

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

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**Cambridge International Diploma in Business
Standard Level**

Scheme of Work

5165
Human Resource Management
Optional Module



UNIVERSITY *of* CAMBRIDGE
International Examinations

Introduction

The overall programme comprises three core and six option modules:

Core	Business Organisation and Environment Effective Business Communication Business Finance
Option	Marketing Human Resources Management Interpersonal Business Skills Business Start-Up Customer Care Information and Communications Technology

The modules have been chosen to reflect the key areas of business. It is important that in the delivery of each module, tutors appreciate that the programme is concerned with **Skills and Knowledge**. Students should be encouraged not only to demonstrate their knowledge but also their acquisition and development of complementary skills.

The programme has **four general aims** that are designed to encourage the students to:

- understand key concepts of business
- apply acquired skills to real work situations
- think about and resolve business problems
- work independently using their initiative

The over-riding objective of the programme is to prepare students either for employment or, if already in employment, for advancement. Employers expect those completing the Cambridge International Diploma in Business modules to be able to offer a working combination of skills and knowledge.

The accompanying scheme of work focuses specifically around the skills and knowledge of each competence criterion and clearly they must form the essence of the delivery of the modules.

Human Resource Management (5165) Standard

The Human Resource Management module at standard level requires a minimum of 40 learning hours within a classroom or lecture theatre environment. This scheme of work reflects this minimum requirement and is tailored to the classroom/lecture theatre environment. Additionally students should undertake independent study to supplement and enhance the classroom/lecture theatre learning that has taken place.

The key to the delivery of this module *flexibility*. There are several means at your disposal to help you deliver the module and the employment of an appropriate variety of teaching and learning styles is highly recommended. The standard class or didactic approach may still form the basis of much of your delivery but this should be reinforced with a variety of other teaching and learning processes, this might include the use of an occasional outside or guest speaker, simulation, role-play, brainstorming session, or student presentations. It is not necessary that you use them all of these approaches during your teaching of this module but a variety of delivery methods will stimulate the students and allow everyone to achieve at their highest potential.

The main rule to follow is that you bring the module to life and make it relevant and interesting.

It is assumed that you have ready use of the basic tools of whiteboard, flip chart and OHP and, additionally, you may have access to the Internet. Other resources that will be readily available include textbooks, newspapers and journals, balance sheets, resource packs (often given out by, for example, banks and insurance companies), past examination papers (in particular their case studies). Please do not overlook your own role in providing stimulus material e.g. task related to a current business event, photocopy of an article coupled with a discussion topic.

It is quite important that you appreciate that the International Diploma in Business programme is *holistic* or *integrated* i.e. the modules, whilst each is designed to be discrete or standalone, must be regarded as part of a whole course and a wider experience. A brief research of the modules in the syllabus compendium will indicate how the various modules have common areas and interlink with one another.

The Scheme of Work

You may have to revise or change the accompanying scheme of work to suit your own purposes but it offers an advised approach to Human Resource Management. Activities or activity suggestions are included in the scheme but there may be more than you can use. Please keep in mind that this is an examined module i.e. your students will sit a two-hour written paper in either May or October. It is helpful to your students that they have frequent tasks and assignments to complete. Access to past papers and additional case study material is vital for every student's success.

The object of the scheme of work is to:

- offer you a guide and help to keep you on track throughout the delivery of the module
- give you structure and purpose to your teaching
- identify what and how you are going to teach
- indicate what resources you will require
- indicate how many pieces of work you will issue and to suggest their form

The scheme of work is broken down into a series of topics and there is a guide as to how much time each topic might take to deliver. It is not the intention that, necessarily, you spend two or three hours on a topic in one teaching session but as you will know the time frames for your classes so you must adjust the scheme accordingly.

Scheme of Work

1.0 Understand the meaning, purpose and organisation of Human Resource Management (4 hours)

Session Plan One

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> understand what 'Human Resource Management' is and why organisations must manage people effectively and efficiently (1.1) 	<ul style="list-style-type: none"> meaning: Human Resource Management as the process for creating and maintaining relationships between organisations and the people who work for and with them purpose: providing the right mix of skills, controlling the costs of employment (wages and salaries, support costs, social costs); the ability to react effectively to change

Notes on delivery and activities	Duration in hours
<p>This element underpins the entire module. It is very important for students to understand why HRM is important, its meaning and purpose.</p> <p>This is the opportunity to get the students to understand the importance of labour as a resource, and its ability to adapt to constant change. Factors such as motivation and the impact on production would link well with the other modules.</p> <p>A good starting point is to make a company visit. A friendly company should be selected and someone in authority, preferably the HR manager could explain to the students the purpose of his/her role and the importance of the workforce. Visits need to be carefully managed, the company should be thoroughly and accurately briefed and visited by the teacher/lecturer before the visit. The size of the party should be manageable and the students should be fully briefed about what questions to ask and what to look for before the visit.</p> <p>Definition</p> <p>This short exercise seeks to test a student's awareness of what human resource management is about.</p> <p>List and briefly describe at least five points which indicate (to you) the meaning and purposes of human resource management</p> <p>Career Choice</p> <p>This activity helps a student to focus on what is required of a human resources specialist.</p> <p>Varsha is thinking seriously about a career in human resource management but needs some guidance, so she has come to you for a chat.</p> <p>Task: Firstly explain to Varsha the qualifications and/or training necessary to become a human resources specialist and then, secondly, list the qualities you believe are necessary to do the job.</p>	2

Session Plan Two

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> understand different approaches to the management of human resources (1.2) 	<ul style="list-style-type: none"> centralisation vs. decentralisation; division of responsibilities between line managers and Human Resources (HR) specialists

Notes on delivery and activities	Duration in hours
<p>This element highlights the different ways in which HRM can be organised. Some real examples of centralised and decentralised operations would be extremely useful at this stage especially if these examples could be linked to the size and type of company.</p> <ol style="list-style-type: none"> 1) Provide an outline of three companies, small, medium and large. Each should have a different span of control and chain of command although not necessarily given to the students in this way. The largest company should have many medium sized departments. Ask the students in groups to decide which system of HRM is best for each company and why (centralised or decentralised). 2) Review the work of this module using short tests of knowledge and questioning orally. <p>The Division of Responsibilities</p> <p>This case study encourages the discussion of the human resource responsibilities of both line managers and HR staff.</p> <p>Sunil works in the HR department and is getting fed up with line managers who, according to him, interfere in personnel matters. The latest case concerns a manager who has disciplined a member of staff and issued a warning that if the 'offence' occurs again the employee will be sacked. Sunil reckons that it is the responsibility of HR to deal with such matters as discipline, whilst the function of the line managers is to ensure their respective teams meet targets.</p> <p>Task: Think about the situation and then explain in your view what personnel responsibilities you think line managers should have compared to the HR specialists.</p> <p>Chandarana Telecommunications</p> <p>This case seeks to illustrate the difference between centralisation and decentralisation.</p> <p>This business employs 15,000 people in some 15 plants and offices throughout the country. The company believes it is cost-effective to centralise its operations including human resources division. There is concern among local managers about the HR provision who think it is ineffective because the entire operation is located at the centre. Despite being 500 miles away from its most outlying plant, the HR department still insist on appointing even low paid unskilled labour. Managers feel that appointments of specialist and senior staff may be done at head office but they must have some HR authority in terms of discipline, pay and recruitment as they have knowledge of local circumstances.</p> <p>Task: Consider this case carefully and then give your reasons whether or not the HR activity should be centralised</p>	2

2.0 Investigate the employment market and the frameworks within which organisations manage people (10 hours)

Session Plan Three

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> investigate and explain the significance of the main features of the employment market (2.1) 	<ul style="list-style-type: none"> sectors of employment; age and gender trends; full-time vs. self-employment trends

Notes on delivery and activities	Duration in hours																																														
<p>It is important for students to see HRM within the context of the real world and this element links HRM to the local labour market. It should be explained to students that whilst a company may have their own aims and objectives these are often influenced by the availability of the correct type of labour.</p> <p>These exercises ask the student to find out data on some socio-economic issues - population, employment and trade union membership. It also calls for some limited interpretation and encourages familiarity with statistics.</p> <p>Trends</p> <p>It is useful to be aware of figures relating to the employment market as it aids the general understanding of human resource issues.</p> <p>Task: Obtain figures on the employment and population trends in your country. Use the current or latest figures available and also attempt to obtain figures for five or ten years before so that you make a comparative table.</p> <table border="1"> <thead> <tr> <th></th> <th>Year:</th> <th>Year:</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Population: total number</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Males (%age or number)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Females (%age or number)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number in employment</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number employed</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number in self-employment</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Choose either the population or employment figures and explain what you think the trend means for your country.</p> <p>Sectors of Employment</p> <p>Task: Look at the employment statistics for your country and identify five sectors of employment which account for the largest numbers of employees.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Sector of employment</th> <th>Number of employees</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> </tr> </tbody> </table>		Year:	Year:	Difference	Population: total number				Males (%age or number)				Females (%age or number)				Number in employment				Number employed				Number in self-employment				No.	Sector of employment	Number of employees	1			2			3			4			5			2
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Comparison of employment

Despite the apparent attractions of working for large corporations there are always those seeking opportunities for self-employment.

Task: Consider the difference between being employed by someone and working for yourself, then complete the following table identifying one advantage and one disadvantage for each type of employment:

Type of employment	Advantage	Disadvantage
Full-time employment		
Self-employment		

Session Plan Four

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> describe the function of organisations, which influence how human resources are managed (2.2) 	<ul style="list-style-type: none"> trade unions; employer's associations; government agencies; professional bodies (e.g. British Medical Association; American Society of Training and Development; Hong Kong Management Association)

Notes on delivery and activities	Duration in hours																														
<p>The way in which this module is approached will depend largely upon the popularity and involvement of trade unions and employers associations within your country or area. Describe the functions of all of the organisations listed with particular emphasis upon those that dominate the labour market locally or are particularly well known.</p> <p>Arrange a visit from an official of one of the organisations you study would add interest to this element. They could bring their literature and explain the function of their union/organisation/body. It is important that the official or representative chosen is a good speaker and can relate to the students. Poor speakers can cause more harm than good.</p> <p>Trade Unions</p> <p>In most industrialised countries the employees' interests are represented by trade unions. List the five largest trade unions in your country along with their current membership figures. Try to obtain the membership figures of five or ten years ago so that you have some comparison which you can set out in the following table:</p> <table border="1"> <thead> <tr> <th>Name of Trade Union</th> <th>Current membership</th> <th>Membership year xxxx</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Organisations</p> <p>The student needs to understand the functions of the organisations representing people in their various crafts, businesses, and professions.</p> <p>Complete the following grid by entering the definition of each type of organisation along with what you think is an argument for its existence</p> <table border="1"> <thead> <tr> <th>Organisation</th> <th>Definition</th> <th>Case for its existence</th> </tr> </thead> <tbody> <tr> <td>Trade union</td> <td> </td> <td> </td> </tr> <tr> <td>Employers' association</td> <td> </td> <td> </td> </tr> <tr> <td>Professional association</td> <td> </td> <td> </td> </tr> </tbody> </table>	Name of Trade Union	Current membership	Membership year xxxx																Organisation	Definition	Case for its existence	Trade union			Employers' association			Professional association			3
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Session Plan Five

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> understand the influence of technical change on human resource management (2.3) 	<ul style="list-style-type: none"> the creation of needs for new skills; the implications for career development and lifelong learning

Notes on delivery and activities	Duration in hours
<p>This is a difficult module to deliver at this level and should be taken slowly and carefully. Students should understand that over time technology is constantly changing whether we like it not. Different products are demanded and different production processes developed. The result of this change is that many jobs are lost or replaced and workers may need to retrain or adapt to the new technology. Workers must be flexible and their skills need constantly updating. This is often referred to as the concept of lifelong learning.</p> <ol style="list-style-type: none"> 1) Ask each student to list as many jobs as possible that have been affected by new technology. Compile a class list. 2) In groups ask the students to choose three jobs affected and look at the effect on the workforce of each of the examples. <p>Modahl Chemicals</p> <p>This activity offers some HR related cases for discussion.</p> <p>Task: Form a discussion or focus group with 3-5 members and discuss each of the following cases within 30 minutes. Feedback your views, ideas and conclusions to a class plenary session.</p> <ol style="list-style-type: none"> a) Modahl Chemicals is a modern organisation but remains under pressure from rapid change and the managers have to be alert to technological, economic and social changes if they want to maintain their current market position. It is the same for the Human Resource department because as, say, production methods change so do the required skills and associated training. Within Modahl's HR department there is some difference of opinion about reaction to change: some feel their obligation is only to train to meet the demands of new processes whilst others feel they have a wider role in helping employees to develop their careers and be involved in lifelong learning. b) Employees ought to be employed in circumstances which are safe and do not pose a threat to their health. There are countless cases of people contracting illnesses as a result of the hazardous materials they have to handle in their jobs especially in the chemical industry. Equally people suffer physical injuries because equipment and machines are not safe. The production director at Modahl has to work within a tight budget and is always looking to reduce costs. There is a worrying level of accidents within the factory because safety precautions are inadequate and there are no employees who have undergone first-aid training. The production director's view is that it all costs money and in any case the employees know industrial plants are dangerous places. If they don't like it then there are plenty of others who would gladly take on the work. c) An email has arrived from a group of disaffected workers calling for an end to what it calls Modahl's hypocrisy in human resource management. Its main focus is equal opportunity for all and it cites cases where women, immigrants and the disabled are paid less and have fewer promotion opportunities than able-bodied male nationals. The email has been intercepted by a number of 	2

<p>employees at all levels and quite an argument has been stimulated. The HR Director is sympathetic to the group's campaign but the Managing Director is adamant that 'these categories of employee are incapable of performing their tasks reliably and satisfactorily. We only employ them because they are cheap!' Equally he is of the opinion that to remove the pay and promotion differentials would only upset the country's social balance and give less deserving employees more opportunity than they merit.</p>	
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Session Plan Six

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">describe aspects of the legal environment which affect how people are managed (2.4)	<ul style="list-style-type: none">employment protection; equal opportunities; health and safety; maternity/paternity; training; job creation

Notes on Delivery and activities	Duration in hours
<p>The aim of this element is to show what laws/regulations are in force to protect the worker and the employer and how they operate. This module is very factual in content but should contain terms that the students have already heard of and partly understand. Real life examples would be extremely useful to bring the content to life and make the material more relevant.</p> <ol style="list-style-type: none">1) Use above Activity2) Construct a short case study that produces a situation where the law is obviously being broken and ask the students to spot this and discuss how it should be dealt with.3) Review the work of this module via a short test of knowledge, or through a case study that encompasses all of the work covered	3

3.0 Describe how organisations meet their human resource requirements (8 hours)

Session Plan Seven

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> describe different types of employment contracts (3.1) 	<ul style="list-style-type: none"> full-time; part-time; fixed; for services; contracting out

Notes on delivery and activities	Duration in hours																
<p>This element is to enable the students to recognise the different employment contracts that exist and possibly the reasons why. A definition of the different types of contract is important. If time permits it could help to mention that these different contracts benefit both the worker and the employer.</p> <p>Provide the students with three local job adverts (newspapers adverts; job centre information; web site vacancies) and ask them to state the type of employment contract that fits each job. To ensure the proper effect the jobs chosen should be very different and cover more than one type of contract.</p> <p>Employment Contracts</p> <p>The student is asked to focus on employment contracts to enable understanding of employment methods.</p> <p>Explain by giving your definition of the following types of employment contract</p> <table border="1" data-bbox="268 1099 1203 1263"> <thead> <tr> <th>type of contract</th> <th>definition</th> </tr> </thead> <tbody> <tr> <td>full-time</td> <td></td> </tr> <tr> <td>part-time</td> <td></td> </tr> <tr> <td>fixed contract</td> <td></td> </tr> <tr> <td>service contract</td> <td></td> </tr> </tbody> </table> <p>Part-time employees</p> <p>Choose two types of contract from the chart above and then write down for each an advantage and a disadvantage</p> <table border="1" data-bbox="268 1503 1203 1599"> <thead> <tr> <th>Contract</th> <th>Advantage</th> <th>Disadvantage</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	type of contract	definition	full-time		part-time		fixed contract		service contract		Contract	Advantage	Disadvantage				3
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Session Plan Eight

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> describe the recruitment and selection process (3.2) 	<ul style="list-style-type: none"> recruitment: purpose (finding the right person, presenting a positive image of the organisation); use of job descriptions and person specifications; application forms; methods for attracting candidates (choosing the right media) selection: letters of application and 'CVs'; application forms; references; tests; interviews

Notes on delivery and activities	Duration in hours
<p>Students should understand the entire recruitment and selection process from the initial advertising of the vacancy to the final appointment. Describing each stage of the process with real examples will help to enhance the students understanding. The use of a flow chart to show how each stage fits together would also be beneficial.</p> <p>The below activities could be used for this competence criterion:</p> <p>Application packs</p> <p>The application process is quite complex and it is important for the student to appreciate the structure and purpose of supporting documents. This activity comprises four separate but related tasks to aid this understanding.</p> <p>In order to get some idea of how companies go about attracting applications for posts, it would be useful for students to obtain application packs from targeted organisations. This information should be kept on file as a source of material for practical exercises.</p> <p>Task: Approach three or four companies (preferably those currently advertising posts) and ask for their applications packs (which should contain a job description and person specification).</p> <p>The CV (Curriculum Vitae)</p> <p>It is not unusual for a company to receive even hundreds of applications for a job and the HR staff do not have the time to study each one. The very first task is to reduce the number to a manageable proportion from which to select the shortlist. HR staff often say that they are influenced by first impressions.</p> <p>Task: Write your own CV. Discuss it with two or three other students encouraging them to make suggestions as to style and content (bearing in mind that all important first impression).</p> <p>Job Description</p> <p>The advertisements for certain levels or types of appointment will invite those interested to apply for the application details which will include the job description.</p> <p>Task: Look through the jobs page in your local newspaper and then select a job that appeals to you. Read the advertisement carefully and then draw up what you think would be a likely job description. Then write to the company, as a potential applicant, for the official or real job description. You can then compare your effort with the real one.</p>	3

Person Specification

An important recruitment document is the person specification which defines the sort of person who would do the job satisfactorily.

Task: Identify a job within a particular organisation and then produce an appropriate person specification. Nb: if you don't know what to choose then use your tutor as the model.

Personnel Records: References

Personnel records contain a collection of sensitive material e.g. medical record, appraisal statements, and most individuals never get to see their files.

Marianne agrees that her personnel file is private and that access to it must be restricted but such rules should not apply to her. She is annoyed that even junior HR staff may consult her file but she is excluded from seeing it. Her manager is entitled to see the file, albeit in the HR department, so why can't she? The official response is that the details are confidential.

Task: What is really troubling Marianne is that recently she twice failed to better herself. She wasn't even interviewed for an internal promotion and an application for a job elsewhere earned her an interview but nothing came of it. She suspects that her reference from the company is not very good. Marianne feels she has a right to see any reference or comment made about her. Describe your reaction to Marianne's attitude.

Assessing Candidates

Interviews can be very stressful for candidates and some do not do themselves justice, but it important for interviewers to be able to assess candidates' strengths and abilities nonetheless.

Candidates react differently - some are nervous, others stumble over their answers, some seem very confident, but all this has to be overlooked when assessing a candidate's suitability for the post.

Task: List and briefly explain what you would look for as positive indicators in a candidate i.e. apart from the content of the application and CV, how should the candidate respond and behave in an interview which would appeal to you.

Recruitment: using the best medium

The content of a job advertisement has to be thought out carefully but it is just as essential to place the advert in the most appropriate medium/media.

Your company has the following vacancies:

computer programmer
catering staff
fork-lift truck driver
general clerical assistant
semi-skilled general labourer
accountant
management trainee
receptionist
cleaner

Task: Advise the HR department (by completing the grid) which medium you would use for each post (you may, of course, feel that some posts need to be advertised in more than one medium).

media	vacancies
local newspapers	
national newspapers	
the internet	
local radio	
television	
professional journals	
recruitment agencies	
careers offices	
university appointments board	
job centre	
other (specify)	

Session Plan Nine

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> describe how the contract of employment can end (3.3) 	<ul style="list-style-type: none"> resignation; retirement; redundancy; dismissal

Notes on delivery and activities	Duration in hours
<p>Contracts can be terminated in a number of ways and the students need to know each method. It may be the decision of the employer, employee or a mutual agreement. Students should understand that dismissal is not the only way to end an employment contract.</p> <p>Review the work of this module by using a multiple choice test or through a case study that encompasses all of the work covered</p> <p>Redundancy</p> <p>There is always some turnover of staff during the course of a year - some retire, others leave for better jobs, some are dismissed. These cases focus on ways in which employment can end.</p> <p>Pacific Software is reorganising and streamlining its operations. The new structure is expected to be less expensive and there will be a new management style. Output will double with only 60% of the current staffing level. Redundancies are inevitable. Pacific Software will be leaner and fitter!</p> <p>Task: Explain what is meant by redundancy and how it differs from dismissal, and discuss the basis on which you think employees should be selected for redundancy.</p> <p>The Problem with Dismissal</p> <p>Dismissal is not always a straightforward issue even if an employee has allegedly done something to deserve it. Pacific Software has various rules regarding employee conduct and sometimes people have to be dismissed either instantly or given notice.</p> <p>Task: Set out the reasons why in your opinion an employee can or should be instantly dismissed.</p> <p>Retirements</p> <p>The HR Director has a large organisation chart on the wall of her office. It shows the names of every employee exercising some authority and responsibility within the company. Hassan, a potential management trainee, was having an informal interview with the Director and noticed the chart. Hassan asked why a date of birth was logged beside each name and also why some names were coloured in red. The HR Director said, 'I will just say that those coded red are all over 55 years old. Now, you think you have management potential so you tell me the significance of my system.'</p> <p>Task: If you were Hassan what would you suggest?</p>	2

4.0 Describe the methods used to enable individuals and groups to work together effectively and resolve conflict (8 hours)

Session Plan Ten

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> describe different ways of organising work (4.1) 	<ul style="list-style-type: none"> different working patterns (day work, shift systems, flexitime)

Notes on delivery and activities	Duration in hours
<p>Students should already be aware of the different working patterns based on the work in competence criteria 3.1. Using 3.1 as a base the different patterns can be reinforced with examples. Definitions of these terms are important</p> <p>Produce a list of jobs, 10-15, and ask the students to put the most and least appropriate working pattern by the side of each job</p> <p>These two tasks introduce the student to two very different ways of organising work.</p> <p>Shiftworking</p> <p>Jupiter Electronics are very busy with an expanding orderbook so much so that they have abandoned day work for all factory personnel in favour of a shift system.</p> <p>Task: Describe how a shift system is different from day work and suggest the benefit(s) Jupiter will expect gain from it.</p> <p>Flexible Working Hours (FWH)</p> <p>Whilst the factory staff at Jupiter Electronics have been reorganised into shiftwork, the office staff continue to be on regular day work hours except that they have been offered flexitime. Some workers in the factory have protested that FWH scheme is not available to them.</p> <p>Task: Explain how a flexible working hours scheme is meant to work and suggest, in your opinion, why flexitime hasn't been offered to the factory personnel.</p>	<p>2.5</p>

Session Plan Eleven

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> understand how organisations measure and monitor people's performance at work (4.2) 	<ul style="list-style-type: none"> standards, targets, key accountabilities and competencies; appraisal systems

Notes on delivery and activities	Duration in hours
<p>Students need to be made aware that there is a need for firms to ensure that all of their resources are efficient. Labour, as the most valuable and flexible resource must also be monitored for efficiency. Target setting and appraisal of a workers' contribution are the modern approaches. These can be linked with motivation and life long learning.</p> <p>Ask each student to produce a list of five jobs, and then to state the best method of assessing the workers' performance for each job.</p> <p>The following exercises help the student to understand processes designed to monitor the performance of personnel at work.</p> <p>Appraisal</p> <p>Oriental Foods (OF) were taken over by Gourmet International (GI) about 6 months ago and, as was expected, many changes have taken place. GI have decided to introduce an appraisal system into Oriental Foods. Instead of being welcomed as an innovative HR policy there is deep suspicion of GI's motives. It is well known that other companies taken over by GI have suffered from redundancies and the rumour has begun to circulate that appraisal is just a means to sack people.</p> <p>Task: Explain what you believe is the purpose of an appraisal system and suggest how it can be of help and support to an employee.</p> <p>Accountability</p> <p>There is no limit to GI's interest in Oriental Foods. The company, whilst operating under its old name, is expected to conform to GI attitudes and procedures. The HR director of Gourmet International has introduced a policy of accountability i.e. certain named managers are to be held responsible for the success or failure of OF.</p> <p>Task: Set out at least one argument for and one against a policy of accountability.</p>	3

Session Plan Twelve

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> describe systems for communicating and resolving problems (4.3) 	<ul style="list-style-type: none"> individual problem-solving mechanisms (discipline and grievance procedures) improvement initiatives (e.g. total quality management) formal consultation and negotiation systems (works councils, worker directors), committee structures (safety, consultation)

Notes on delivery and activities	Duration in hours												
<p>This element is quite complex for this level but it should not be forgotten that the systems should be described and not evaluated. At the end of this element the students should understand the importance of good communication and communication systems within a business. This element also provides a good opportunity to make the learning active through mini tasks and role-play.</p> <p>Review the work of this module via short tests or orally.</p> <p>Communication and conflict resolution are important in any organisation and here the student is required to consider the application of suitable processes to achieve and maintain them.</p> <p>Problem solving procedures</p> <p>Since Oriental Foods were taken over there has been some growing discontent. It was expected that both the management style and company mission statement would change but. GI's directors never smile and give out their orders without discussion often imposing very strict deadlines on OF's management that they almost collapse under the pressure. OF's managers in turn have increased the pressure and demands on the employees and some think it won't be long before they are asked to break their terms and conditions and employment. Whilst GI is introducing new ideas into OF it hasn't yet sanctioned disciplinary and grievances procedures.</p> <p>Task: Explain what you understand to be disciplinary and grievance procedures and how they might affect employees.</p> <p>Resolving conflict</p> <p>Two methods currently appeal to staff at Oriental Foods as the means of avoiding and resolving conflicts at work - negotiation and consultation.</p> <p>Task: Give a definition and a strength and a weakness of each of these two processes:</p> <table border="1" data-bbox="247 1720 1220 1854"> <thead> <tr> <th>Process</th> <th>Negotiation</th> <th>Consultation</th> </tr> </thead> <tbody> <tr> <td>Definition</td> <td></td> <td></td> </tr> <tr> <td>Strength</td> <td></td> <td></td> </tr> <tr> <td>Weakness</td> <td></td> <td></td> </tr> </tbody> </table>	Process	Negotiation	Consultation	Definition			Strength			Weakness			2.5
Process	Negotiation	Consultation											
Definition													
Strength													
Weakness													

Participation

It is the case that some companies have Works Councils whilst others have Worker Directors. They are seen as ways of encouraging employee participation.

Task: Explain what you think Works Councils and Worker Directors are and then give one argument for and one against in each case:

	Works Council	Works Director
Definition		
a case FOR		
a case AGAINST		

Total Quality Management

Quality sells and a growing number of companies, influenced perhaps by the Japanese example, are keen not only to achieve high quality but to involve their employees in reaching that target.

Another innovation introduced by Gourmet International is called TQM or total quality management. This is applied throughout the companies owned by GI which, as a result, enjoys a world-wide reputation for high quality food products. The Oriental Foods' production manager told GI that they already had a satisfactory system of random testing of their products *after* manufacture. GI's response was to demand proper and regular testing *before* final production. The GI managing director ordered 'Just do it and I want evidence of teamwork!'

Task:

- 1) Describe what is meant by TQM and how it could benefit Oriental Foods and their customers
- 2) Explain what you think the managing director meant by the reference to teamwork.

5.0 Understand how organisations reward, motivate and develop employees (10 hours)

Session Plan Thirteen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> describe different methods of payment (5.1) 	<ul style="list-style-type: none"> salaries vs. wages; fixed rates; piece-work; payment by results; bonuses and profit-sharing systems; share option schemes; pensions

Notes on delivery and activities	Duration in hours																				
<p>It is important to distinguish between “financial rewards”, this competence criteria 5.1, and “fringe benefits”, competence criteria 5.2, to avoid any confusion. The different forms of payment are quite technical and will need to be teacher led. The use of money as a means of motivating workers is an important part of this element.</p> <p>At the end the teacher should ensure that the students know and can explain all of the methods of payment listed above.</p> <p>Produce a list of ten jobs, ensuring they are all quite different and cover the different types of work pattern and contract. Ask the students, in groups of four, to decide which is the most appropriate methods of payment for each job.</p> <p>These two exercises, one investigative and the other requiring comment, look at methods of paying employees.</p> <p>Payments</p> <p>There are a number of ways in which employees can be paid for their work e.g. sales staff may be paid on commission or production workers by piece rates. The method often reflects the nature of the work.</p> <p>Task: Define the following payment terms and then offer one advantage and one disadvantage of each term:</p> <table border="1"> <thead> <tr> <th>Payment</th> <th>Definition</th> <th>Advantage</th> <th>Disadvantage</th> </tr> </thead> <tbody> <tr> <td>Piece rates</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Fixed rates</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Commission</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Salary</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Monthly pay</p> <p>At Juanita Textiles white collar workers (all grades) are paid monthly by cheque or credit transfer whilst others are paid weekly in cash (based on actual hours worked). There is a view that this is an expensive way to run the payroll and it would suit the company if all employees, regardless of grade, were paid monthly. The union had been consulted and no objections were raised. However, on the other hand, junior managers have expressed opposition because they reckon monthly pay distinguishes them from ordinary hourly rated workers. The HR manager said the attitude of the junior managers is outdated and does not represent the image of a modern company.</p> <p>Task: Think about the case and then give your reaction to the views of the junior managers and the Human Resources Manager.</p>	Payment	Definition	Advantage	Disadvantage	Piece rates				Fixed rates				Commission				Salary				2
Payment	Definition	Advantage	Disadvantage																		
Piece rates																					
Fixed rates																					
Commission																					
Salary																					

Session Plan Fourteen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> describe the use of 'fringe benefits' (5.2) 	<ul style="list-style-type: none"> holidays, company cars, cheap loans, subsidised food and accommodation, health care, preferential access to the organisation's products or services

Notes on delivery and activities	Duration in hours
<p>Explain the fact that "fringe benefits" are often given as an alternative to money, because they are usually tax-free. The difference between monetary payments and benefits should already have been explained. Explain the motivating effect of fringe benefits.</p> <p>Ask the students to brainstorm as many fringe benefits as they can in three minutes. Then compile a class list of everyone's answers. Finally, go through the class list and delete any that are wrong whilst also explaining how the correct ones work.</p> <p>Apart from salary or wages there are other methods of rewarding and motivating staff.</p> <p>Financial incentives</p> <p>Incentives are meant to encourage employees to work harder and achieve specific targets. Two such schemes are profit sharing and share options.</p> <p>Task: If you were a manager and offered a choice between these two schemes, suggest which one would you choose and give your reason(s) why.</p> <p>Fringe benefits</p> <p>These are mostly non-financial incentives and may, though not in every case, be given to employees instead of higher pay. In the larger corporations it is likely that the higher up the promotion ladder an employee goes the bigger the total remuneration or reward package will be in terms of pay and fringe benefits.</p> <p>Task:</p> <ol style="list-style-type: none"> 1) explain why fringe benefits are given and list all the fringe benefits you can think of that are generally offered by employers and, 2) If you were a middle manager indicate, with your reason(s), which of the following you would choose and why: <ol style="list-style-type: none"> i) the average salary for your position plus attractive fringe benefits, or ii) a salary worth about 15% higher than others in your position. 	2

Session Plan Fifteen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> understand how the nature of work contributes to motivation (5.3) 	<ul style="list-style-type: none"> working conditions; job satisfaction; promotion; working relationships (both with colleagues and managers); recognition; levels of responsibility

Notes on delivery and activities	Duration in hours
<p>This element is about motivation but it is not necessary to detail all of the motivational theories. Motivation should be discussed in general terms and linked to working harder or more efficiently. Often the students can provide a comprehensive list of what motivates them and discussions can follow from this point.</p> <p>Give students 15 minutes in which to identify two factors that motivate and two factors that demotivate them, either at home or in work/school/college. From this produce a class list and link the factors that motivate to those already discussed.</p> <p>These two tasks direct the student to focus on the nature of work and the issue of motivation.</p> <p>Job satisfaction</p> <p>At a company social function organised to encourage a mixing of all levels of employees, a senior manager, sitting at a table of factory operatives, said that in his view claims for higher wages must be resisted. In his case he put job satisfaction higher than money. Some of the lower paid felt insulted by his attitude since they all knew he had a limousine, a large house full of antiques, and took expensive overseas holidays.</p> <p>Task: Bearing in mind that not all jobs are the same, some may demand considerable mental effort whilst others are physically exhausting, explain what is meant by job satisfaction and indicate briefly how you would have responded to the senior manager's view.</p> <p>Motivation</p> <p>Motivation is the inner force which drives a person to achieve whilst an incentive is the external factor which aids that motivation e.g. a person may have an interest in the job but a bonus or promotion could encourage greater motivation. A problem for an HR department is how to keep motivation alive especially when people have such differing abilities, attitudes and jobs.</p> <p>Task: Consider the nature of employment generally and then list and explain what you think are the main ways in which an employer can contribute to motivating employees.</p>	3

Session Plan Sixteen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> understand the main features of training and development (5.4) 	<ul style="list-style-type: none"> induction training; internal vs. external training; training on and off the job; qualifications and certification

Notes on delivery and activities	Duration in hours																
<p>This element should be linked to competence criteria 2.3 and the concept of lifelong learning. The full induction process should be explained and this can be linked to the concepts of motivation, professional development and labour efficiency. Factors such as the cost of training, the skill and availability of trainers and the qualification framework should be clearly outlined.</p> <ul style="list-style-type: none"> review the work of this module via tests, orally or through a case study that encompasses all of the work covered see activities below <p>Employee training and development are important activities both for the company and the staff. These tasks ask the student to demonstrate some awareness of the training function.</p> <p>Defining Training</p> <p>Define the following terms and offer at least one advantage and one disadvantage of each:</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Definition</th> <th>Advantage(s)</th> <th>Disadvantage(s)</th> </tr> </thead> <tbody> <tr> <td>Induction training</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Off-the-job training</td> <td></td> <td></td> <td></td> </tr> <tr> <td>On-the-job training</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Investing in training</p> <p>The MD's position is quite clear on training - it is expensive and distracts employees away from the tasks in hand, also it unnecessarily raises expectations in terms of status, promotion and pay. To the point that other companies invest in training the MD replied 'Good! They train my workers for me!' He later explained that rather than meet the cost of training he prefers to buy in those already trained and experienced at a higher rate of pay and when they have done what he wants he can dismiss them.</p> <p>Task: Consider this case and explain how you would respond to the Managing Director's attitude on training.</p> <p>Induction</p> <p>Induction training should be offered to all new employees as it introduces them to the company and to the job. Opinion differs on induction training and there is a variety of practice among companies. In some a one hour introduction seems sufficient whilst in others the induction process may be spread over several weeks.</p> <p>Task: Think about a job you would like to do and then draw up what you consider to be an ideal induction programme.</p>	Term	Definition	Advantage(s)	Disadvantage(s)	Induction training				Off-the-job training				On-the-job training				3
Term	Definition	Advantage(s)	Disadvantage(s)														
Induction training																	
Off-the-job training																	
On-the-job training																	

Ask students to consider the following materials and answer the questions that follow.

Motivation in the Building Trade

Tony and Greg own a building and construction business. They have worked hard to improve communications in their firm. They took professional advice which resulted in all enquiries being dealt with promptly and accurately; appropriate IT equipment being installed, and Fred attending a short course that gave him an adequate understanding of graphs and charts.

However, this was not the end of their problems. Tony and Greg were partners and they shared the profits, so they would work the hours needed in order to complete a job on time. They had forgotten that employees were not always so motivated. Workers in the building trade are paid by the hour - on a time rate, as it is known technically. Sometimes, there might be piece rates - for instance, payment per number of bricks laid, and occasionally, there are bonus payments, usually as a result of completing a job ahead of schedule, or some similar reward for productivity.

If someone is paid to start work at 8am, then they have no incentive to start earlier, and if they are expected to stop for lunch at 12 noon, then that is when they will stop, even if it leaves unused cement, which will harden and be useless later. Tony and Greg would start when they arrived at the site, and they would not think of taking a break at an unsuitable time.

That, however, is usually the difference between the employer and the employee. At first, this annoyed Tony and Greg, until, one day, they saw an article in *The Builders' Journal*:

Job Enrichment in the Building Trades

Quality control circles originated in Japan, and they remain foreign to the British building trades, but some firms have found improvements in productivity and greater job satisfaction by involving the employees in some of the decision making.

Ask yourselves - do you make sure that your employees know what the contract is and when it should be finished? Do you ever ask them their opinions about the best approach to a job? This is a simple piece of worker participation. If you do, then you are likely to have a happier work force.

Have you explained the waste that can result from taking breaks to the minute? Have you offered some sort of bonus for the elimination of such waste? This could be more money or a benefit in kind such as use of a company car for holidays.

You can save money, and have a happier and harder working work force, just by treating them with more respect.

Tony and Greg read the article seriously and decided to alter their approach to man management.

1) Explain the meaning of the following terms:

- a) motivated workers
- b) time rate and piece rate
- c) job enrichment
- d) bonus payment
- e) productivity
- f) fringe benefits
- g) quality control circles

- | | |
|---|--|
| <p>2) What could Tony and Greg do to improve the productivity of their workers?</p> <p>3) Write a sentence to explain what each of the following people would have thought about the article from the Builders' Journal:</p> <ul style="list-style-type: none">a) Frederick Taylorb) Elton Mayoc) Abraham Maslowd) Douglas McGregore) Frederick Herzberg <p>4) What advice would each of the most famous motivation theorists have given to Tony and Greg so that they could have a more willing and efficient workforce?</p> | |
|---|--|

Resources

Torrington and Hall, Human Resource Management 4th Edition, Prentice Hall Europe (1998)
(Recommended text)

Hall, Jones & Raffo, Business Studies Chapters 47 – 64, Causeway Press (reprint 2000)
(Recommended text)

Anthony Landale, Gower Handbook of Training and Development, Gower publishing (1993)

Marcouse, Gillespie, Martin, SurrIDGE & Wall, Business Studies Units 30 – 45 Hodder & Stoughton (1999)

Chambers, Hall & Squires, Business Studies, 3rd Impression, Longman

Lines, Marcouse & Martin, The complete A-Z Business Studies Handbook, 3rd Edition 2000,
Hodder & Stoughton

Specialist HRM publications/journals

Newspapers, local and national.

Websites

www.ipd.co.uk

Chartered Institute of Personnel and Development

www.bized.ac.uk

Business education website