

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

www.XtremePapers.com

**Cambridge International Diploma in Management
Higher Professional Level**

Scheme of Work

4259
Human Resource Planning
Optional Module



UNIVERSITY *of* CAMBRIDGE
International Examinations

MODULE NUMBER (OPTIONAL) 4259: HUMAN RESOURCE PLANNING

BRIEF INTRODUCTION AND MODULE OUTLINE

This optional module considers the importance of recruiting and selecting the human resources of the organisation. People are a valuable resource and need careful planning and managing as is the case for any other resource.

The module begins with an introduction to the importance of Human Resource Planning (HRP) within the organisation and then focuses in more detail on recruitment and selection. These are activities which are linked to the needs and success of the business – for example, the organisation is unlikely to be able to achieve its business targets if it doesn't have *the right people, in the right place, at the right time*.

The optional modules People Development and Performance Management look at other aspects of Human Resource Planning in more detail. It should also be remembered that as this is a general management award all modules will touch upon some aspect of HRM.

The importance of HRP within the organisation is a key focus throughout the module. Candidates need to understand the strategic importance of HRP in helping the organisation to achieve its objectives.

HRP cannot be seen in isolation; its strategy and practice is determined by the needs of the business and influenced by many other internal factors including the organisation's structure, culture and values, as well as its ability to finance human resource plans. There also needs to be consideration of external influences, including the market position of the organisation, employment and labour market trends, legislation and pressure to follow best practice and be regarded as a good and fair employer.

It is important that candidates are clear about how HRP differs from Personnel Management and to help with this it may be interesting to look at some of the material surrounding this debate. An important learning point from this must be that managing human resources is the responsibility of every manager, and not the role of the personnel department.

Assessment Objectives:

1. Identify the strategic importance of human resource planning to an organisation
2. Use a range of techniques to define job roles in organisations
3. Identify and apply recruitment policies and practices
4. Identify and apply selection policies and practices
5. Appraise the recruitment and selection policies and procedures in the organisation.

RECOMMENDED PRIOR KNOWLEDGE

No prior knowledge is required, however, candidates should be encouraged to research and critically review the HR strategy and policy and practices (especially recruitment and selection) of their own organisation.

Background reading would also help to promote understanding and it may be useful to direct candidates to research and read up on a particular issue in advance of teaching.

SUGGESTED TEACHING ORDER / SUMMARY SCHEME OF WORK

The module sits fairly comfortably at any point in the Programme and there are no requirements for prior knowledge.

The Human Resource Planning module is made up of 5 assessment objectives, which follow a logical order beginning with an introductory Unit to identify the strategic importance of HRP in the organisation, moving on to three Units which focus on the HR policies and practices of recruitment and selection and ending with a critical appraisal of the organisational approach to HRP.

At Unit level, the teaching should follow this logical progression, however, it is suggested that Units 2, 3 and 4 are combined and that the same scenario is used to guide candidates through the recruitment and selection process i.e. an holistic approach is adopted.

Within each Unit suggestions are made as to which order particular competence criteria should be covered in and which, if any, could usefully be combined.

The column headed **Explanation of Competence Criteria** is designed to give an indication of the main content to be covered and should help with this planning detail.

UNITS / ASSESSMENT OBJECTIVES: SUGGESTED ORDER

1	<p>Identify the strategic importance of human resource planning to an organisation.</p> <p>1.1 (1.2 will probably be covered elsewhere)</p> <p>This Unit identifies the strategic importance of HRP within the organisation. Candidates need to understand the strategic role of HRP in helping the organisation to achieve its objectives and the need to align this aspect of HR strategy to business strategy. They need to appreciate how many aspects of management, including HRP, come together to determine the overall direction of the organisation and its general wellbeing. Aspects of this may already have been covered in other modules.</p>
2	Use a range of techniques to define job roles in organisations.
3	Identify and apply recruitment policies and practices.
4	<p>Identify and apply selection policies and practices.</p> <p>These Units should be combined as they focus on different stages of the same process. The Unit begins with HR planning and the alignment of HR strategy to strategic and operational objectives. Recruitment and selection policies, procedures and techniques are then focussed on at a fairly operational level but still within the context of meeting the needs of the organisation at a strategic level.</p> <p>Models of recruitment and selection, the advantages and disadvantages of different approaches and techniques, and employment legislation should be covered.</p>
5	<p>Appraise the recruitment and selection policies and procedures in the organisation.</p> <p>This Unit requires candidates to critically review and evaluate the organisation's approach to HRP. This Unit therefore builds upon the work done in the previous units and encourages the candidate to research best practice in order to inform improvements. The key message here is to stress to the candidates the importance of staying up to date with new approaches to HRP in this ever-changing employment market.</p>

LIST OF RESOURCES

There is a wealth of accessible and readable material about recruitment and selection. Most management textbooks at Higher Professional Level will include relevant sections on the importance of strategic HRP and there are also many dedicated professional journals. Information about policies and procedures are more likely to be found in either Personnel textbooks or management textbooks more akin to Professional Level.

It is extremely helpful to be able to show candidates a range of different procedures and documentation, ideally from very different organisations. As a teacher, and being mindful of confidentiality and copyright issues, there is great benefit in building up a resource pack of this material for candidates to look through and review. Material from the candidates' own organisations would also be useful.

In addition to those on the Higher Professional Level booklist for this module, the following may be particularly helpful:

A Pinnington and A Edwards *Introduction to Human Resource Management* (2000) ISBN 0198775431

I Beardwell and L Holden *Human Resource Management: A Contemporary Perspective* (1997) ISBN 0273622307

For Units 2, 3 and 4, the following book provides some excellent material:

M Armstrong *A Handbook of Human Resource Management Practice* (2003) ISBN 0749441054

The following UK based websites are also recommended:

ACAS (Advisory, Conciliation and Arbitration Service) <http://www.acas.org.uk>

DTI (Department of Trade and Industry) <http://www.dti.gov.uk>

ACAS in particular is very useful for personnel policy and procedures and has model policies and procedures which can be downloaded, as well as advice about good practice. Both ACAS and the DTI include relevant employment legislation and although this covers only the UK and some European legislation there are likely to be similar organisations in other countries. Employment legislation journals and fact books (e.g. Croners, Gee) are also useful and are usually located in the reference sections of public libraries or carried by many organisations and accessible to candidates.

UNIT 1: Identify the strategic importance of human resource planning to an organisation

Recommended prior knowledge: No prior knowledge is required, however, candidates should be encouraged to research and critically review the HR strategy of their own and other organisations.

Most management textbooks at Higher Professional Level will include relevant sections on the importance of strategic HRM and there are also many dedicated professional journals.

Candidates should also read around the subject and the following may be helpful for this Unit:

A Pinnington and A Edwards *Introduction to Human Resource Management* (2000) ISBN 0198775431

I Beardwell and L Holden *Human Resource Management: A Contemporary Perspective* (1997) ISBN 0273622307

Outline: This Unit identifies the strategic importance of HRP within organisations. Candidates need to understand the strategic role of HRP in helping the organisation to achieve its objectives and the need to align this aspect of the HR strategy to business strategy. They need to appreciate how different aspects of management, including HRP, come together to determine the overall direction of the organisation and its general wellbeing. Some of this may already have been covered in other modules.

An important learning point from this module must be that managing human resources, including HR planning is the responsibility of every manager. It may be interesting and of value to look at some of the material surrounding this debate.

COMPETENCE CRITERIA		EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
1.1	Identify how HR Planning contributes to the strategic planning of the organisation	<ul style="list-style-type: none"> explain the importance of HRP in helping the organisation to meet its strategic objectives explain why HR strategy must be aligned to business strategy and be an integral part of the overall strategic planning of the organisation 	<p>This Unit identifies the strategic importance of HRP within the organisation. Candidates need to understand the strategic role of HRM in general in helping the organisation to achieve its objectives and the need to align HR strategy to business strategy. They need to appreciate how many aspects of management, including HRM and in particular HRP, come together to determine the overall direction of the organisation and its general wellbeing.</p> <p>Begin the Unit by explaining that HRM is a strategic approach to acquiring, developing, managing, motivating and gaining the commitment of the organisation's human resources (its people) to the aims of the organisation.</p>

			<p>It may be useful to look at strategic management models, many of which will be covered in the Strategic Management module. The links to HRP can then be clearly made.</p> <p>Use case studies of organisations that have strategically managed major changes in their markets or business activities to identify the contribution of effective HRP.</p> <p>For example, if an organisation is forced to penetrate a new market and/or produce a new product what are the implications for HRP? e.g. the knowledge and skills of the current staff may be obsolete, new staff with different qualifications and skills are required, existing staff must be re-trained or risk being dismissed.</p> <p>Ask candidates to identify how HRP contributes to and influences the strategic planning of their own organisation.</p> <p>Introduce theoretical models and perspectives of HRP e.g. soft, hard, IR perspectives, Japanese and European models.</p> <p>This may also be an appropriate place to raise the HRM versus Personnel management debate and so reinforce the fact that HRM and HR Planning are the responsibility of all managers – not just the personnel department. Candidates should be encouraged to look at the work of notable academics in the field e.g. David Guest, Karen Legge, Storey.</p> <p>Drawing on this knowledge and understanding conclude this introduction to the subject by asking candidates to review and analyse their own organisations HR strategy.</p> <ul style="list-style-type: none"> • is it HR or personnel? • is it hard or soft? • does it help or hinder organisational effectiveness?
--	--	--	---

1.2	Identify current skill and knowledge equity within the organisation and forecast requirements to meet organisational objectives	<ul style="list-style-type: none"> • do the current human resources of the organisation meet its requirements? • forecast what is required in order to meet organisational objectives 	1.2 should be addressed in Unit 2 and combined with competence criterion 2.1.
-----	---	---	---

UNIT 2: Use a range of techniques to define job roles in organisations

UNIT 3: Identify and apply recruitment policies and practices

UNIT 4: Identify and apply selection policies and practices

Recommended prior knowledge: No prior knowledge is required, however, candidates should be encouraged to research and critically review the human resource planning, recruitment and selection policies and procedures of their own organisation.

Background reading and a review of good practice and the practices used by other organisations would be useful.

Armstrong's, *A Handbook of Human Resource Management Practice* (ISBN 0749441054) provides some excellent material for these Units (see Higher Professional Level booklist in syllabus)

The following UK based websites are also recommended:

ACAS (Advisory, Conciliation and Arbitration Service) <http://www.acas.org.uk>

DTI (Department of Trade and Industry) <http://www.dti.gov.uk>

Outline: These Units should be combined as they focus on different stages of the same process. The Unit begins with HR planning and the alignment of HR strategy to strategic and operational objectives. Recruitment and selection policies, procedures and techniques are then focussed on at a fairly operational level but still within the context of meeting the needs of the organisation at a strategic level.

COMPETENCE CRITERIA		EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
1.2	Identify current skill and knowledge equity within the organisation and forecast requirements to meet organisational objectives	<ul style="list-style-type: none">do the current human resources of the organisation meet its requirements?	<p>Candidates need to have an understanding of the importance and aims of human resource planning, what is involved and the information that is needed to forecast effectively.</p> <p>Having defined HRP, ask candidates to produce a list of the benefits of preparing a HR plan. For example :</p> <ul style="list-style-type: none">enables coordination and integration of HR activitiesavoids duplication and wastesome of the problems caused by change may be foreseen and their consequences mitigatedsuccession planning

2.1	Establish personnel requirements to meet strategic and operational objectives	<ul style="list-style-type: none"> • what are the current needs? • what are the likely needs in the future? 	<p>The principles and process of HR planning need to be explained and worked through, and candidates need to appreciate that this involves much more than a headcount.</p> <p>Focussing on their own organisations they should think about what information they would need and how they would go about comparing current resource availability with future requirements. To do this they will need to consider many factors including: organisational activity forecasting; quantity and skills and knowledge auditing; current change planning (retirement, promotion, resignation etc.); succession planning; employment trends; budgeting.</p> <p>There are many models and techniques available to help managers and a range should be considered.</p> <p>Atkinson (1989 and 1984) and his work on employer's responses to change and the notion of the flexible firm is a good starting point as it encourages candidates to think about the different options for matching human resources to requirements e.g. full time, part time, sub-contracting, out-sourcing.</p> <p>Candidates also need to be aware of legal and financial/budgeting constraints which may prevent the preferred option from being pursued, as well as the implications of changing expectations about work and patterns of employment.</p> <p>In conclusion, and to link to the rest of the Unit it should be made clear that recruitment and selection is just one of many ways in which the human resource requirements of the organisation may be met. Given the speed and amount of change facing some organisations this will not always be the best or preferred option.</p>

2.2 3.1	Prepare for recruitment	<ul style="list-style-type: none"> deciding what is required and how these personnel can be recruited and selected job analysis and job descriptions 	<p><u>2.2 and Units 3 and 4</u></p> <p>These criteria look at all aspects of the recruitment and selection process, including ensuring that it is carried out in accordance with organisational policy, current legislation and accepted best practice.</p>
3.2	Implement recruitment	<ul style="list-style-type: none"> methods of recruitment and handling applications 	<p>Essentially, candidates need to be given the knowledge and skills to adopt a planned and systematic approach to recruitment and selection. It can be helpful for it to be presented as a 4 stage process:</p> <ol style="list-style-type: none"> The need to know about the job to be filled The need to know about the type of person to do the job The need to know the best means of attracting a range of suitable applicants The need to know how best to assess the candidates' likely suitability for the job <p>The most appropriate way to teach this is to identify a number of job roles which the group can all relate to (ideally at a level that they might be required to appoint to) and work through the recruitment and selection process i.e. establishing the need, preparing a case (and costing), job analysis, recruitment, selection etc.</p> <p>For example, following input on methods of advertising and the need to ensure that these are not directly or indirectly discriminatory, candidates could draw up an advertisement for the position on which they are focussing. An applicant information pack including a job and person specification could also be produced.</p> <p>Much can be gained from discussing the advantages and constraints of different methods and techniques. For example, candidates could agree on a format for the specification following a review of the policies and procedures adopted by their own and other organisations.</p> <p>The skills and knowledge from the syllabus give a good indication of the aspects to be covered, including relevant models such as Rodger and Munro.</p>

4.1	Identify the advantages and constraints of selection methods	<ul style="list-style-type: none"> • what methods could be used to select candidates? • what factors need to be considered when deciding on a method? • what are the advantages and constraints of each method? 	<p>For recruitment, candidates could be asked to review a range of methods and to comment on their cost effectiveness. Reviewing methods and also actual advertisements in newspapers, on the web etc. can also lead to a valuable discussion about legislation and the way in which the use of particular medians or language can inadvertently indirectly discriminate. There is some interesting case law to support this discussion which should be extended to include all aspects of the process.</p> <p>For selection, candidates need to be aware of the range of methods available</p>
-----	--	--	---

4.2	Prepare for selection interviews	<ul style="list-style-type: none"> • planning the type, structure and format of the interview • preparing questions and documentation 	<p>and their advantages and constraints. Look at the list in the skills and knowledge section of competence criteria 4.1 for ideas for methods. There is a wealth of material available on this and candidates could research and prepare a case for one or more methods. Findings could be presented as a table or debated in the group.</p> <p>The factors to be considered should include:</p> <ul style="list-style-type: none"> • the suitability of the method for the post to be filled, with reference to the person specification • acceptability and appropriateness of the method • predictive accuracy • abilities of the staff involved in the selection process • administrative ease • time and cost <p>For selection interviews, role-play is suggested. Character briefs could be used or candidates could adopt roles and complete application forms to apply for the job roles which have been used for the earlier exercises. Role play interviews will typically last for only 15 – 20 minutes. Candidates will need reminding that the emphasis is on the development of effective interviewing skills and not on the skills of the interviewee. Panels of 2 or 3 work well, as this gives practice in planning and carrying out this difficult type of interview. Interviews should be observed or video recorded and, following feedback, candidates should evaluate their performance and action plan for improvement. If possible, each candidate should be given 2 or more opportunities to interview so that they are able to act upon this feedback.</p>
-----	----------------------------------	---	---

4.3	Carry out selection interviews	<ul style="list-style-type: none"> • carry out an interview to practise and develop interview and questioning skills 	<p>Candidates will need to be given time to plan the interviews and may need advice on interview structure and questioning technique.</p> <p>A short exercise to demonstrate the uses, pros and cons of different types of questions will be good preparation for the interviews e.g. closed, open, probing multiple, leading.</p> <p>The interviews should lead to interesting discussion about the need to be objective, recording methods, scoring etc.</p> <p>Completing the selection procedure needs to be discussed and should cover references, feedback to applicants and making job offers. Organisational and legal requirements need to be clarified.</p>
4.4	Complete selection procedure(s)	<ul style="list-style-type: none"> • following up after the interview • giving feedback to candidates and making an offer of employment 	

UNIT 5: Appraise the recruitment and selection policies and procedures in the organisation

Recommended prior knowledge: No prior knowledge is required, however this Unit should follow Units 1 to 4 and candidates will then have the necessary awareness and confidence required.

Background reading and a review of good practice and the practices used by other organisations would be useful.

Armstrong's, *A Handbook of Human Resource Management Practice* provides some relevant material for this Unit (see Higher Professional booklist).

The following UK based websites are also recommended:

ACAS (Advisory, Conciliation and Arbitration Service) <http://www.acas.org.uk>

DTI (Department of Trade and Industry) <http://www.dti.gov.uk>

Outline: This Unit requires candidates to critically review and evaluate the way in which recruitment and selection is carried out in the organisation and draws on the experience gained in Units 1 to 4.

COMPETENCE CRITERIA		EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
5.1	Identify and implement appropriate recruitment and selection policies and procedures	<ul style="list-style-type: none"> • identify best practice • summarise current policies and procedures 	<p>At this point in the programme candidates should be encouraged to research the recruitment and selection policies and procedures of a wide range of organisations, as well as read up to date journals and publications. New and emerging approaches, including e-recruitment should be considered. These can then be compared with the procedures carried out in the study organisation.</p> <p>In addition, candidates should be taught how to review the work they have done in the previous units and identify what worked well and what could be improved.</p> <p>It is also useful to compare what took place with the organisational policy – how close is actual practice to policy?</p>
5.2	Evaluate recruitment and selection practices	<ul style="list-style-type: none"> • review the way recruitment and selection is carried out in the organisation, benchmarked to best practice 	<p>Using all the information from the above, candidates should practise summarising findings and making recommendations for improvements in a way that is convincing. Close the circle by asking the candidates to indicate how their suggestions contribute to the overall strategy of the organisation.</p>

