### SESSION PLAN

**COURSE:** ABE Level 5: Human Resource Management

**ELEMENT:** Element 1: Concept of HRM

## LEARNING OUTCOME 1

**Analyse the concept of human resource management (HRM) and its impact upon organisations (20%)**

* 1. Discuss the concept of HRM in relation to the traditional approach of personnel management
  2. Analyse the main HR activities involved within HRM
  3. Analyse the external and internal factors influencing HRM practice
  4. Evaluate the ways the HR function contributes to the organisation
  5. Discuss the ways in which the HR function can be evaluated

**NUMBER OF SESSIONS:** Five - approximately sixteen to twenty hours in total, plus self-study.

**SESSION TOPICS:** Session 1: The concept of HRM

Session 2: HRM activities

Session 3: External and internal factors

Session 4: The contribution of HR

Session 5: Evaluating the HR function

**Note to tutors: these are the recommended session outlines for element 1, learning outcome 1 of ABE Level 5 Human Resource Management. You should follow the plan, using the resources (referenced as ‘slides’) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

### Session 1: The concept of HRM

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 3-4 hours | Introduction to session and learning outcomes | Use file: **5UHRM Tutor Presentation LO1**  Assessment Criterion 1.1 | 1-4 | Listen |  | |
| The concept of HRM | Background:   * Human Resource Management (HRM) is a relatively new term * HRM is not a pure science * Push toward becoming a strategic function.   Refer to Study Guide to expand. | 5 | Listen, make notes and respond to questions. |  | |
| Facilitate **Class Discussion:**  Draw discussion together by highlighting how although many departments have been renamed as HR, because of the size and value of HR in the organisation some HR functions can still act as personnel administrators. It depends very much on organisation leaders, HR professionals and the size of the HR function. | 6 | Contribute to **Class discussion**.  *“*Human resource management can be defined as a strategic, integrated and coherent approach to employment, development and well-being for the people working in organisations.” Armstrong and Taylor (2014)  How evident is this in workplaces with which you are familiar?  Discuss giving reasons for your point of view. |  | |
| Models of HRM:   * The Guest Model * The Harvard Model * Hard Model of HRM * Hard and Soft HRM.   Refer to Study Guide to expand. | 7-10 | Listen, make notes and respond to questions. |  | |
| Models of HRM | Facilitate **Paired Activity 1**  Many organisations would say that their people are their most important asset. Using the different HRM models assess an organisation with which you are familiar to determine whether they have adopted a Hard or Soft model of HRM.  Facilitate pairs, answering any queries as required. Coordinate feedback. |  | Using the different HRM models assess an organisation with which you are familiar to determine whether they have adopted a Hard or Soft model of HRM  Listen, make notes and ask questions as necessary. | **5UHRM E1 LO1 Activity 1 -**  **Hard or Soft HRM** | |
| The Warwick model.  Refer to Study Guide to expand. | 11 | Listen, make notes and ask questions as necessary. |  |
| HRM versus personnel | Characteristics of HRM v. Personnel.  Refer to the Study Guide to expand. | 12 | Listen, make notes and ask questions as necessary. |  |
| Watch the Youtube video [The Future of HR by Peter Cheese](https://www.youtube.com/watch?v=AsATNv2ZGgE) at https://www.youtube.com/watch?v=AsATNv2ZGgE  Draw a model of HR for the future. How does it differ from the models you have studied? Give reasons for those differences.  Set **Homework Activity 2.** |  | Listen and ask questions as necessary.  Individual activity as homework. | **5UHRM E1 LO1 Activity 2 – Model of Future HRM** |

### Session 2: HRM activities

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 4 hours | Introduction to session and learning outcomes | Use file: **5UHRM Tutor Presentation LO1**  Assessment Criterion 1.2 | 13 | Listen |  | |
| HRM v personnel | Facilitate feedback on **Homework Activity 2**  Explain that given the view of the future it is hard to determine what the work place would look like, but what we do know is the current models of HRM will no doubt be redundant. | 14 | Contribute to discussion.  Listen and makes notes. |  | |
| HRM activities | Background   * The HR function covers a number of different areas relating to employment practices * HR professional can be involved in both strategic and operational activities. * There are many different HR activities   Refer to Study Guide to expand. | 15 | Listen, make notes and ask questions as necessary. |  | |
| Facilitate **Class Discussion** to bring out the following points:   * What activities are a priority will depend on the priorities and philosophy of the business. * It will also depend on the HR needs at the time. * But, all HR activities are important and should be balanced to achieve horizontal integration – have we defined HI at this stage? | 16 | **Class Discussion**  In your view what is the most important HR activity? Give reasons for your answer.  Discuss. |  | |
| People resourcing   * Workforce planning * Employer branding * Employer value proposition * Recruitment and selection * Talent management and succession planning * Absence and turnover management * Managing employee retention including induction * Managing flexibility including operational flexibility and flexible working * Downsizing.   Refer to Study Guide to expand highlighting the role of people resourcing in ensuring that the organisation has the employee capability it needs for current and future workforce needs. Discuss the changes and shifts in demographics and the impact these have on recruitment. | 17 | Listen, make notes and ask questions as necessary. |  | |
| Reward   * Design, implementation and maintenance of reward systems * Job evaluation * Benchmarking * Design and management of grade and pay structures * Performance management processes * Reward and recognition schemes including financial and non-financial rewards * Employee benefits, including financial and non-financial benefits.   Refer to the Study Guide to expand, highlighting how reward management is more than simply ensuring employees are on the payroll. | 18 | Listen, make notes and ask questions as necessary. |  | |
| Facilitate **Small Group Activity 3**  Facilitate small groups, answering any queries as required. Coordinate feedback, how reward activity helps to contribute to attracting people to the organisation and support employee retention. |  | **Activity 3**  How does reward activity support people resourcing activity? | **5UHRM E1 LO1 Activity 3 – Reward and People Resourcing** | |
| Employee relations   * Psychological contract * Employment contract, including terms and conditions * Discipline and grievance * Health and safety * Communication and participation, including employee voice and involvement * Employee commitment and engagement * Employment practices.   Refer to Study Guide highlighting that employee relations relates to the pay-work arrangements between employee and organisation. | 19 | Listen, make notes and ask questions as necessary. |  | |
| HRD   * Learning and development * Culture change * Organisation development * Organisation design * Performance management * Knowledge management * Leadership and management development * Learning management.   Refer to Study Guide to expand explaining that HRD goes beyond simply organising training courses and instead is a strategic activity, which plans for developing organisational capability for achievement of medium and long-term organisational goals | 20 | Listen, make notes and ask questions as necessary. |  |
| Brief on **Homework Activity 4**  Explain the difference between the following concepts:   * Training * Learning * Development.   Why is this distinction important when thinking about HRD activity? |  | Listen and ask questions as necessary  Individual activity as homework. | **5UHRM E1 LO1 Activity 4 – Training, Learning and Development** |

### Session 3: External and internal factors

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 3-4 hours | Introduction to session and learning outcomes | Use file: **5UHRM TUTOR PRESENTATION LO1**  Assessment Criterion 1.3 | 21 | Listen |  | |
| HR activities | Facilitate feedback on **Homework Activity 4**  Share your findings on the differences between Training, Learning and Development. Why is this distinction important when thinking about HRD activity?  Review any differences of opinion. | 22 | Contribute to discussion.  Listen and makes notes. |  | |
| Internal and external context | Background   * HRM does not take place in a vacuum. * Internally the organisation is a complex inter-related social system. * Externally the business environment comprises a number of different forces, which impact upon organisational activity.     Refer to Study Guide to expand. | 23 | Listen and makes notes. |  | |
| Facilitate a **Class Discussion** to bring out the following points:   * Key trends relating to your countries labour market * The impact of local, national and international political on employment law * The impact of mega-trends such as globalisation and technology.   Additional YouTube Video which can be used:  [Chip and Skin](https://www.youtube.com/watch?v=7JPlTEnUO4E) at <https://www.youtube.com/watch?v=7JPlTEnUO4E> | 24 | What are the biggest issues and trends that are affecting organisations in your country?  Contribute to discussion, listen and makes notes. |  | |
| Examination of the external environment   * Political * Economic * Social – cultural * Technological * Legal * Environmental.   Refer to Study Guide to expand. | 25 | Listen, make notes and ask questions as necessary. |  | |
| Facilitate **Paired Activity 5**  Facilitate paired activity, answering any queries as required. Coordinate feedback speculating how quite possibly HR might be one of the jobs that is consigned to history, and that leisure managers might be the new HR managers.  An additional video which can be used is:  [CIPD Profession for the future](https://www.youtube.com/watch?v=cmj4yP53_pI) at <https://www.youtube.com/watch?v=cmj4yP53_pI>. |  | Carry out **Activity 5**  Watch [A renaissance - the coming end of human work](https://www.youtube.com/watch?v=CNF9U_Bvo50) at <https://www.youtube.com/watch?v=CNF9U_Bvo50>.  The trend toward automation of work is increasing. What role could HR play in the renaissance Kevin Surace predicts, if any?  Listen, make notes and ask questions as necessary. | **5UHRM E1 LO1 Activity 5 – A Renaissance** | |
| Examination of the internal environment   * Organisational structure * Culture * Managerial skills * Change management.   Refer to the Study Guide to expand.  Additional videos which can be used include:  [Fish Philosophy](https://www.youtube.com/watch?v=-ZKiJejNRtw) at <https://www.youtube.com/watch?v=-ZKiJejNRtw>.    [Flight attendant rapping safety briefing](https://www.youtube.com/watch?v=DYA_ivyj3kE) at <https://www.youtube.com/watch?v=DYA_ivyj3kE>.  [The GAAP Rap](https://www.youtube.com/watch?v=7P2-vEtXSug) at <https://www.youtube.com/watch?v=7P2-vEtXSug>.  [How to Lead Change Management](https://www.youtube.com/watch?v=PQ0doKfhecQ) at <https://www.youtube.com/watch?v=PQ0doKfhecQ>. | 26 | Listen, make notes and ask questions as necessary. |  | |
| Brief on **Homework Activity 6**  What role does HR have in creating, changing or supporting culture? Provide evidence for your answer. |  | Listen and ask questions as necessary  Individual activity as homework. | **5UHRM E1 LO1 Activity 6 –**  **HR’s role in Culture** |

### Session 4: The contribution of HR

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 3-4 hours | Introduction to session and learning outcomes | Use file: **LO2 RESOURCE**  Assessment Criterion 1.4 | 27 | Listen |  | |
| Internal and external context | Facilitate Feedback on **Homework Activity 6**:  Share your findings on the role HR has in creating, changing or supporting culture. | 28 | Contribute to discussion  Listen, ask questions and makes notes. |  | |
| Added value | Facilitate **Class Discussion** drawing out:   * This is a soft HRM perspective * People are the only asset that cannot be replicated or copied by competitors * Investment in people means they increase in value, increase retention? Motivation? * Adds value? * Improves culture * Makes it easier to recruit. | 29 | Contribute to **Class Discussion**  “People are definitely a company’s greatest asset. It doesn’t make any difference whether the product is cars or cosmetics. A company is only as good as the people it keeps.” Mary Kay Ash.  Discuss  Join in discussion, listen and make notes. |  | |
| The concept of added value   * A financial perspective * Difference between what HRM practices cost and the amount of value that HRM contributes * Guest et al (2003) suggested that a particular bundle of HR practices would lead to:   + Improved employee attitudes   + Reduced absenteeism   + Reduced turnover   + Increased productivity.     Refer to Study Guide to expand | 30 | Listen, make notes and ask questions as necessary. |  |
| Competitive advantage - HR contribution   * Provide insight * Business strategy formulation * Organisation effectiveness * Change management * Expert advice * Efficient services   Refer to Study Guide to expand | 31 | Listen, make notes and ask questions as necessary. |  |
| Brief on **Homework Activity 7**  Research an organisation with which you are familiar. Identify and write a case study of a situation in the organisation where HR has made a key contribution. |  | Listen and ask questions as necessary  Individual activity as homework. | **5UHRM E1 LO1 Activity 7 – A Contribution Case Study** |

### Session 5: Evaluating the HR function

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 3-4 hours | Introduction to session and learning outcomes | Use file: **5UHRM TUTOR PRESENTATION LO1**  Assessment Criterion 1.5 | 32 | Listen |  | |
| Added value | Facilitate Feedback on **Homework Activity 7**:  Share the contributions HR has made in organisations with which you are familiar. | 33 | Contribute to discussion  Listen, ask questions and makes notes. |  | |
| HR’s contribution | Background   * There are numerous definitions of evaluation, and evaluation can mean different things depending on context. * It has been defined as: * *“the process of determining the merit, worth or value of something or the product of that process.” Scriven (1991)* * *“the systematic and ongoing processes for gathering data about programmes, organizations, and whole societies to enhance knowledge and decision making.” Russ-Eft (2014)*   Refer to Study Guide to expand. | 34 | Listen, make notes and ask questions as necessary. |  | |
| Facilitate **Class Discussion** drawing out:   * Need to know that what HR is doing is have a positive impact * Ensures that what HR is doing is aligned to delivering the organisations strategy | 35 | Contribute to **Class Discussion**  “Why is it important to determine how well HR works?  Discuss  Join in discussion, listen and make notes. |  |
| Methods of evaluation   * Outcome evaluations assess the effectiveness of HR practices/strategy in delivering change. * Process evaluations assess how a program outcome or impact was achieved * KPIS * Absence figures * Turnover? * Triple bottom line     Refer to Study Guide to expand | 36 | Listen, make notes and ask questions as necessary. |  |
| Types of performance measures   * Profit v. cost * Time, effect and reaction.   Refer to Study Guide to expand and ask whether they could think of any others. | 37-38 | Listen, make notes and ask questions as necessary. |  |
| Facilitate **Small Group Activity 8**  Facilitate paired activity, answering any queries as required. Coordinate feedback highlight that it is difficult to attribute cost and revenue to a lot HR activity. It also doesn’t take into account the longer term impact of HR activity – such as engagement, commitment etc. |  | Carry out **Small Group** **Activity 8**  What are the reasons why Return on Investment is not a perfect solution to evaluating the contribution of HR?  Listen, make notes and ask questions as necessary. | **5UHRM E1 LO1 Activity 8 – Return on Investment** |
| Balanced scorecard   * Strategic perspective * Customer perspective * Operational perspective * Financial perspective.   Refer to Study Guide to expand. | 39 | Listen, make notes and ask questions as necessary. |  |
| Quantitative and qualitative measures   * Quantitative measures – objective performance measures that use numbers * Qualitative measures – subjective performance measures represented by language.   Refer to Study Guide to expand. | 40 | Listen, make notes and ask questions as necessary. |  |
| The use of data   * There are four steps to a cost-benefit analysis:   + Identify costs and benefits   + Assign a monetary value to the identified costs   + Assign a monetary value to the identified benefits   + Compare costs and benefits.     Refer to Study Guide to expand. | 41 | Listen, make notes and ask questions as necessary. |  |
| Brief on **Homework Activity 9.**  Investigate how data is used by HR in an organisation with which you are familiar. What performance measures are used and why? |  | Listen and ask questions as necessary  Individual activity as homework. | **5UHRM E1 LO1 Activity 9 – HR data use** |
|  | Review of session and learning outcomes |  | 42 | Listen and ask any questions you have on what was covered under this learning outcome. |  |