. Use the latest figures available and then attempt to obtain figures for five or ten years before (and if they are available even five or ten years before that as well). The farther back you can go the better so that some interesting comparisons and trends can be made. Find information for the following table	3.5

Year			
Population			
%age male			
%age female			
age distribution: <21 22-39 40-59 >60			
working population			
unemployed %age or total			
number in self-employment			

2) Indicate what conclusions you can draw from your figures and identify any growing trends

Session Plan Five

Competence Criteria	Skills and Knowledge
• understand the affect of other organisations or groups on HRM (2.2)	• trade unions; employer's associations; government agencies; professional bodies (e.g. British Medical Association; American Society of Training and Development; Hong Kong Management Association; International Maritime Organisation); customers and competitors

Notes on delivery and activities	Duration in hours
The way in which this module is approached will depend largely upon the context of your particular country or area. An attempt should be made to explain the role of all of the organisations listed with particular emphasis upon those that dominate the labour market locally or regionally. 1) A visit from an official of one of the organisations you study would be extremely useful. They could bring their literature and explain not only their own role but that of their union/organisation/body. It is important that the official or representative chosen is a good speaker and can relate to the students. Poor speakers can cause more harm than good. 2) Ask the students to conduct a survey amongst their parents, this could be done individually with the results collated in the classroom. The survey should concentrate upon which unions/organisations they are members of; reasons why; advantages and disadvantages etc. This should produce an overall picture of the importance of unions and organisations. **Professional Bodies** Professional bodies or associations are responsible for the setting of standards within a profession. **Task:** How would you explain to someone what 'setting of standards' means? Give examples of standards drawn form two or three professional associations. Representative organisations Trade unions, employers' associations and professional bodies are all representative organisations and have some effect upon the process of human resource management. **Task:** Undertake an investigation into these organisations (in your country) and enter the information you obtain on the grid.	3.5

Tasks			
Definition			
Five largest			
Brief case for its existence			
Brief case against its existence			

Session Plan Six

Competence Criteria	Skills and Knowledge
• describe and evaluate the influence of technical change on Human Resource Management (2.3)	• the creation of needs for new skills; the implications for career development and lifelong learning; how technology influences the way people's work is organised

Notes on delivery and activities	Duration in hours
This is a difficult module to deliver, and again the impact may depend upon the region or area in which the students live. The basic message of this module is that over time technology is constantly changing whether we like it not. The impact of this change is felt by the workforce, different products are demanded and different production processes developed. The result is that workers may lose their jobs, may need to retrain or adapt to the new technology.

The message from this is that workers must be flexible and their skills need constantly updating, the concept of lifelong learning. Ask each student to produce the name of one new product, one product that is no longer used and one example of new technology. Compile a class list for each category.
Then in groups ask the students to look at the impact on the workforce of each of the examples given and how the workers might adapt to the changes.

Lifelong learning

Change influences policymakers, managers and employees. These two cases focus on change issues.

The HR director was a teacher before becoming an HR specialist. She recently attended a conference on employee training, education and development and returned full of enthusiasm. Many of the ideas proposed appeal to her education background. One idea which she is keen to pursue is that of 'lifelong learning' and the responsibility she believes an employer has in encouraging and participating in it. The more traditional view might be that HR should only concern itself with the company's specific training and recruitment needs and not get involved in delivering what is the responsibility of the Ministry of Education.

Task: Explain what is meant by 'lifelong learning' and set down your thoughts on the case study.

Technology

In the annual report of Bucktowsing Medical Supplies there is a comment about the history of the company. Nowadays it employs 8,500 people with an impressive productivity record. 40 years ago it employed 10,000 and the output was a sixth of what it is now. 20 years ago the workforce had grown to 14,000 which produced a third of today's output. When asked to explain how a smaller workforce can be more efficient and effective, the Chairman replied 'Technology' and moved onto other business.

Task: Explain what the Chairman meant by 'Technology' and how it affects the way work is organised. | 3.5 |

Session Plan Seven

Competence Criteria	Skills and Knowledge
• understand the influence of the legal environment on how people are managed (2.4)	• pay-related legislation (e.g. sick pay, minimum wages); employment protection; equal opportunities; health and safety; maternity/paternity; training; job creation

Notes on delivery and activities	Duration in hours
This module can be potentially dry because it is very factual in content. Real life examples would be extremely useful to bring the content to life and make the material more relevant. The aim is to show what laws/regulations are in force to protect the worker and the employer and how they operate. It is also useful to discuss what might happen if these rules/laws are not followed. 1) Construct a number of short case studies that produce situations were the law is obviously being broken and ask the students to spot these and discuss how they should be dealt with. 2) Activities could be expanded to be set as a "tribunal" or court with one group of students representing the employer and another group representing the worker or workers. This should be based on one of the case studies constructed with the court making a judgement at the end. Time would need to be given to both sides to prepare their cases. The member of staff should act as the judge and ensure fair play. 3) Review the work of this module via tests, orally or through a case study that encompasses all of the work covered **The Working Environment** The focus here is on the legal issues associated with employment, one important aspect of the working structure. You have been criticising the safety policy of the company which has been the responsibility of the production division. Your view is that it should be a matter for the human resources department. You work in HR and your comments have resulted in your being given the job of suggesting a suitable and appropriate health and safety policy. **Task:** Draw up a list, containing at least eight issues or areas of attention, that you think are essential to helping to maintain a safe working environment. **Minimum Pay** Pay and pay-related issues are very important to employees. The notions of fair pay and social payments are not yet universal and their absence causes distress. The student is asked to examine two issues and to comment on them. Marshall Textiles is a clothing company located in the Pacific Rim and makes for a leading western fashion label. The average monthly pay for the garment workers in $40 despite the Government recommending employers pay the minimum survival wage of $75. The clothing sells in UK and European shops for vastly inflated prices e.g. a worker is paid less than $1 to make a skirt which ultimately sells for about $100. The government knows what's going on but will not press its recommendations because employers have said that to pay the minimum recommended wage would raise costs, leading to laying people off and going out of business.	

Task: Describe what you think is meant by minimum wage legislation and give your reaction to the situation described in the case.

Sick Pay

In some countries an employee who is off work ill may be entitled to 'sick pay' which is provided either by the employer or the State. This provision is generally income related.

Task: Investigate and describe what provision exists in your country either provided by government or the employer, for 'sick pay'.

3.0 Understand how organisations plan and meet their human resource requirements (14 hours)

Session Plan Eight

Competence Criteria	Skills and Knowledge
• outline approaches to human resource planning (3.1)	• analysis of current strengths and weaknesses (e.g. turnover and retention rates; absenteeism; length of service; job satisfaction; health and safety records; exit interview data); methods for forecasting supply and demand; succession planning

Notes on delivery and activities	Duration in hours
This session plan extends session plan four in that this is the use of those statistics to plan for the future. The concept of Demand and Supply should be explained but not in detail. In addition a company must assess it's own strengths and weaknesses and look for indicators to highlight those strengths and weaknesses. Awareness of the capability and performance is essential for a company to plan for the future. Students should be aware of all of the indicators and how to read them by the end of this module. A more challenging task might be to ask students to look at the development of local industry and predict the areas of growth and decline and then predict what labour levels would be required, including skill levels. **HR Planning** This task directs the student to recognise and define some of the main monitoring and planning instruments of human resource management. It also helps the student to broaden the appreciation of human resource activity. Human resource management involves regular analysis of workforce statistics which are used to assess strengths and weaknesses, and to assist in meeting current and forecast needs. **Task** : The following activities form an on-going concern for HR departments and require definition: <table><tr><td>workforce data</td><td>definition</td></tr><tr><td>retention rate</td><td></td></tr><tr><td>turnover rate</td><td></td></tr><tr><td>exit interview data</td><td></td></tr><tr><td>succession planning</td><td></td></tr></table> The opportunity exists here for role play. Two case studies are set out below and each requires two participants, one to act as an HR manager and the other as an employee. Students should prepare their cases and come together in an interview situation to explore and discuss the issues. Each interview should be time constrained to encourage a focus on decision making. The rest of the class will act as observers and will contribute their comments afterwards.	3.5

Absenteeism

Ahmed is usually absent on average for one day in every eight working days. His supervisor wants a telephone call on the day of absence but Ahmed never makes one or brings in a doctor's certificate. He always says he has been ill, that he has a recurring but unspecified complaint and his honesty should not be in question. The supervisor is not convinced that the absences are all genuine. She believes that anyone returning from an absence ought to be interviewed not as an act of discipline but to establish the reasons for the absence and whether or not it is a work related problem. Ahmed refuses to ring in and to be interviewed; he reckons it amounts to harassment.

Lateness

Hanna is persistently late for work and always by 20 minutes. This pattern has been going on for at least nine months and there seemed to be some understanding about it between Hanna and her supervisor. Hanna is a conscientious employee and never takes more than 20 minutes of her one-hour entitlement for lunch. Last week a new supervisor took over her section who does not tolerate the situation. Hanna is now unhappy and her work is suffering. The new supervisor has said that Hanna must report for work at the stated time or else she will be dismissed.

The fact that Hanna more than makes up for her lost time does not influence the new supervisor's attitude. She has been told by other members of the section that Hanna is widowed with two small children to bring up, her father is disabled, her mother died about a year ago. The supervisor is inflexible and firmly believes that Hanna should organise herself better keeping home and work totally separate. Hanna has been reported to the HR department to be disciplined.

Session Plan Nine

Competence Criteria	Skills and Knowledge
• describe and evaluate different types of employment contracts (3.2)	• full-time; part-time; fixed; for services; contracting out

Notes on delivery and activities	Duration in hours
This element is to enable the students to understand that different employment contracts exist and the reasons why. They should understand that patterns exist for the benefit of both the worker and the employer.	2

Provide the students with the local job vacancy information (newspapers adverts; job centre information; web site vacancies) and ask them to analyse the different employment contract and the type of job to which they are linked. This should enable them to see a pattern between the type of job and the type of contract offered.

Contracting-Out

The following exercises focus attention on two forms of employment contract. The student needs to understand that there are several different types.

The HR department has been undertaking a financial review and come to the conclusion that contracting-out some of the company's functions will reduce employment costs.

Task: Describe what contracting-out means and suggest the type of jobs that can be contracted-out and what advantages the company could reasonably expect to gain.

Part-time staff

Many companies offer part-time positions. The situation can suit both employer and employee.

Task: Give three advantages and three disadvantages of employing part-time staff:

No	Advantages	Disadvantages
1		
2		
3		

Session Plan Ten

Competence Criteria	Skills and Knowledge
• understand the recruitment and selection process (3.3)	• recruitment: purpose (finding the right person, avoiding discrimination, presenting a positive image of the organisation); job descriptions and person specifications; application forms; methods for attracting candidates (formal vs. informal, internal vs. external, choosing the right media); using agencies (public and private sector) • selection: letters of application and Curriculum Vitae's (CV's); application forms; references; tests (aptitude and psychometric); assessment centres; interviews

Notes on delivery and activities	Duration in hours
Students should understand the entire recruitment and selection process from the initial advertising of the vacancy to the final appointment. An analysis of each stage of the process with real examples will help to enhance the students understanding. Role-play. Construct an imaginary job advert or use one that has recently been published and ask the students to apply for the position with a full CV. Each student should then be interviewed by a panel of three students for the position. The panel should be rotated between all of the students and carefully briefed and guided by the teacher who should act as the Chair and fourth person on the interview panel. A discussion could then follow on what the students had learned from their interview experience and as a member of an interview panel. **Task:** The following cases which focus on practical recruitment situations and the student is asked to consider resolutions to them. Read the cases and then give your reaction to and assessment of each situation. Make sure that you can justify your arguments. **Discrimination** Mustapha was a regular soldier but was invalided out of the army owing to injuries sustained on mine clearing duties. He now has an artificial eye (his left) and an artificial arm (also his left), but he has a positive attitude, remains smart, and keen to start a new life. He has applied for the post of receptionist. He did not indicate on the application form that he had been severely wounded (he says there is no specific entry for this) and when he appeared for interview the panel were a little shocked by his appearance. Mustapha is upset because he has been turned down for the post of receptionist but been offered the lower paid post of warehouse clerk instead. The decision is justified by the HR department on the grounds that he omitted to report his injuries either on his form or in his letter and that his injuries would be off-putting to visitors. **References** The HR panel interviewed a candidate whose performance was impressive. The application form and accompanying CV were excellent. The candidate's attitude, body language, eye contact, and answers were all that they should be. The panel members were unanimous in their choice and he was offered the job subject to satisfactory references.	5

It is the company's policy to wait until after interviews before calling for references. The two referees named by the candidate replied very quickly - one offered an ambiguous statement and it is difficult to decide whether it is favourable or not, and the other offered a critical and damning appraisal suggesting incompetence, trouble-making and laziness.

Interview Technique

Task: Some people make interviewing look easy but it is a sensitive skill. Anyone expecting to interview should plan and prepare very carefully. Explain what the candidate means by her comments.

To give supervisors and junior managers experience of interviewing a series of mock interviews was arranged and the participants were assessed not only by HR staff but also by those agreeing to be interviewees. Ogon prepared for this exercise and had a long list of questions to ask and points to make. He seemed to think his handling of the situation was good but told the assessment panel that the 'candidate' was negative and did not answer very well. In a real situation he would not have offered a job to the candidate. In turn the 'candidate' criticised Ogon for:
a) being too well organised
b) being inflexible and only concerned with his points
c) asking closed questions

Role Play

Even though the situation is a contrived one, it is useful to practise interviewing skills.

Task: Work in a group of three: one will interview, another will be the interviewee, and the third will act as observer and note taker. As a team you should devise at least three situations so that each member can have experience of all three roles. The cases or situations need not be job vacancies (and you can use your knowledge in selecting those), they can deal with general HR problems e.g. an employee who is
a) 'blunt speaker' and often offends colleagues and even clients
b) given the choice between dismissal or demotion
c) suspected of the theft of company property
d) accused of sexual harassment

Application Documents

Clearly the foundation of the selection process is the application form and the design and suitability of this document differs from organisation to organisation.

The HR department was having its monthly staff meeting when someone criticised the company's standard application form reporting that candidates often complained that it was ill-designed e.g. qualifications are given the same space as the date of birth; that the overall effect was crowded and confusing. Countering the point another said that the submission of a CV remedied any shortcomings of the form.

Task:
1) Bearing in mind the criticisms stated above, design a standard application form
2) Explain what you believe to be the functions of the application form and the CV

Content of the Application form

The company's standard application form asks a candidate to reveal
- gender
- religion or creed
- race
- age
- marital status
- number of children
- disabilities

Task: Comment on the situation that over time applicants have objected to one or more of these items on the grounds that the information required is either irrelevant or suspected of being used as a means of discrimination.

Job Advertisement

Advertising is an element of recruitment and it is essential that a company projects the right image, places an eye-catching advert, avoids over-selling the prospects of working for it, and selects the appropriate medium.

The company advertised in the national press hoping to recruit 20 management trainees. The essential entry qualifications are a degree (in any subject) and at least two years industrial or commercial experience. The company is offering an attractive competitive salary, fringe benefits, and a profit-share scheme. However, there is no guarantee of continued employment after two years when the training comes to an end: trainees must then apply for permanent appointments and be subject to a rigorous selection process.

As the company is expanding and enjoying significant market penetration there are more opportunities for management. The advertisement was placed in a prestigious national daily and more than 550 people responded asking for application packs. In the event only 11 actually applied and, according to the HR team, only 4 of those addressed the demands of the job and person specifications.

Task: Suggest reasons why the application rate was so low.

The Media

Selecting the right medium is crucial to the selection process.

Task: Look at the five jobs in the following grid and suggest the appropriate medium or media for advertising these (available in your country) and give your reason(s):

No	post	medium/media	reasons
I	Finance Director		
2	Cleaner		
3	HR Manager		
4	Laboratory Assistant		
5	Truck Driver		

Session Plan Nine

Competence Criteria	Skills and Knowledge
• understand how the contract of employment can end (3.4)	• resignation; retirement; redundancy; dismissal

Notes on delivery and activities	Duration in hours
Contracts can be terminated in a number of ways and the students need to understand that it is not always through dismissal. It may be the decision of the employer, employee or a mutual agreement. The processes in each case are important and an overview of the legal aspects will help the understanding Review the work of this module via tests, orally or through a case study that encompasses all of the work covered **Contracts of Employment** A contract of employment may be brought to an end in one of four ways and the student needs to understand those methods. Define the four methods of bringing a contract of employment to an end. | method	definition
resignation	
retirement	
redundancy	
dismissal			3.5

4.0 Describe and evaluate the methods used to enable individuals and groups to work together effectively and resolve conflict (12 hours)

Session Plan Ten

Competence Criteria	Skills and Knowledge
• describe and evaluate different ways of organising work (4.1)	• different working patterns (e.g. day work, shift systems, flexitime; working at home) • different working structures (e.g. functional, product, territorial, matrix; permanent and temporary project terms and task groups)

Notes on delivery and activities	Duration in hours
This element can be linked to session plan nine and the different employment contracts. Students should already be aware of the different working patterns and the reasons for these patterns and so this may be reinforcement with examples. The working structures may be more of a problem. Real life examples of projects such as bridges and roads should explain the temporary and permanent aspects with multinationals being used for the territorial explanation. 1) Produce a list of jobs, more than 20, and ask the students to put the most and least appropriate working pattern by the side of each job. 2) Produce a list of tasks, more than 20, and ask the students to put the most and least appropriate working structure by the side of each task. **Working Patterns** This task asks the student to identify and evaluate different methods of working. Most medium and large scale organisations employ more than one working pattern and the choice is almost always dictated by the company's need to organise the workforce and equipment efficiently. **Task:** Define the following working patterns and give one advantage and one disadvantage of each from the employee's point of view. <table><tr><td>working pattern</td><td>definition</td><td>advantage</td><td>disadvantage</td></tr><tr><td>day work</td><td></td><td></td><td></td></tr><tr><td>shift work</td><td></td><td></td><td></td></tr><tr><td>flexitime</td><td></td><td></td><td></td></tr><tr><td>home working</td><td></td><td></td><td></td></tr></table> **Flexitime and Home or Teleworking** These two cases look at flexible working schemes and directs the student to examine alternatives to traditional shift and day work practices. Flexitime: Throughout Bucktowsing Medical Supplies i.e. eight sites, different working patterns are applied. Shift work operates in the production plants where fairly rigid hours are kept but the office staff, with some exceptions, have the benefit of flexitime. **Task:** 1) Describe how a flexitime scheme is meant to work 2) Consider whether or not it is possible or advisable to extend flexitime to *all* employees	3.5

Home or Teleworking: The Bucktowsing company obviously employs sales staff or representatives who travel about the country selling, maintaining contact with clients and developing goodwill. They all have desks in the Sales and Customer Relations Department and are required to attend the office on a regular basis to complete all their paperwork. For some staff attendance at the office involves a lot of travelling and the time that takes could be spent working for the company elsewhere. The manager insists on the situation because he wants to keep a tight control over the department but there is a growing dissatisfaction among the representatives. It has been suggested that apart from essential briefing sessions, new product launches, and the need to keep in touch with colleagues, the representatives need not work at head office.

Task:
1) Identify a solution to the problem outlined in the case study.
2) Suggest how you would equip and support a representative if s/he is not required to work at head office.

Working Structure

Every organisation has a structure and even if it doesn't fit a textbook description that doesn't mean that it will be unsuccessful. Structure tends to reflect culture and goals and it is people who make it work.

A team of management consultants have investigated your company and recommended that it is reorganised from having a functional structure to a matrix.

Task: Identify the features of a matrix structure and suggest two reasons in its favour and two against.

Session Plan Eleven

Competence Criteria	Skills and Knowledge
• describe and evaluate how organisations measure and monitor people's performance at work (4.2)	• standards, targets, key accountabilities and competencies; appraisal systems (forms, strengths and weaknesses); individual vs. team performance

Notes on delivery and activities	Duration in hours
Students need to realise that as firms try to be more competitive there is a need for firms to ensure that all of their resources are efficient. Labour, as the most valuable and flexible resource must also be monitored for efficiency. Certain groups have always been monitored through target setting, e.g. sales people. Others have been accountable to finish a task or job. Target setting and appraisal of a worker's contribution are the modern approaches. These should not simply be seen as negative but can be linked with motivation and life long learning.

Ask the students to produce a list of 15 jobs and occupations, the service industry should not be forgotten, and then for each job/occupation, to state the best method of assessing the workers' performance.

Performance Appraisal

If an organisation is to meet its targets it must be able to compare performance with actual outcomes. It is also important for a company to know the strengths and weaknesses of its staff and whether or not appropriate incentives and structures are in place to ensure satisfactory performance.

Cathay Cosmetics was recently taken over by an American conglomerate, Acme Industrials. Acme has been introducing new ideas almost on a daily basis. They have put in place a totally new management structure and are in the process of reorganising the HR division. One of their many new initiatives is performance appraisal, which is entirely new to the staff of Cathay Cosmetics. The prospect of being appraised is creating anxiety for employees, since Acme Industrials have the reputation for radically restructuring their companies with a resulting drastic reduction in the workforce. It is a widely held belief in Cathay that appraisal will be used to bring charges of incompetence and then dismissal or demotion.

Task: Knowing you to be an HR manager, a member of Cathay's staff has approached you as a friend for advice on appraisal:
Explain:
a) The purpose of staff appraisal
b) Describe just how an appraisal works

Accountability

Acme Industrials bought Cathay Cosmetics relatively cheaply because although the company was doing well and making a good profit it wasn't reaching its potential. Cathay has some good managers but the culture of the company does not seem to encourage staff to exploit opportunities. Acme are introducing a policy of management accountability along with redefined targets for Cathay. Some managers are wondering what this means.

Task: Firstly define what management accountability means and then explain how managers may or may not benefit from the policy. | 3.5 |

Session Plan Twelve

Competence Criteria	Skills and Knowledge
• describe and evaluate the use of different systems for communication and conflict resolution (4.3)	• information based systems (e.g. briefing structures, staff surveys) • individual problem-solving mechanisms (e.g. discipline and grievance procedures) • improvement initiatives (e.g. Total Quality Management, Kaizen (continuous improvement), mission statements) • formal consultation and negotiation systems (e.g. Works Councils, worker directors, committee structures (e.g. safety, consultation,) collective agreements)

Notes on delivery and activities	Duration in hours
This element is reasonably large and quite comprehensive but it should show to the students the importance of good communication and communication systems within a business. It should be stressed that success of a business is often determined the quality of the communication systems and methods. This element also provides the best opportunity to make the learning active through mini tasks and role-play. The students must understand all four of the strands of this element in detail. Review the work of this module via short tests or orally **Potential Conflict** Problems and conflicts will always occur among people and sometimes the cause may be misguided or hasty management, poor communications, difficult individuals or firmly held views. In order to avert problems some organisations support consultation and negotiation systems. The student needs to recognise the threat of potential disputes and how they might be dealt with. The following cases all deal with situations which need discussion (i.e. through consultation and negotiation), even education, before they get out of hand and become major conflicts requiring the use of discipline and grievance procedures. **Task:** Form a discussion group with three to five members and consider each of the following cases allowing no more than 30 minutes each. Feedback your reactions, views and conclusions to a class plenary session. The emphasis should be on understanding the issues and recommending suitable ways of avoiding further conflict. 1) It is has been a long established custom that at the end of a shift factory employees are allowed to leave their machines ten minutes before the official clocking-off time in order to wash and change. The new production director has calculated that the 1000 factory employees spending 10 minutes per day over a 50 week working year account for almost 42,000 hours. He feels this represents a lot of lost production and the company can no longer afford it. He has therefore decided, without reference to anyone else, to tell the factory employees that they must work those ten minutes. 2) Marcello Ponti has an unskilled and low paid job. He is a quiet man and has few friends in the company but his work is good and he is a reliable and respected employee. He has come to the attention of his manager because it has been reported that Marcello owns an expensive car. A fellow employee reported seeing him driving it. The manager has made some limited enquiries and is surprised to learn that Marcello is supporting his daughter at university and his house is well furnished. The manager called Marcello to	5

his office and sacked him since he refused to explain why he was apparently living above his means. The manager has justified his action because there is a serious problem of theft within the company.

3) The company has only recently recognised the right of its employees to join a trade union. This has resulted in most of the workforce joining the union which is now making various demands; in particular it wants collective agreements but management reckons it is up to each individual to negotiate pay and conditions because it keeps them motivated.

4) The General Secretary of the union has written to the company suggesting that an excellent way of motivating and involving employees is to appoint one or two worker directors to the Board. The idea has horrified the MD who says that employees should stick to what they know best, their jobs. The company would decline dramatically if directors were appointed without business experience.

Continuous Improvement

Quality and productivity are key words in most companies and there is increasing evidence of a willingness to involve the workforce in ensuring both aims.

Acme Industrials reckons it learnt a lot from the Japanese experience of Kaizen and has told Cathay Cosmetics to involve the workforce in problem solving and quality control.

Task: Explain what the concept of Kaizen means and how practical and effective you think it can be.

The Early Days of Mining

This exercise can be used as a summary of the module

Background

On arriving at work, a miner would receive a lamp to light his way underground. He descended to the pit bottom in a cage and then travelled to the coal face, where he would lie on his side to cut a horizontal groove about three feet deep, between the coal and the floor. The coal may have fallen by its own weight, or be assisted by wedges. The coal would be loaded into baskets which was taken to the wagons. Then a haulier would appear with his horses, and hitch them to the filled wagons and take them to the pit bottom.

For every ton of coal extracted, several tons of water may have been pumped to the surface. In wet pits such as these, working conditions are even more unpleasant.

Industrial relations in the Twentieth Century

In 1925, the owners tried to reduce miners' wages, and in July 1925 the TUC (Trade Union Congress – a group of unions) pledged support to the miners, including a sympathetic strike if necessary. Prime Minister Baldwin ordered a Commission of Inquiry under Sir Herbert Samuel, which recommended wage reductions lower than those the owners wanted.

Both sides rejected the findings, and the miners coined the phrase 'not a penny off the pay, not a second on the day'.

On 30th April 1926, the miners were locked out, and several days later the TUC called a general strike of particular trades. On the morning of 4th May 1926, transport halted; iron and steel mills stopped, printing presses were silent, building work did not begin. Solidarity was almost 100%.

The Government had prepared for this strike, and special constables and volunteers undertook essential work such as the distribution of food.

On 11th May, the TUC called out its further groups of workers, including shipyard workers and engineers. Again, the response was almost solid, but on 12th May, the TUC called off the strike. The miners were left on their own, and by November 1926 were starved back to work. Wages were reduced, hours increased and leaders victimised. Trade union membership fell.

The miners resented the outcome. They had accumulated debts during the strike. Many of the most militant miners were dismissed, and they were back at work, under the terms of their employers. Clearly, this did not bode well for future industrial relations.

At the outbreak of war coal mining was declared essential for the war effort, and the production achieved demonstrated a desire to do everything possible to assist the war effort. After the war, the mines were brought under state ownership. Nationalisation was first of all met with enthusiasm. Now, the state owned the mines, so the miners thought that everything would be fine. Unfortunately, this is not what happened.

The miners were a very powerful group. Coal was essential, and all those involved in the industry were members of the union. After years of being treated badly by greedy employers, the miners now felt that their days had arrived. They were needed, powerful, and the industry was state owned. They would be able to improve their pay and conditions. Indeed, this is what began to happen, so that by the early 1960s, the miners were relatively well paid, very well organised and militant. They expected to be treated with respect by any government.

The 1970s saw the miners in conflict with successive governments, and when Mrs. Thatcher became Prime Minister in 1979, the miners were regarded as the most radical union. Thus inevitably led to conflict with the government, and in the mid-1980s, a national dispute took place. It was long and bitter, but the result was similar to 1926. The miners were forced back to work.

Since then, many mines have been closed, very few working miners remain, and the union has been forced to amalgamate to survive. The days of King Coal have disappeared.

The Miners of Winterly

The history of the mines of Winterly is very similar to the history of the British mining industry. The miners of Winterly had always believed in solidarity, and had always been prepared to stand up for their rights.

If anyone had wanted to write the history of the General Strike in Winterly, they would have uncovered an interesting tale.

The Owners

Most of the mines were owned by the Earl of Stoneshire. He had no interest in them, or how they were run, as long as they gave him a good income.

He employed an Agent to look after his mining interests. The Agent, Robert Hillier, simply wanted high profits. He appointed Managers to each coal mine. He ensured that they had some knowledge of the mining industry, otherwise there could be real disasters, but he also ensured that they were as eager to produce coal, and, therefore, profit as he was himself.

Thus, the managers were themselves totally unsympathetic to the miners. They were interested in maximum output, and little else. Thus, they themselves appointed under-managers with similar outlooks, and these were the men who had direct influence over what happened at the pit face.

The pit deputies were traditionally appointed from the miners themselves, and were usually promoted because they had particular skills, rather than because of their support for the management's positions, but, of course, if the choice was a deputy with more feeling for the management's position or the collier's, the former would be appointed.

Thus, the management of the Winterly coal field was authoritarian, with production seen as the main objective. The miners were paid, and were paid quite well compared with many other industries, but they were regarded as coal getters rather than human beings.

Tasks

1) Imagine that you worked in one of the mines around Winterly in 1900. Describe how you would have felt about your working conditions.
2) Outline the advantages and disadvantages for the workers of forming a trade union.
3) How would the miners of Winterly have begun to establish a trade union?
4) You have been given the job of convincing the rest of the workforce to join a trade union. Produce:
   i) A poster
   ii) A short article for a newspaper
   iii) A speech to be delivered at a public meeting
5) How would modern practitioners of human resource management view the attitudes of management in the early days?
6) Outline the ways in industrial relations may have been improved.

5.0 Explain and analyse how organisations reward, motivate and develop employees (12 hours)

Session Plan Thirteen

Competence Criteria	Skills and Knowledge
• explain the use of different methods of payment and reward (5.1)	• financial reward – salaries vs. wages; fixed rates; piece-work; payment by results; annualised hours; bonuses and profit-sharing systems; share option schemes; pensions • fringe benefits (e.g. holidays, company cars, cheap loans, subsidised food and accommodation, health care, preferential access to the organisation's products or services)

Notes on delivery and activities	Duration in hours
It will be necessary to distinguish between 'financial rewards' and 'fringe benefits' and the fact that 'fringe benefits' are often given as an alternative to money because they are usually tax-free. The different forms of payment are quite technical and will need to be teacher led whereas the fringe benefit should come from the students. At the end the teacher should ensure that the students fully understand all of the terms used above. 1) Use list from session plan eleven, where the students produced a list of jobs and occupations, and ask them to decide which is the most appropriate method of payment for each job/occupation. 2) Part of Activity 33 in the Tutor support guide could be used alternatively this could be used when competence criteria 5.2 is complete. **Fringe benefits** Whilst the level of pay is important it is the fringe benefits which help motivate personnel and also reflects status. Take a look at the following list of fringe benefits and then number them in the order of your priority i.e. give 1 to the benefit which you think would motivate you most and 12 to the one with least appeal. <table><tr><td></td><td>company car with unlimited personal use</td></tr><tr><td></td><td>non-contributory pension scheme</td></tr><tr><td></td><td>subsidised meals</td></tr><tr><td></td><td>discounts when buying the company's products</td></tr><tr><td></td><td>private medical insurance covering you and your family</td></tr><tr><td></td><td>paid study leave</td></tr><tr><td></td><td>free sports facilities</td></tr><tr><td></td><td>Profit-sharing scheme</td></tr><tr><td></td><td>entertainment allowance</td></tr><tr><td></td><td>low interest loan scheme</td></tr><tr><td></td><td>travel allowance</td></tr><tr><td></td><td>share option scheme</td></tr></table>	3

Session Plan Fourteen

Competence Criteria	Skills and Knowledge
• explain how organisations identify the type and level of reward they offer employees (5.2)	• influence of the marketplace for particular skills/qualifications; legal constraints; regional variations; bargaining strength of individuals/groups; differentials; the need for rewards to fit the organisation's structure, technology and objectives

Notes on delivery and activities	Duration in hours
It will be necessary to revisit the work on demand and supply and explain the concepts of excess demand and excess supply. From this point shortages and surpluses should arise along with the methods of curing these situations. The theory should be sufficient to provide a level of understanding of the different rewards paid without venturing into economics at a higher level. 1) Produce a list of five very different jobs and ask the students to state the minimum payment they would expect for each. The results should provide a discussion point regarding the type of job and it's difficulty. 2) Ask the students to imagine that they had no qualifications; some qualifications and a degree from a university. What type of job would they expect to do and what rate of pay would they expect? 3) A discussion should follow with reasons for their decisions. The following tasks introduce the student to various pay and reward schemes. **Payments and Rewards** The new Managing Director is of the opinion that competition being the lifeblood of both country and company should be an element in the pay and reward structure. She has informed the HR department that she is considering a massive restructuring of pay and incentives i.e. 1) Profit sharing for all employees 2) Payment by results for production and sales employees 3) Share option schemes for all senior executives **Task:** Define each of these schemes and explain how they might encourage the MD's idea of introducing competition into the pay and reward structure. **Annualised hours** The pattern of work in one small section is subject to seasonal variation. It means that at peak times employees can earn overtime but during the slack times they do not earn a full week's wage only working part days. The company has decided to consult the employees in this section with a view to introducing annualised hours. **Task:** You are given the job of convincing the employees that annualised hours would benefit both company and employee. Define annualised hours and suggest the advantages of the method. **Differentials** The company has decided that employees on the lowest levels of pay are not earning enough. The employees undertake hard, dirty and often dangerous work and their pay barely lifts them above subsistence level. The pay increase to the low paid has been opposed by the skilled workers who are complaining that their differentials will be eroded.	3

Task: Explain what is meant by differentials and why the skilled workers are upset.

Pay Levels

At a recent HR conference the issue of pay was discussed. One view was that each job should be assessed for its content and degree of difficulty and a specific rate of pay then determined which should be paid to the job holders. Another suggested that once the job had been assessed recruitment depended upon such factors as age, cost of living, skills, qualifications, level of unemployment. Whilst a pay scale can be agreed the actual pay for any individual depends upon bargaining power e.g. a high level of unemployment will force pay rates down whilst a shortage of skilled personnel will increase pay.

Task: Think about this case and then identify what you think is the basis of a fair and workable pay policy.

Session Plan Fifteen

Competence Criteria	Skills and Knowledge
• understand and analyse how the nature of work contributes to motivation (5.3)	• working conditions; job satisfaction; promotion; working relationships (both with colleagues and managers); recognition; variety; levels of responsibility; leadership

Notes on delivery and activities	Duration in hours
This element is about motivation and whilst it is not necessary to detail all of the motivational theories it is important to look at a selection of theories briefly. Often the students can provide a comprehensive list of what motivates them and discussions can follow from this point. Discussions regarding Taylor, Maslow, Herzberg, Mayo and McGregor are sufficient to illustrate the importance and role of motivation. This element can be linked back to many of the previous elements. • allow each student 10 minutes to produce a list of what motivates and demotivates him or her at school or college. From this produce a class list and then ask the group to link all of the factors to the theories discussed. **Job Satisfaction** Most people have to work for money and some may not find it a pleasant or rewarding activity. Even if they are well motivated the lack of reward or recognition can eventually destroy the keenness to do a good job. A millionaire businessman says he no longer works for pay but for the pleasure he gets in owning and running a large company. He also said that the economy would be in better shape if the workforce at large did not ask for pay rises, they should be satisfied that they have jobs. Occasionally he gives his workers a small bonus to motivate them. **Task**: 1) Explain what job satisfaction means. 2) Identify the various factors, incentives and circumstances which would enable you to achieve job satisfaction.	3

Session Plan Sixteen

Competence Criteria	Skills and Knowledge
• understand and evaluate the main features of training and development (5.3)	• objectives of training and development (individual vs. organisational); training needs analysis; line managers' responsibilities; induction training; internal vs. external training; training on and off the job; qualifications and certification; government supported initiatives

Notes on delivery and activities	Duration in hours
This element should be linked to competence criteria 2.3 and the concept of lifelong learning. The objectives of training and development are very important as is the needs analysis which should be linked to the demand for labour and the rewards available. The full induction process should be explained and this can be linked to the concepts of motivation, professional development and labour efficiency. Review the work of this module via tests, orally or through a case study that encompasses all of the work covered **Training Cycle** Training is not just a passing and casual HR activity - it has to be planned. These practical tasks direct the student to think about the training path. You are interested in transferring from your present department to the HR department. At the interview you are given several tasks to complete. In one you were given six cards and on each one was written a component of the training cycle: <table><tr><td>train</td><td>identify the gaps</td></tr><tr><td>review the business plan</td><td>evaluate</td></tr><tr><td>identify the skills needed</td><td>plan training</td></tr></table> **Task:** Put these activities in a logical order and then create a diagram to illustrate the training cycle. **Definitions** Define the following terms giving at least one advantage and one disadvantage for each: <table><tr><th>term</th><th>definition</th><th>advantage(s)</th><th>disadvantage(s)</th></tr><tr><td>work shadowing</td><td></td><td></td><td></td></tr><tr><td>mentoring</td><td></td><td></td><td></td></tr><tr><td>off-the-job training</td><td></td><td></td><td></td></tr><tr><td>on-the-job training</td><td></td><td></td><td></td></tr></table>	3

Resources

Recommended Text
Hall, Jones & Raffo, Business Studies, (2000), Causeway Press
Chapters 47 - 64

Secondary texts
Marcouse, Gillespie, Martin, Surridge & Wall, Business Studies, (1999) Hodder & Stoughton
Units 30 - 45

Chambers, Hall & Squires, Business Studies, (2000) Longman

Bartol and Martin, Management, 2nd edition, McGraw Hill

R Bennett, Management, 3rd Edition, M&E Pitman Publishing

Lines, Marcouse & Martin, The complete A-Z Business Studies Handbook, (2000) Hodder & Stoughton

Specialist HRM publications/journals

Newspapers, local and national.

Websites

www.ipd.co.uk Chartered Institute of Personnel and Development

www.bized.ac.uk Business education website