### SESSION PLAN

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

**ELEMENT:** Element 2: Application of HRM processes

## LEARNING OUTCOME 2

**Assess the processes that arise from the application of human resource management in the workplace (20%)**

* 1. Analyse the role strategic HRM plays in organisational performance
	2. Evaluate the role HR policies play in defining organisational values
	3. Assess the effectiveness of competency based approaches

**NUMBER OF SESSIONS:** Three - approximately twelve to thirteen hours in total, plus self-study.

**SESSION TOPICS:** Session 1: Strategic HRM

Session 2: HR policies

Session 3: Competency based approaches

**Note to tutors: these are the recommended session outlines for element 2, learning outcome 2 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: Strategic HRM

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| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 5 hours | Introduction to session and learning outcomes | Use file: **5UHRM TUTOR PRESENTATION E2**Assessment Criterion 2.1 | 1-4 | Listen |  |
| HR’s contribution | Debrief on **Homework Activity 9, LO1**Share how data was used by HR in an organisation with which you are familiar and what performance measures are used and why.Facilitate a discussion on the way data can be used to drive the performance of the organisation forward. | 5 | Contribute to discussion.Listen, ask questions and makes notes. |  |
| Strategic HR | Background* Organisational leaders rely on people to bring their expertise, skills and enthusiasm to deliver high quality products and services.
* HRM processes can deliver added value to help organisations achieve competitive advantage.
* An effective HR function is essential in delivering a productive workplace
* HR practices which are the essential ingredient which links people management and organisation performance.

 Refer to Study Guide to expand. | 6 | Listen, make notes and ask questions as necessary. |  |
| Facilitate **Class Debate** to bring out the following points:* HR is administration, operational and strategic, all those roles are important.
* However, it is the strategic expertise in ensuring the organisation has the right people capabilities at the right time where HR can add real value.
 | 7 | **Class Debate**Join one of two groups either for or against the proposal.10 minutes to prepare arguments.“This house proposes that it’s not HR’s job to be strategic.’’Contribute to discussion.Listen, ask questions and makes notes. |  |
| Definitions of strategic HRM* Strategic HRM focuses on the fit between HR and organisation.
* HRM activities need to be coherent and mutually supportive of both the HR strategy and that of the organisation strategy.
* A long-term approach to developing and implementing HRM.
* Integrated with organisation strategy.

Refer to Study Guide to expand. | 8 | Listen, make notes and ask questions as necessary. |  |
| Strategic integrations and coherence* External fit with business strategies.
* Vertical integration, which links the business strategy, the external environment and HR policies and practices.
* Internal fit between different aspects of HR strategy.
* Horizontal integration of HRM activities ensures compatibility of various HR activities avoiding policy conflicts.
* Coherence is a criteria that HR strategies and activities are consistent with each other.

 Refer to Study Guide to expand. | 9 | Listen, make notes and ask questions as necessary. |  |
| Bundling – Configuration Model* Bundles of HR practices in specific compositions, lead to greater levels of business performance.
* Depends on the organisation’s context.

  | 10 | Listen, make notes and ask questions as necessary. |  |
| Brief **Paired Activity 1** Facilitate discussion and answer questions as necessary. Debrief activity. |  | **Paired Activity 1**Read [High Performance Work Practices](http://www.employment-studies.co.uk/system/files/resources/files/mp36.pdf) at <http://www.employment-studies.co.uk/system/files/resources/files/mp36.pdf>.What impact do bundles of HR practices contribute to individual and organisation performance? Prepare notes and contribute to discussion. | **5UHRM E2 LO2 Activity 1****Bundles of HR Practice** |
| Strategic integration* Organisational purpose
* Environmental analysis
* Organisation strategy
* HR strategy
* HRD
* Resourcing
* Employee relations
* Reward.

HR Strategy Development.Bridging the gap between current position and desired future.Refer Study Guide to expand. | 11 - 12 | Listen, make notes and ask questions as necessary. |  |
| Brief on **Homework Activity 2**Research how HR strategy was developed in an organisation with which you are familiar. How much attention was paid to vertical and horizontal fit, and the external environment? |  | Listen and ask questions as necessaryIndividual activity as homework | **5UHRM E2 LO2 Activity 2****HR Strategy Development** |

### Session 2: HR policies

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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 E2**Assessment Criterion 2.2 | 13 | Listen |  |
| Strategic HR | Debrief on **Homework Activity 2**Share how HR strategy was developed and how much attention was paid to vertical and horizontal fit, and the external environment.Facilitate discussion. | 14 | Contribute to discussion.Listen, ask questions and makes notes. |  |
| HR policies | Brief **Class Discussion** drawing out:* If there are people in an organisation then HR policies are important.
* Outline the organisations values in regards to their people asset.
* All organisation need the right skills, at the right time to remain competitive.
* High turnover, high absence and low engagement is costly regardless of the size of the organisation.
 | 15 | **Class Discussion**Organisations of all shapes and sizes can benefit hugely from HR expertise.Discuss Contribute to discussion.Listen, ask questions and makes notes. |  |
| HR Policy* Diversity and equity
* Dignity at work
* Bullying and harassment
* Employee well-being
* Transactions are one-off exchanges between an organisation and a stakeholder.

Refer to Study Guide to expand | 16 | Listen, ask questions and makes notes. |  |
| Brief on **Homework Activity 3**Read [The cost of workplace bullying and harassment](http://www.managementtoday.co.uk/cost-workplace-bullying/article/1372942) at http://www.managementtoday.co.uk/cost-workplace-bullying/article/1372942. How can HR practices, policies and activity help managers so that workplace bullying and harassment stops? Give reasons for your answer. |  | Listen and ask questions as necessaryIndividual activity as homework. | **5UHRM E2 LO2 Activity 3****Bullying and Harassment** |

### Session 3: Competency based approaches

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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 E2**Assessment Criterion 2.3 | 17 | Listen |  |
| HR policies | Debrief on **Homework Activity 3**Share your ideas and reasons for how HR practices, policies and activity help managers so that workplace bullying and harassment stops. Facilitate discussion. | 18 | Contribute to discussion.Listen, ask questions and makes notes. |  |
| Competencies | Brief **Class Discussion** drawing out:* There are pros and cons to this approach.
* In a service based organisation attitude/behaviour is important.
* But unskilled employers can cause huge damage to a company’s reputation if they are incompetent.
* Good training needs to be in in place to support employees if they lack skills and knowledge.
 | 19 | **Class Discussion**[People Management Lessons from Disney](https://cdns3.trainingindustry.com/media/3532077/disneypeoplemanagementlessons.pdf) at <https://cdns3.trainingindustry.com/media/3532077/disneypeoplemanagementlessons.pdf>Is attitude more important than aptitude in the workplace?Discuss. Listen, ask questions and make notes. |  |
| Concept of competencies* Behavioural
* Technical
* Qualification/professional
* *“'Competency' is more precisely defined as the behaviours that employees must have, or must acquire, to input into a situation in order to achieve high levels of performance, while 'competence' relates to a system of minimum standards or is demonstrated by performance and outputs.”*

*CIPD (2009)* Refer to Study Guide to expand. | 20 | Listen, ask questions and makes notes. |  |
| Types of competencies* Role specific - the knowledge skills and abilities needed for specific professional and technical roles. Examples include:
	+ Decision modelling and risk analysis
	+ Accountancy skills
	+ Project management.
* Generic competencies - required for employees to succeed regardless of job role. Examples include:
	+ Problem solving
	+ Planning and organising
	+ Business awareness.

 Refer to Study Guide to expand. | 21 | Listen, ask questions and makes notes. |  |
| Brief **Individual Activity 4**Facilitate Individual activity and answer questions as necessary. Debrief activity. |  | **Individual Activity 4**Write down a list of your competencies:* Behavioural
* Technical
* Qualification/Professional
* Role Specific/Generic.
 | **5UHRM E2 LO2 Activity 4****Competencies** |
| The role of competencies* Recruitment and selection
* Learning and development
* Reward management.

Refer to Study Guide to expand. | 22 | Listen, ask questions and makes notes |  |
| Brief on **Homework Activity 5**Research an organisation with which you are familiar. How are competencies used within the organisation? How much are they horizontally integrated across HR practices? |  | Listen and ask questions as necessaryIndividual activity as homework. | **5UHRM E2 LO2 Activity 5****Integration** |
| Review of sessions and learning outcomes |  | 23 | Listen and ask any questions you have on what was covered under this learning outcome.  |  |