### SESSION PLAN

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

**ELEMENT:** Element 3: HRM procedures and practices

## LEARNING OUTCOME 3

**Appraise the various procedures and practices involved in HRM including human resource planning, resourcing, employee development, relations and reward, and evaluate their application (40%)**

* + 1. Discuss the process of human resource planning and its role in HRM
  1. Appraise the activities involved in employee resourcing
  2. Appraise the activities involved in employee development
  3. Appraise the activities involved in employee relations
  4. Appraise the activities involved in employee reward

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

**SESSION TOPICS:** Session 1: Human resource planning

Session 2: Employee resourcing

Session 3: Employee development

Session 4: Employee relations

Session 5: Employee reward

**Note to tutors: these are the recommended session outlines for element 3, learning outcome 3 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: Human resource planning

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 4-5 hours | Introduction to session and learning outcomes | Use file: **5UHRM TUTOR PRESENTATION E3**  Assessment Criterion 3.1 | 1 - 4 | Listen |  | |
| Competencies | Debrief **Homework Activity 5, LO2**  Share you research on what competencies are used within the organisation and how much they are horizontally integrated across HR practices.  Provide feedback. | 5 | Contribute to discussion.  Listen, ask questions and makes notes. |  | |
| Human resource planning | Background   * The HR function needs to support people in the organisation to be effective and make effective choices enabling the organisation to achieve its goals. * The efficient design of HR procedures and practices depends upon human resource planning and the value added at each forecasting step.   + Employee resourcing - the attraction of applicants to the organisation who meet the required criteria.   + Employee development - the development of the human.   + Employee relations - the retention of employees.   + Employee reward - the structure and management of the remuneration and benefits.     Refer to Study Guide to expand. | 6 | Listen, ask questions and make notes. |  | |
| Brief **Class Discussion** drawing out:   * Without a plan you won’t know what resources are needed to deliver the organisation’s strategy. * You wouldn’t know what skills you have in the business – and what skills you need to deliver the organisation strategy * Your reward would be based on ad-hoc decisions. * The strength of your employment relationship will be inconsistent. * Emergent versus planned strategies. | 7 | **Class Discussion**  It is not necessary to have a human resource plan.  Contribute to discussion.  Listen, ask questions and make notes. |  | |
| Soft and Hard HRM   * Hard Human Resource Planning is:   + Logical and rational approach focused on managing the cost of human resources.   + HRM is unitarist emphasising organisational effectiveness   + Focused on individual employee motivation and aspiration reducing collective bargaining issues. * Soft Human Resource Planning is:   + Focused on the human to support activities, which deliver highly motivated, skilled and loyal employees   + HRM is pluralist emphasising the management the employment relationship   + Focused on community within the organisation and the wider society.   + Focused on external and collective issues.   Refer to Study Guide to expand. Review the difference between the two and which one students believe is needed the most. | 8 | Listen, ask questions and make notes. |  | |
| Human Resource Planning   * Gathering and analysing information * Identifying HR objectives * Design and implementation of HR interventions * Monitoring and evaluation   Refer to Study Guide to expand | 9 | Listen, ask questions and make notes. |  | |
| Brief **Group Activity 1**  Facilitate discussion and answer questions as necessary. Debrief activity. |  | **Group Activity 1**  Identify the forms of internal and external HR data that you will need to collect and analysis to develop an HR plan. Contribute to discussion  Listen, ask questions and makes notes. | **5UHRM E3 LO3 Activity 1**  **Internal and External HR Data** | |
| Human resource planning   * Rationalisation * Succession planning * Employee development.   Refer to Study Guide to expand. | 10 | Listen, ask questions and makes notes. |  | |
| Brief on **Homework Activity 2**  Describe what success looks like in your present role.  Fast forward five years: Does success in your role look the same? If not, what’s different? |  | Listen and ask questions as necessary.  Individual activity as homework. | **5UHRM E3 LO3 Activity 2**  **Present and Future Success** |

### Session 2: Employee resourcing

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 4-5 hours | Introduction to session and learning outcomes | Use file: **5UHRM TUTOR PRESENTATION E3**  Assessment Criterion 3.2 | 11 | Listen |  | |
| Human resource planning | Debrief **Homework Activity 2**  Review how success factors change in current role versus possible future roles.  Facilitate discussion. | 12 | Contribute to discussion. Listen and make notes on other people’s contributions. |  | |
| Employee resourcing | Facilitate **Class Discussion** to bring out the following points:   * A poor recruitment decision will mean that the work that needs to be done by the new employee won’t be done effectively. * It will also cause problems and pressure for team members – leading to conflict, demotivation and dysfunction. * The line manager will be spending time trying to manage poor performance rather than doing other tasks to support the team. * What this can be caused by, for example, poor preparation and poor job specification. Bad interviewing skills? | 13 | **Class Discussion**  Covering the extra work created because there is a vacancy is better for the team than recruiting someone who is a bad fit for the organisation and the team.  Contribute to discussion.  Listen, ask questions and makes notes. |  | |
| Employee resourcing   * Recruitment and selection * Induction * Release from the organisation.   Refer to Study Guide to expand. | 14 | Listen, ask questions and makes notes. |  | |
| Brief **Paired Activity 3**  Facilitate discussion and answer questions as necessary. Debrief activity. |  | **Paired Activity 3**  Identify the advantages and disadvantages of having transparent and open conversations about exiting employees from an organisation. Consider both the employee and employer perspective.  Contribute to discussion.  Listen, ask questions and makes notes. | **5UHRM E3 LO3 Activity 3**  **Exiting Employees** | |
| Performance management | Performance management   * A systematic process to improve organisational, team and individual performance. * Clarifies performance expectations and highlights areas for the development of organisational and individual capability. * Contributes to the management of individual performance but also the development of organisational performance. * An individual’s development needs can be identified. * Performance reviews also feed into an organisation’s reward system. * Contributes positively to employee relations by developing positive relationships between managers and employees.     Refer to Study Guide to expand. | 15 | Listen, ask questions and makes notes. |  | |
| Brief on **Homework Activity 4**  Some organisations such as [Accenture](http://www.personneltoday.com/hr/end-annual-appraisal-whats-next-performance-management/) are getting rid of annual appraisals – see <http://www.personneltoday.com/hr/end-annual-appraisal-whats-next-performance-management/>. Research how performance management should be practiced to deliver a positive contribution to organisations. |  | Listen and ask questions as necessary.  Individual activity as homework. | **5UHRM E3 LO3 Activity 4**  **Performance Management** |

### Session plan 3: Employee development

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 4-5 hours | Introduction to session and learning outcomes | Use file: **5UHRM TUTOR PRESENTATION E3**  Assessment Criterion 3.3 | 16 | Listen |  | |
| Performance management | Debrief **Homework Activity 4**  Share ideas on how performance management should be practiced to contribution positively to organisations  Facilitate discussion | 17 | Contribute to discussion. Listen and make notes on other people’s contributions. |  | |
| The learning organisation | Facilitate **Class Discussion** to bring out the following points:   * If they don’t develop employees then skills will stagnant and become outdated. * Staff may look for development opportunities elsewhere. * Staff won’t have the agility to change with changes in organisational needs. | 18 | **Class Discussion**  Why should employers invest in the development of their employees?    Contribute to discussion.  Listen, ask questions and makes notes. |  | |
| Learning theory   * Behaviourist theories * Cognitive learning theory * Experiential learning theory * Social learning theory.   Refer to Study Guide to expand. | 19 | Listen, ask questions and makes notes. |  | |
| Learning organisation  An organisation *"where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole (reality) together."*  *(Senge 1992)*    Refer to Study Guide to expand. | 20 | Listen, ask questions and makes notes |  | |
| Five domains of the learning organisation   * Systems thinking * Personal mastery * Mental models * Building a shared vision * Team learning. | 21 | Listen, ask questions and makes notes. |  | |
| Brief **Small Group Activity 5**  Working in small groups Facilitate discussion and answer questions as necessary. Debrief activity. |  | **Small Group Activity 5**  Watch[**In a world of systems**](https://www.youtube.com/watch?v=A_BtS008J0k) on YouTube at <https://www.youtube.com/watch?v=A_BtS008J0k>.  How can systems thinking be used to help HR to optimise the outcome of its practices to improve organisational performance? Develop examples of possible HR feedback loops.  Make notes and give feedback on key points.  Listen, ask questions and makes notes. | **5UHRM E3 LO3 Activity 5**  **Systems thinking** | |
| Employment development | Continuous development   * Identifies development opportunities relating to professional competencies. * Improves performance and effectiveness on the job. * Involves the professional documenting their development. * Focused on continuously enhancing skills, knowledge and experience. * Ensures that the individual remains competent throughout their professional career.   Refer to Study Guide to expand. | 22 | Listen, ask questions and makes notes. |  |
| Self-managed learning   * Individual taking responsibility for their own personal and professional development. * Manages their own learning. * Taking the initiative to learn new skills, knowledge and attitudes.     Refer to Study Guide to expand. | 23 | Listen, ask questions and makes notes. |  |
| Types of training   * Technical * Quality * Continuing education * Soft skills * Professional * Team * Management * Health and safety.   Refer to Study Guide to expand. | 24 | Listen, ask questions and makes notes |  |
| Training within organisation   * Coaching and mentoring * Management development * Career management. | 25 | Listen, ask questions and makes notes. |  |
| Brief on **Homework Activity 6**  Review your answer to Study Guide Activity 9 (Chapter 3): ‘Mapping out more than one career’. Choose one of the career paths you identified. What types of training do you need at each stage of the career path? |  | Listen and ask questions as necessary.  Individual activity as homework. | **5UHRM E3 LO3 Activity 6**  **Types of Training** |

### Session 4: Employee relations

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 4-5 hours | Introduction to session and learning outcomes | Use file: **5UHRM TUTOR PRESENTATION E3**  Assessment Criterion 3.4 | 26 | Listen |  | |
| Employee development | Debrief **Homework** **Activity 6**   * Facilitate a discussion on the types of training you identified. | 27 | Share the types of training you identified. Contribute to discussion. Listen and make notes on other people’s contributions. |  |
| The employment relationship | **Facilitate Class Discussion** and debrief findings drawing out:   * Employment representative groups still have a role to play. * Trade unions have diminished in membership, but are still involved in collective bargaining activity. * That said a lot of the rights they were fighting for have been won – and are now part of employment law. * It could therefore be argued that once all employment rights have been won there would be no need for trade unions – but until worker exploitation ceases, they will have a role. | 28 | Contribute to **Class Discussion**  Trade unions are no longer relevant in the modern workplace.  Contribute to discussion. Listen, ask questions and makes notes. |  |
| The employment relationship   * Employee relations specialists would characterise the employment relationship as systemically imbalanced. * Industrial perspectives of employers use their stronger bargaining power to reduce wages to subsistence levels. * Contemporary labour economists have a different view. * In free market place wages and other conditions of employment determined by supply and demand. * Depends on level of employment and skill availability.   Refer to Study Guide to expand. | 29 | Listen, ask questions and makes notes. |  |
| Brief **Activity 7**  Working in pairs. Facilitate discussion and answer questions as necessary. Debrief activity. |  | **Small Group Activity 7**  Research the balance of power between employers and employees in an industry of your choice.  Who holds the balance of power and why?    Make notes and feedback key points. | **5UHRM E3 LO3 Activity 7**  **Balance of Power** |
| Managing the employment relationship   * Disciplinary and grievance * Unfair and fair dismissal * Employee communication * Participation and involvement.     Refer to Study Guide to expand. | 30 | Listen, ask questions and makes notes. |  |
| Brief on **Homework Activity 8**  Investigate different methods of employee communication. What methods would you recommend are used to improve the employment relationship? Give reasons for your answer |  | Listen and ask questions as necessary  Individual activity as homework. | **5UHRM E3 LO3 Activity 8**  **Employee Communication** |

### Session 5: Employee reward

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** | |
| 4-5 hours | Introduction to session and learning outcomes | Use file: **5UHRM TUTOR PRESENTATION E3**  Assessment Criterion 3.5 | 31 | Listen |  | |
| The employment relationship | **Debrief Homework Activity 8**  Share your recommendations regarding employee communications to improve the employment relationship.    Facilitate discussion about the importance of employee communication. | 32 | Contribute to class discussion. Make notes from other people’s contributions. |  | |
| Employee reward | **Facilitate Classroom Discussion** drawing out:   * How purposeful endeavour is an important part of people being engaged in work. * Money is not a motivator. * But not being paid what people think they are worth is a demotivator. | 33 | **Classroom Discussion**  People would choose to earn less money if it meant that they could do work that was meaningful.  Contribute to class discussion.  Listen, ask questions and makes notes. |  | |
| Employee reward  Review the system highlighting that reward is an inter-related process which includes:   * Financial rewards * Non-financial rewards * Total rewards.   Refer to Study Guide to expand. | 34 | Listen, ask questions and makes notes. |  | |
| Job evaluation   * Fair reward system * Equitable reward system * Transparent reward system.     Refer to Study Guide to expand. | 35 | Listen, ask questions and makes notes. |  | |
| Brief **Small Group Activity 9**  Facilitate a discussion among the group to develop an understanding of how executive pay reduces trust in reward systems. |  | **Small Group Activity 9**  Research the concept of [‘Fat Cat Pay’](http://www.bbc.co.uk/news/business-38498003) – by looking at the article at <http://www.bbc.co.uk/news/business-38498003>. Why is executive pay so contentious and what recommendations would you make to ensure that reward was fairer, equitable and transparent?  Contribute to class discussion.  Listen, ask questions and makes notes. | **5UHRM E3 LO3 Activity 9**  **Fat Cat Pay** |
| Contingent pay practices | Contingent pay practices   * Performance related pay * Contribution based pay * Competence related pay * Team based pay * Bonus schemes * Executive based pay.   Factors affecting choice of approach   * Internal factors * External factors.   Refer to Study Guide to expand. | 36-37 | Listen, ask questions and makes notes. |  |
| Brief on **Homework Activity 10**  Not all organisations can afford to pay their staff more money.  Research what non-financial reward schemes could an organisation introduce to reward their employees |  | Listen and ask questions as necessary.  Individual activity as homework. | **5UHRM E3 LO3 Activity 10**  **Non-financial Reward Schemes** |
|  | Review of session and learning outcomes |  | 38 | Listen and ask any questions you have on what was covered under this learning outcome. |  |