### SESSION OUTLINE

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

**ELEMENT:** Element 4: Employment relationship.

## LEARNING OUTCOME 4

**Evaluate the factors that determine the employment relationship in the workplace (20%)**

* 1. Discuss the concept of the employment relationship
	2. Examine the benefits of a good employment relationship
	3. Evaluate the ways to support good employee relationships

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

**SESSION TOPICS:**  Session 1: The concept of employment relationship

Session 2: Benefits of a good employment relationship

Session 3: Supporting employee relationships

**Note to tutors: these are the recommended session outlines for element 1, learning outcome 4 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 plan 1: The concepts of employment relationship**

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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 E4**Assessment Criterion 4.1 | 1-4 | Listen |  |
| Contingent pay practices | **Debrief Homework Activity 10 from LO3**Share your ideas on what non-financial reward schemes an organisation could introduce to reward their employees.Facilitate discussion on the opportunity to reward employees using non-financial reward strategies. | 5 | Contribute to class discussion. Make notes from other people’s contributions. |  |
| The concept of employment relationships | **Facilitate Classroom Discussion**Facilitate discussion drawing out:* The importance of the employer-employee relationship BEING a relationship.
* If work is going to be meaningful employees need to feel they are aligned to the purpose of the organisation.
* Employers want employees to give discretionary effort, if it is a transaction that isn’t possible.
 | 6 | **Classroom Discussion**Discuss the statement ‘The concept of an employment ‘relationship’ is ridiculous. Employment is simply a transaction between the employees selling their labour and organisations buying labour they need.’ Contribute to class discussion.Listen, ask questions and makes notes |  |
| Background* The employment relationship is the framework under which employers and employees come together to work towards the achievement of the organisation’s strategic objectives
* Positively framed relationship results in interdependencies between employer and employee
* Negatively framed relationship driven by mistrust and hostility.

 Refer to Study Guide to expand. | 7 | Listen, ask questions and makes notes |  |
| Parties involved* In simple legal terms the employment relationship refers to the relationship between the employee (the worker) and the employee.
* Trade union movement expanded the employment relationship to include employee representatives.
* Local, national and global governments have a role to play.
* New forms of employment relationship have evolved:
	+ Self-employed ‘gig’ workers
	+ Contractors
	+ Homeworkers
	+ Employment agency workers.

 Refer to Study Guide to expand. | 8 | Listen, ask questions and makes notes. |  |
| Expectations* Everyone involved in the employment relationship has expectations regarding how the other party will behave.
* “*Psychological contracts refer to beliefs that individuals hold regarding promises made, accepted and relied upon between themselves and one another.... Because psychological contracts represent how people interpret promises and commitments, both parties in the same employment relationship (employer and employee) can have different views regarding specific terms.”*

Rousseau and Wade-Benzoni (1994)Refer to Study Guide to expand. | 9 | Listen, ask questions and makes notes. |  |
| Brief on **Homework Activity 1**What are the unwritten expectations and assumption you have of an employer that won’t be written into an employment contract? |  | Listen and ask questions as necessaryIndividual activity as homework | **5UHRM E4 LO4 Activity 1****Expectations**  |

### Session 2: Benefits of a good employment relationship

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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 E4**Assessment Criterion 4.2 | 10 | Listen |  |
| The concept of employment relationships | **Debrief Homework Activity 1**Share the unwritten expectations and assumptions you have of an employer that won’t be written into an employment contract Facilitate discussion on different expectations that people have. | 11 | Contribute to class discussion. Make notes from other people’s contributions. |  |
| Benefits of a good employment relationship | **Facilitate Classroom Discussion**Facilitate discussion drawing out:* Good HR planning and practice can develop a good employment relationship.
* Benefits of HR planning.
* Conflict occurs because the employment relationship has been ignored or undervalued.
* HR can be the bridge between employees and employers to prevent conflict from occurring.
 | 12 | **Classroom Discussion**‘Conflict between employers and employees is inevitable.’Contribute to class discussion.Listen, ask questions and makes notes |  |
| Contractual and psychological aspects* The employment relationship consists of two key contract types:
	+ Transactional contracts – formal contracts that are expressed as a financial exchange between employer and employee and specify performance requirements
	+ Relational contracts – informal contracts of open-ended organisational membership
* A positive psychological contract enhances employee performance and retention.
* Good quality employee-employer relationships increase employee satisfaction.

Refer to Study Guide to expand | 13 | Listen, ask questions and makes notes |  |
| Brief **Paired Activity 2**Circulate the room and provide support where necessary. Facilitate a debrief session. |  | **Paired Activity 2**Research how employee satisfaction contributes to positive organisation performance. Give reasons for your answer. Listen, ask questions and makes notes. | **5UHRM E4 LO4 Activity 2****Employee Satisfaction** |
| Employment relationships and employee retention | Impact on employee retention:* Development
* Mentoring and coaching
* Instil a positive culture
* Communication
* Reward.

 Refer to Study Guide to expand. | 14 | Listen, ask questions and makes notes. |  |
| Brief on **Homework Activity 3**Read [High turnover costs way more than you think](http://www.huffingtonpost.com/julie-kantor/high-turnover-costs-way-more-than-you-think_b_9197238.html) at <https://www.huffingtonpost.com/julie-kantor/high-turnover-costs-way-more-than-you-think_b_9197238.html>How can HR practices improve employee retention? |  | Listen and ask questions as necessaryIndividual activity as homework. | **5UHRM E4 LO4 Activity 3****Improving Employee Retention** |

### Session 3: Supporting employee relationships

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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 E4**Assessment Criterion 4.3 | 15 | Listen |  |
| Employment relationships and employee retention | **Debrief Homework Activity 3**Share how HR practices can improve employee retention facilitate discussion on how HR is central to facilitating good employment relationships and as a result retention will improve | 16 | Contribute to class discussion. Make notes from other people’s contributions. |  |
| Employee voice | **Facilitate Classroom Discussion**Play [The Story of Employee Engagement](https://www.youtube.com/watch?v=Q_ziTau-U4g) at <https://www.youtube.com/watch?v=Q_ziTau-U4g>. Facilitate discussion drawing out:* People won’t look for other opportunities if they are engaged.
* Even if a better financial offer comes along, they will weigh up the financial reward against the fact that they are enjoying their current roles.
* If people feel their work is meaningful they will be happy to earn less if they feel that they are being engaged enough.
 | 17 | **Classroom Discussion**Does it really matter what an organisation does to engage staff? Won’t staff just leave if a better offer comes along? Contribute to class discussion.Listen, ask questions and makes notes. |  |
| Employee voice* Refers to the extent to which employees in an organisation have the opportunity to communicate about matters that concern them.
* Enhances trust and openness between employer and employee.
* Adds legitimacy to employees as key stakeholders in the employment relationship.

Employee voice* Upward problems solving.
* Representative participation.

Refer to Study Guide to expand. | 18-19 | Listen, ask questions and makes notes. |  |
| Brief **Paired Activity 4**Circulate the room and provide support where necessary. Facilitate a debrief session. |  | **Paired Activity 4:**Research employee opinion surveys. What recommendations would you make to ensure that an employee opinion survey is successful? Give reasons for your answer. Listen, ask questions and makes notes. | **5UHRM E4 LO4 Activity 4****Employee Opinion Surveys** |
| Employee well-being | Five domains of employee well-being* Health
* Work
* Values/principles
* Collective/social
* Personal growth

Refer to Study Guide to expand | 20 | Listen, ask questions and makes notes. |  |
| Changing dynamic* Increased outsourcing
* Work intensity
* Social movement model
* Discipline
* Virtual workplace.

Refer to Study Guide to expand. | 21 | Listen, ask questions and makes notes. |  |
| Brief on the **Assignment**. | 22 | Listen and ask questions as necessary. |  |
|  | Review of unit | Check understanding of session.Obtain feedback on unit as a whole.  |  | Listen and ask any questions you have on what was covered under this learning outcome – and on the rest of the unit. |  |