### SESSION PLAN

**COURSE:** ABE Level 4 Principles of HR

**ELEMENT:** Element 3 – Resourcing, reward and performance

## **LEARNING OUTCOME 3**

**Summarise the role and function of human resources within the key areas of resourcing, reward, and performance (Weighting 40%)**

3.1 Outline different methods of recruitment and selection

3.2 Recommend the most effective techniques for retaining talent within the organisation

3.3 Outline key performance management activities and initiatives (including high performance working)

3.4 Recommend creative and effective policies for reward management

3.5 Analyse the relationship between resourcing, performance management and rewarding talent, and how this contributes to the achievement of business objectives

**NUMBER OF SESSIONS:** Five - approximately 30 hours in total

**SESSION TOPICS:** Session 1: Different methods of recruitment and selection

Session 2: The most effective techniques for retaining talent within the organisation

Session 3: Key performance management activities and initiatives

Session 4: Creative and effective policies for reward management

Session 5: The relationship between resourcing, performance management and rewarding talent

**Note to tutors: This is the recommended session plan for Learning Outcome 3 of Element 3 of the ABE L4 Principles of HR unit. You should follow the plan, using the resources (referenced as ‘slides’ here) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

### SESSION 1: Different methods of recruitment and selection (7-8 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| Introduction to session and learning outcomes | Use file: **RESOURCE Element 3 LO3 The role and function of human resources within the key areas of resourcing, reward and performance.pptx** Learning outcome 3Assessment criteria 3.1 | 1-4 |  |  |
| What is recruitment and selection? | Questions for general class discussion: what do understand by the terms ‘**recruitment**’ and ‘**selection**’? What do you think is the difference between the two?’ | 5 | Students to listen, take notes and participate in class discussions throughout, as appropriate. |  |
| Discuss slide with definitions |  | Participate in class discussion, sharing their experiences of recruitment and selectionComment on provided definitions |  |
| The recruitment and selection process | Set pairs activity to identify stages in the recruitment process (without looking at their Study Guides). Comment on stages provided – are there any differences, any more they could add? | 6-8 | Students to listen, take notes and participate in class discussions throughout, as appropriate. |  |
| Discuss slide with recruitment stages |  | In pairs, complete the activity on stages in the recruitment process for an Office Administrator vacancy. | Activity 1 – Element 3 LO3 AC3.1 – Stages of the recruitment and selection process |
| Explain what should go into a Job Description and Person Specification.*(****Note to tutors:*** *any local examples of Job Descriptions and Person Specifications that could be shown here?)* |  |  |  |
| Set pairs activity to produce a Job Description and Person Specification |  | In pairs, produce a Job Description and Person Specification for the Office Administrator vacancy discussed earlier | Activity 2 – Element 3 LO3 AC3.1 – Job descriptions and person specifications |
| Where to advertise? | Questions for class discussion – how many different places could a job be advertised? What are the strengths and weaknesses of each place?(Possible answers are on the slide) | 9 | Students to listen, take notes and participate in class discussions throughout, as appropriate. |  |
| Set Activity 1 from the Study Guide as a classroom activity |  | Participate in class discussion on places where jobs are advertisedIn pairs, complete Activity 1 in the Study Guide |  |
| Types of recruitment | Explain the different types of recruitment and which are the common ones in your local area? | 10 | Students to listen, take notes and participate in class discussions throughout, as appropriate. |  |
| Set pairs activity on strengths and weaknesses of some of the different types of recruitment. |  | In pairs, identify the strengths and weaknesses of:* Employment Agencies
* Graduate recruitment
* Educational liaison
* Headhunters
 | Activity 3 – Element 3 LO3 AC3.1 – Types of recruitment |
| Different selection methods | Explain different selection methods, and discuss the strengths and weaknesses of these in class | 11 | Students to listen, take notes and participate in class discussions throughout, as appropriate. |  |
| Set Activity 2 from the Study Guide to continue the work on this activity (to be done in the same pairs as before) |  | Participate in class discussion on strengths and weaknesses of different selection methods.In pairs, using the work already undertaken on the recruitment of an Office Administrator in earlier sessions, now complete Activity 2 in the Study Guide. |  |
| Set Activity 3 as a homework activity. |  | **Homework activity**: Activity 3 from the Study Guide |  |
| Recruitment difficulties | Discuss the law that relates to recruitment and selection. *(****Note to tutors:*** 1. *Are there any local case studies that could be used to illustrate law in practice?*
2. *This activity should only be used if the homework has been completed)*
 | 13 | Students to listen, take notes and participate in class discussions throughout, as appropriate.Participate in class discussion on laws that relate to the recruitment and selection process in your country. |  |
| Discuss Evaluation of Recruitment reference (on slide) – how can you evaluate the effectiveness of recruitment? What data could be used to prove this?(possible answers could be – how much money is spent on advertising, how many people apply, how many applicants meet the necessary job requirements etc)Explain different recruitment difficulties (i.e. where an organisation has been unable to find the right person to fill a vacancy) and possible solutions such as:* Re-do the job description requirements?
* Re-do the person specification requirements?
* Re-think your approach to advertising the vacancy?
* Can you improve the terms and conditions for the vacancy?
 |  | Participate in class discussion on solutions to evaluation of recruitment. |  |
| Question for class discussion: any other solutions to recruitment difficulties? What are the consequences of making these changes (e.g. if terms and conditions are improved for the new person, would current staff be jealous? |  | Participate in class discussion on solutions to evaluation of recruitment difficulties. |  |
| Review of session and learning outcomes | Set revision questions on the slides; students to mark their own answers in class. |  | Students to listen and answer quiz questions; mark answers in class |  |

### SESSION 2: The most effective techniques for retaining talent within the organisation (2-3 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative assessment** |
| Introduction to session and learning outcomes | Use file: **RESOURCE Element 3 LO3 The role and function of human resources within the key areas of resourcing, reward and performance.pptx** Learning outcome 3Assessment criteria 3.2 | 14 |  |  |
| Measurement and costs of staff turnover | Define the term ‘staff turnover’ and give the formula to be able to calculate it | 15-16 | Students to listen, take notes and participate in class discussions throughout, as appropriate. |  |
| Set exercise to practise the calculations, and discuss possible reasons for turnover |  | Calculate the turnover rates for 3 different companies | Activity 4 - Element 3 LO3 AC3.2 – Staff turnover |
| Discuss why it is expensive to have high rates of staff turnover |  | Participate in class discussion – why is it expensive to have high rates of staff turnover |  |
| Reasons why employees might leave an organisation | Discuss different reasons why employees might leave an organisation | 17-18 | Students to listen, take notes and participate in class discussions throughout, as appropriate. |  |
| Set pairs activity – Activity 5 from the Study Guide – think of an organisation locally that you both know, and make a list of the things that organisation could do to keep labour low.Discuss slide of possible ways to improve staff turnover |  | Participate in discussion why employees might leave an organisation |  |
|  |  | Activity 5 from the Study Guide in pairsParticipate in discussion of how to improve staff turnover |  |
| Review of session and learning outcomes | Ask questions in class to test understanding of labour turnover and retention of staff |  | Answer questions to demonstrate understanding of key aspects of this Element |  |

### SESSION 3: Key performance management activities and initiatives(6-7 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative assessment** |
| Introduction to session and learning outcomes | Use file: **RESOURCE Element 3 LO3 The role and function of human resources within the key areas of resourcing, reward and performance.pptx** Learning outcome 3Assessment criteria 3.3 | 19 |  |  |
| What is performance management? | Explain what performance management means and how it is managed | 20-21 | Students to listen, take notes and participate in class discussions throughout, as appropriate. |  |
|  | Pairs activity: how can performance be measured for workers in an HR department, Finance department, factory workers, managers? |  | Pairs activity – how can performance be measured for different types of employees? | Activity 5 – Element 3 LO3 AC3.3 – How can performance be measured? |
| What are the main stages of the performance management cycle? | Discuss the main stages of the performance management cycle:* **Plan** (set objectives and development plans)
* **Act** (carry out the plans
* **Monitor** (monitor progress, give feedback, provide coaching, address under-performance)
* **Review** (agree strengths, agree areas for improvement, build on strengths)

*[****Note to tutors:*** *this is a different example to that in the Study Guide to illustrate the point that there are many different versions of cycle]* | 22-23 | Students to listen, take notes and participate in class discussions throughout, as appropriate. |  |
| Pairs’ activity – compare and contrast the version of the performance management cycle on this slide and in the Study Guide. Feedback thoughts to a class discussion.Discuss the term ‘performance appraisal’ |  | Pairs activity – compare the performance management cycle in the Study Guide with the one here. In what way are they similar, in what way are they different? Which is better, in your view. Feedback your thoughts in a class discussion | Activity 6 – Element 3 LO3 AC3.3 – Main stages of a performance management cycle |
| Set activity (in groups of 2 or 3 people) to construct a form that a manager could use for a performance appraisal for their staff*[****Note to tutors:*** *are there any local business examples of performance appraisals that could support this activity?]* |  | In small groups, construct a form that a manager could use for performance appraisal. | Activity 7 – Element 3 LO3 AC3.3 – Performance appraisal |
| Homework activity: read the article “Make performance management systems work for your company – Seven steps to successful outcomes” and answer the question set.Human Resource Management International DigestVol. 22 Iss 4 pp. 33 – 35 |  | Homework activity: read the article “Make performance management systems work for your company – Seven steps to successful outcomes” and answer this question: Select 3 of the steps mentioned in this article and provide a checklist for managers to do, to achieve success in that areaHuman Resource Management International DigestVol. 22 Iss 4 pp. 33 – 35(This article will be available in your online student resources) | Activity 8 – Element 3 LO3 AC3.3 – Successful performance appraisals |
| High Performance Working (HPW) | Discuss the term ‘high performance working’ and the practices that combine to be considered as HPW, according to Pfeffer (1998).*[****Note to tutors:*** *HPW is also discussed in Session 5]* | 24-25 | Students to listen, take notes and participate in class discussions throughout, as appropriate.Participate in class discussion on Pfeffer’s Seven Practices to achieve HPW. |  |
| Activity: in pairs, go through each of Pfeffer’s points – what could HR do or put in place to achieve each of those in practice? |  | In pairs, go through each of Pfeffer’s points – what could HR do or put in place to achieve each of those in practice? Pfeffer came up with this model in 1998 – is it still current today, do you think? | Activity 9 – Element 3 LO3 AC3.3 – HPW |
| Review of session and learning outcomes | Ask questions in class to test understanding of labour turnover and retention of staff |  | Answer questions to demonstrate understanding of key aspects of this Element |  |

### SESSION 4: Creative and effective policies for reward management(5-6 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative assessment** |
| Introduction to session and learning outcomes | Use file: **RESOURCE Element 3 LO3 The role and function of human resources within the key areas of resourcing, reward and performance.pptx** Learning outcome 3Assessment criteria 3.4 | 26 |  |  |
| What is reward management? | Class discussion – what does **reward** and **reward** **management** mean to you?Explain definition on slide | 27 | Students to listen, take notes and participate in class discussions throughout, as appropriate. Participate in class discussion on the meaning of reward, and reward management |  |
| What are the aims of reward management? | Explain the aims of reward | 28 | Students to listen, take notes and participate in class discussions throughout, as appropriate. |  |
| Pairs activity – what specific reward management practices can help to achieve each of these aims e.g. performance bonus to encourage high performance |  | Pairs activity - what specific reward management practices can help to achieve each of these aims? | Activity 10 - Element 3 LO3 AC3.4 – The aims of reward management |
| Key reward perspectives | Explain slide of reward stakeholders | 29 | Students to listen, take notes and participate in class discussions throughout, as appropriate.  |  |
| Pairs activity: think of an organisation known to you both. Who are the key stakeholders in the reward management strategy of the organisation? Explain your choices.Stakeholders might include: **senior management** (interested in high employee performance so might use performance-related pay, but want to keep costs down), **line managers** (who might be involved in pay decisions for staff), **employees** and **trade unions** (want to receive as much pay as possible) and the **government** (who would want employers to keep pay rises low, to help control inflation). |  | Pairs activity: think of an organisation known to you both. Who are the key stakeholders in the reward management strategy of the organisation? Explain your choices | Activity 11 - Element 3 LO3 AC3.4 – Key stakeholders in reward |
| Rewards policy and practice: key elements to know | Explain slide of Rewards Policy & Practice – key elements to know | 30 | Students to listen, take notes and participate in class discussions throughout, as appropriate. |  |
| Class discussion in these – what is the importance of each element for the organisation? |  | Participate in class discussion on Rewards Policy & Practice – key elements to know |  |
| Key reward techniques | Explain slides on key reward techniques: grade & pay structures; job evaluation; market rates analysis; performance-related pay | 31 | Students to listen, take notes and participate in class discussions throughout, as appropriate.  |  |
| In groups of 3-4, consider each of these techniques. What are their strengths and limitations? How does each contribute to effective reward management? |  | Group activity - In groups of 3-4, consider each of these techniques. What are their strengths and limitations? How does each contribute to effective reward management? | Activity 12 - Element 3 LO3 AC3.4 – Key reward techniques |
| Types of reward | Explain slide on benefits | 32 | Students to listen, take notes and participate in class discussions throughout, as appropriate.  |  |
| Explain slide on extrinsic and intrinsic rewardActivity – working on their own, students to identify how many of the rewards listed are Intrinsic rewards. Go through answers in class. Discuss answers.*[****Note to tutors:*** *answers = sense of achievement, opportunity to use many of their skills, and a challenging job]* | 33-34 | Individual activity – Intrinsic or Extrinsic? | Activity 13 – Element 3 LO3 AC3.4 – Intrinsic versus extrinsic rewards |
| Explain slide on Total RewardPairs activity – interview question on Total Reward | 35 | Pairs activity - you have been invited for an interview as a Reward manager for a large hospital. As part of the interview you are to make a brief presentation entitled ‘Total Reward Systems – how employees and employers benefit’. Outline and justify the main points that you would want to make. | Activity 14 – Element 3 LO3 AC3.4 – total reward |
| Significance of fairness, consistency and transparency in reward | Explain slide on fairness, consistency and transparency in reward. | 36 | Students to listen, take notes and participate in class discussions throughout, as appropriate.  |  |
| In groups of 2-3: you are the HR Manager of a chain of 3 hotels. What reward guidelines would you put in place to promote fairness, consistency and transparency in reward? What are the potential problems you might face in ensuring this happens in practice? |  | Group activity – you are the HR Manager of a chain of 3 hotels. What reward guidelines would you put in place to promote fairness, consistency and transparency in reward? What are the potential problems you might face in ensuring this happens in practice? | Activity 15 - Element 3 LO3 AC3.4 – fairness, consistency and transparency in reward |
| Review of session and learning outcomes | Issue Homework activity – questions to revise knowledge learned from the slides. |  | Students to complete homework activity and hand in for marking. | Activity 16 - Element 3 LO3 AC3.3 – revision |

### SESSION 5: The relationship between resourcing, performance management and rewarding talent (5-6 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative assessment** |
| Introduction to session and learning outcomes | Use file: **RESOURCE Element 3 LO3 The role and function of human resources within the key areas of resourcing, reward and performance.pptx** Learning outcome 3Assessment criteria 3.5 | 37 |  |  |
| The value of effective recruitment and induction | Remind the class of the definitions of recruitment and induction. | 38 | Students to listen, take notes and participate in class discussions throughout, as appropriate. |  |
| Set group activity – students into 4 groups, with each looking at one of the questions, to then feedback to the rest of the class: 1. How would you define a successful recruitment strategy, from the point of view of the employer?
2. What can go wrong in recruitment?
3. How would you define successful induction, from the point of view of the employer?
4. What can go wrong in induction?
 |  | Group activity – to identify the value of effective recruitment and induction | Activity 17 – Element 3 LO3 AC3.5 – Effective recruitment and induction |
| Homework activity (in preparation for the next lesson)Read **“How firms can attract top talent: The growing influence of non-financial rewards”**Human Resource Management International Digest, Vol. 24 Issue 1 pp. 24-26. |  | Homework activity – read **How firms can attract top talent: The growing influence of non-financial rewards** and make notes to answer the following questions (which will be discussed in class):1. What, according to the article, are the specific recruitment problems facing certain companies today? What are the reasons for this?
2. How can non-financial rewards help?
3. How can non-financial rewards, therefore, help with employee performance?

(This article will be available in your online student resources.) | Activity 18 – Element 3 LO3 AC3.5 – Non-financial rewards |
| The relationship between reward, employee performance and positive organisational outcomes | Refer back to the homework activity and put students in small groups of 3-4, to discuss their findings:Homework activity – to read **How firms can attract top talent: The growing influence of non-financial rewards** and make notes to answer the following questions:1. What, according to the article, are the specific recruitment problems facing certain companies today? What are the reasons for this?
2. How can non-financial rewards help?
3. How can non-financial rewards, therefore, help with employee performance?

<http://dx.doi.org/10.1108/HRMID-10-2015-0156>Groups to feed back to the class on their findings. Draw this all together with the question: **What, then, is the relationship between reward, employee performance and positive organisational outcomes?** |  | Students to listen, take notes and participate in class discussions throughout, as appropriate. Participate in group activity following on from the homework activity previously. | Activity 19 – Element 3 LO3 AC3.5 – Reward, performance and organisational outcomes |
| The links between HPW, sustainable organisational performance and competitive advantage  | Discuss key findings around High Performance Working academic research (according to Thompson & Heron (2005)).Class discussion – how does high performance working (HPW) link to the achievement of sustainable organisational performance and competitive advantage? | 39-40 | Students to listen, take notes and participate in class discussions throughout, as appropriate. Participate in class discussion how does high performance working (HPW) link to the achievement of sustainable organisational performance and competitive advantage? |  |
| Pairs activity – Activity 9 of the Study Guide. |  | Pairs activity – Activity 9 of the Study Guide |  |
| Review of session and learning outcomes | Ask questions in class to test understanding of recruitment, induction and HPW and how they contribute to high levels of organisational performance |  | Students to listen, take notes and participate in class discussions throughout, as appropriate. Answer questions to demonstrate understanding of key aspects of this Element |  |