



E-LEARNING

Level 4



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

WA09: HR Issues

4.6 Possess the knowledge and skills to generate solutions to HR issues - HR Administrator

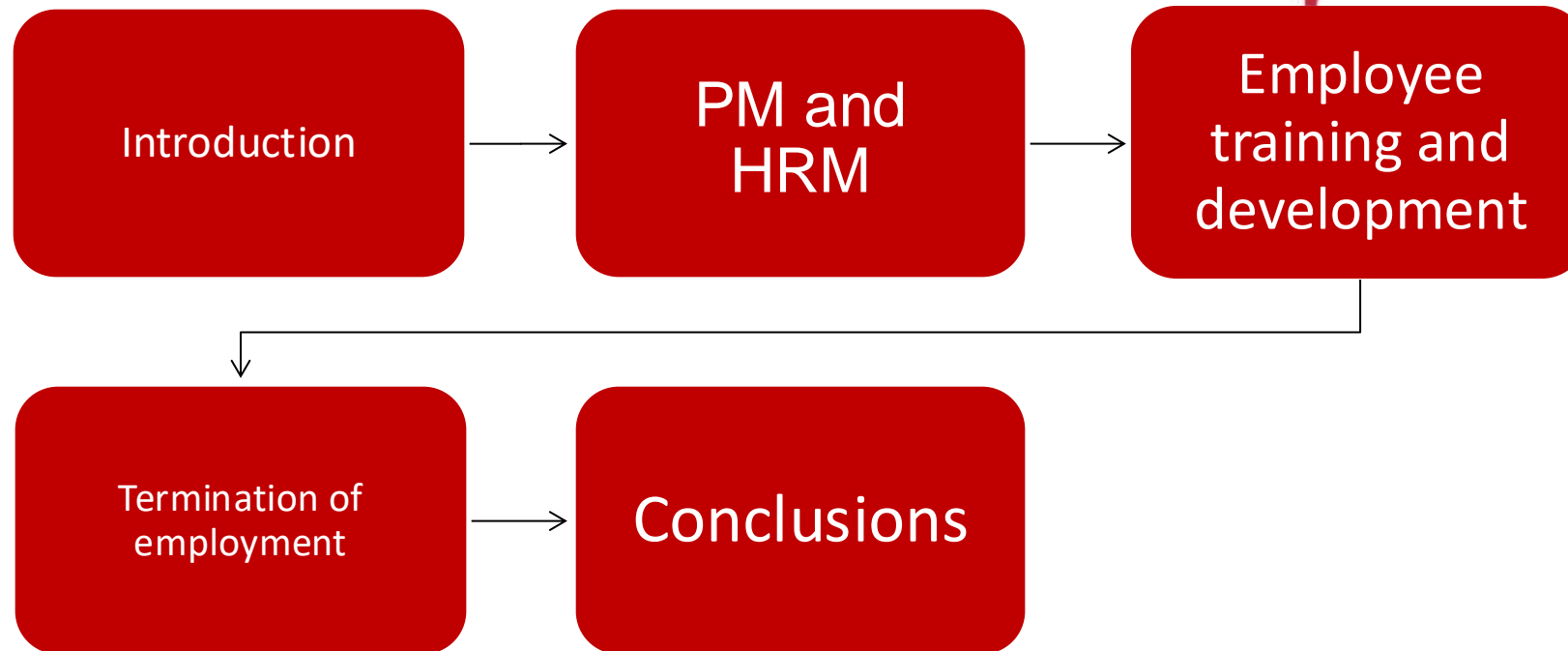
LO4.14 Understand learning theories and learning styles in order to plan and provide the requirements/specifications for design of training and development; be able to evaluate a training event; use appropriate funding mechanisms for skills development initiatives.

LO4.15 Understand the difference between personnel management and human resource management in order to support the recruitment, motivation and retention of employees.

LO4.16 Demonstrate ability to ensure that the due process of termination of employment is followed and prepare the appropriate documentation.



Route Map



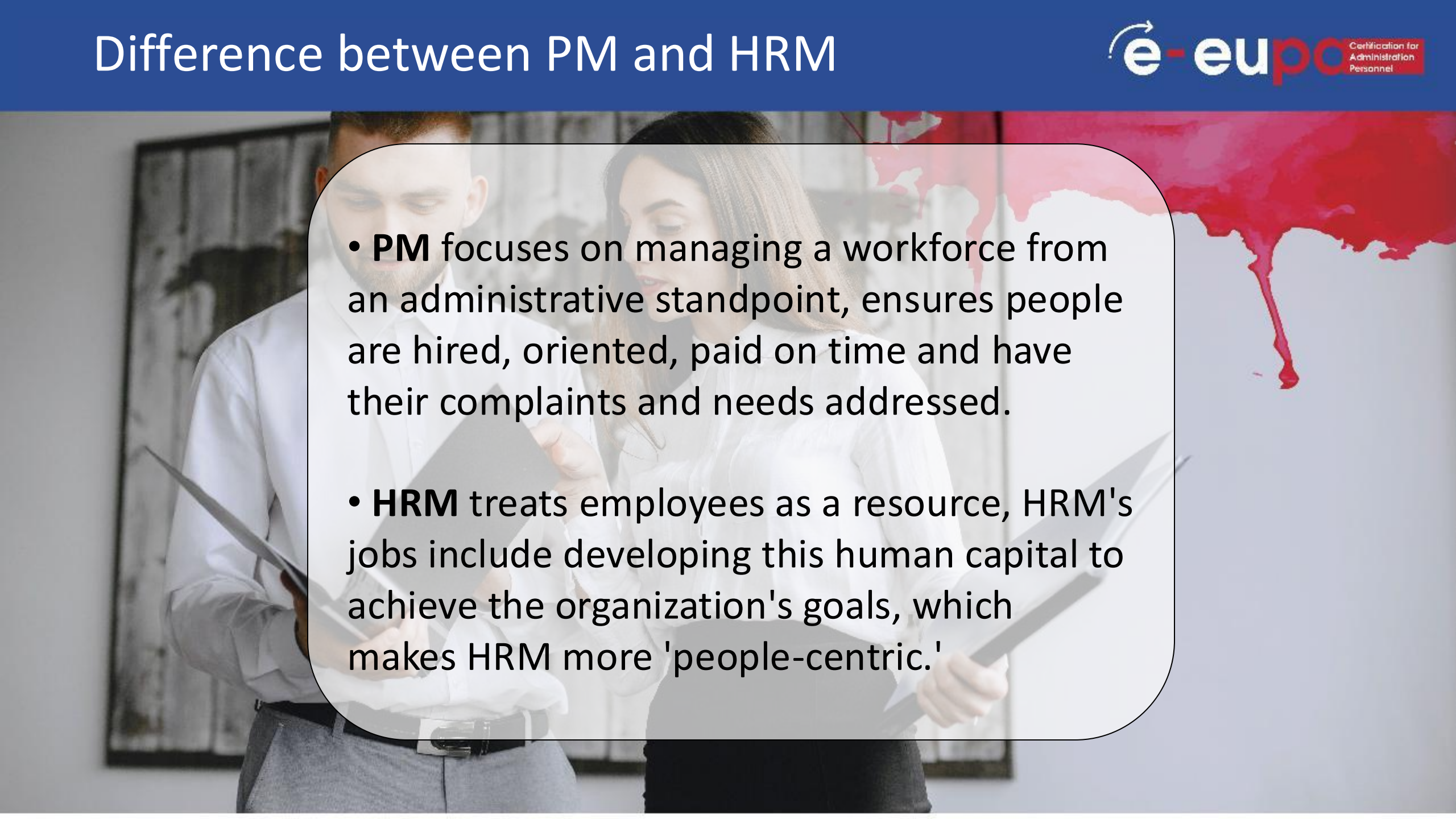
Personnel Management vs HRM



Personnel management is an administrative function of an organization that exists to provide the personnel needed for organizational activities and to manage the general employee-employer relationship.

Human resource management also involves the management of people in an organization. The job of human resource management is to ensure that the organization has the human capital it needs to accomplish its goals.

Difference between PM and HRM

- 
- **PM** focuses on managing a workforce from an administrative standpoint, ensures people are hired, oriented, paid on time and have their complaints and needs addressed.
 - **HRM** treats employees as a resource, HRM's jobs include developing this human capital to achieve the organization's goals, which makes HRM more 'people-centric.'

Associating the facilities with user needs

Some are obvious, such as photocopiers but some may require a little investigation e.g. „the mysterious box at the back of the IT store room“

1. Find out whether it is used
2. Check frequency of
3. Consider that some facilities might be popular with everyone, others may be ignored due to individual preferences.

Key functions of HRM

1

- Human Resource Planning

2

- Recruitment and selection

3

- Training and development

4

- Performance management and appraisal

5

- Retention and Motivation

6

- Compensation and Benefits

7

- Career planning

1. HR planning

- Must be integrated within the organizations strategic plans
- Senior management must emphasize the importance of human resource planning
- Must be based on the most accurate information available

Your role in Human Resource Planning Process

- Administer programs, procedures, and guidelines to help align the workforce with the strategic goals of the company
- Prepare and maintain reports that are necessary to carry out the functions of the Human Resources department.
- Prepare periodic reports for management, as necessary or requested.

2. Recruitment and selection

R & S process

- Job analysis and job description
- Sourcing
- Recruitment interview and other recruitment methods
- Reference checks
- Making an offer and administering hiring procedures

Your role in recruitment and selection

Depends on the size of the company and existence/non-existence of HR department

- Responsibility for vacancy advertising and first pre-selection of candidates
- Replying to unsuccessful candidates
- Organization and invites to interviews, welcoming of candidates
- Reference checks
- Administering hiring procedures

4. Performance management and appraisal

- Performance management is a process by which managers and employees work together to plan, monitor and review an employee's work objectives and overall contribution to the organization.
- It is continuous process of setting objectives, assessing progress and providing on-going coaching and feedback to ensure that employees are meeting their objectives and career goals.

- **Performance appraisal** is process to review employees performance.

- **Appraisal methods;**

Ranking
Paired Comparisons
Critical Incident
Free-Form/Narrative
Self-Assessment
Assessment Centre
Performance
Rating

5. Retention and Motivation

- **Efforts to retain employees should be targeted at valuable, contributing employees.**

- **Employee turnover** is a symptom of deeper issues not resolved, which may include low employee morale, absence of a clear career path, lack of recognition, poor employee-manager relationships or other issues.

- **A lack of satisfaction and commitment** to the organization can also cause an employee to withdraw and begin looking for other opportunities.

- **Pay** does not always play as large a role in inducing turnover as is typically believed.

Employee motivation

- Motivation is an employee's intrinsic enthusiasm about and drive to accomplish activities related to work.

- An individual's motivation is influenced by biological, intellectual, social and emotional factors.

- It is a complex, not easily defined, it can also be influenced by external factors.

Organizational reward systems

- Tangible VS Intangible incentives

- Forms of Pay

- Fringe benefits

- Motivation through design of work

6. Career planning

- Career planning is a process of systematically matching career goals and individual capabilities with opportunities. It is a process of **enhancing an employee's future value.**

- **The career planning process involves both the organization and the individual responsibility.**

Benefits of Career Planning:

1. It ensures a constant supply of promotable employees.
2. It helps in improving the loyalty of employees.
3. Encourages an employee's growth and development.
4. Discourages the negative attitude of superiors.
5. Ensures that senior management knows about the calibre and capacity of the employees who can move upwards.
7. Career planning reduces labour turnover.
8. Every organization prepares succession planning towards which career planning is the first step.

CAREER ANCHORS = Motivators that make employees held on their jobs.

Positive effect of effective HRM

Success of organization depends on development of such management practices and learning styles that stimulate :

- Initiative
- Creativity
- Adaptability
- Motivation
- Discretion
- Ability
- Company orientation
- Responsibility
- Cooperation

Factors that contribute to success of organization are also related to creation of:

- Strong management team
- Well motivated dedicated, qualified and flexible workers
- Stable and cooperative employer-employee relationships
- Overall strategy of the quality of work

7. Basic principles of HRM

- **Commitment**

Job security acknowledges the intrinsic need that employees have to demonstrate their commitment to the business and their job duties.

- **Competence**

Successful businesses rely on competent workers who understand their employers' performance expectations. HR management sustains workforce competency through providing training and orientation to upgrade and improve employees' skills and job knowledge.

- **Cost-Effectiveness**

- **Congruence**

Attainable workforce management goals must be congruent with the overall goals of the business.

- Learning theories
- Learning styles
- Kolb's learning cycle
- Training cycle
 - Training needs and objectives analysis
 - Development of training program
 - Training delivery
 - Training feedback and evaluation

Learning theories

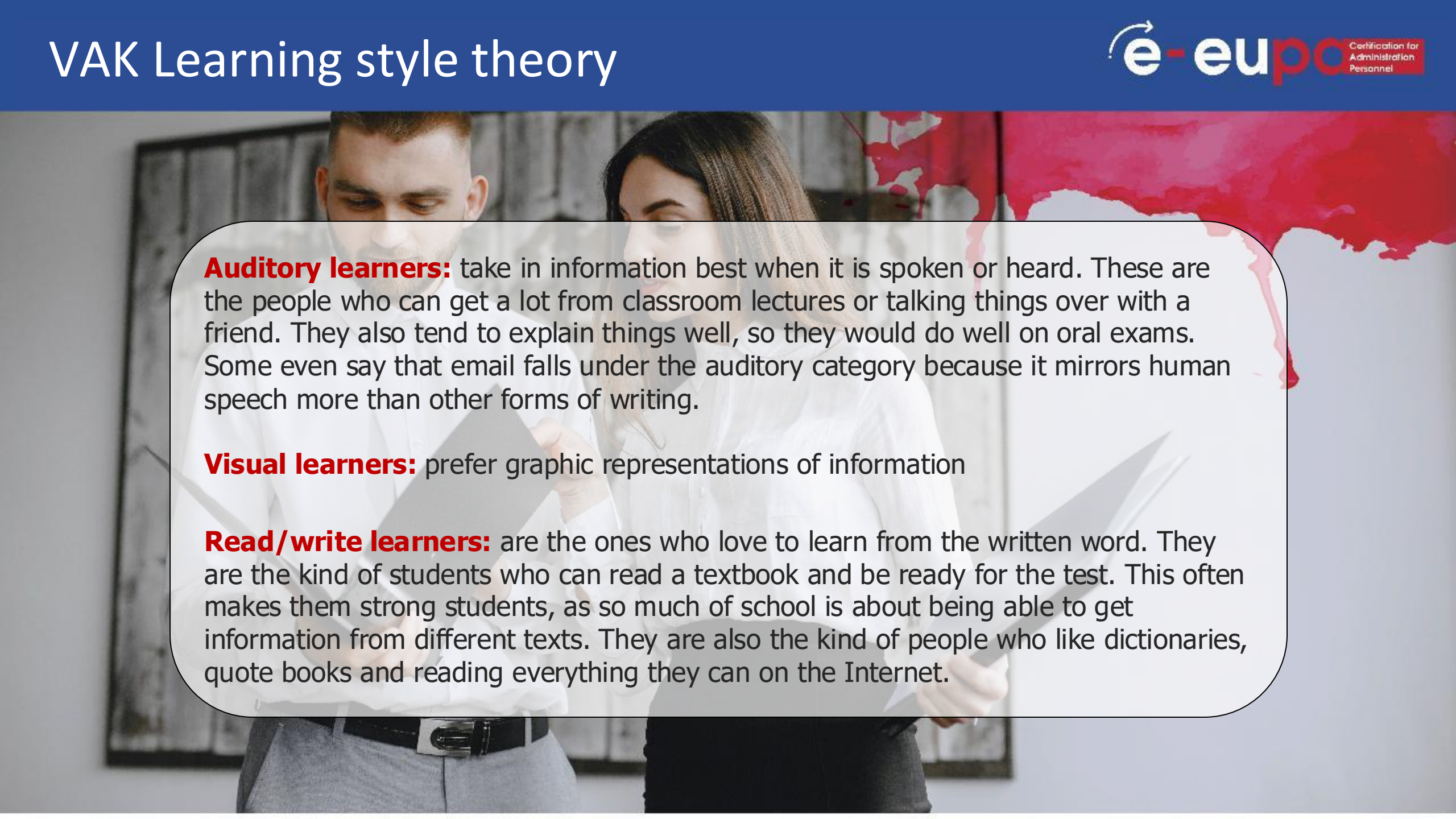
Learning theories are conceptual frameworks in which knowledge is absorbed, processed, and retained during learning.

Behavior analysis - learning is the acquisition of a new behavior through conditioning and social learning.

Constructivism - importance of the active involvement of learners in constructing knowledge for themselves. The teacher acts as a facilitator who encourages students to discover principles for themselves and to construct knowledge by working answering open-ended questions and solving real-world problems.

Learning style theories propose that individuals learn in different ways, that there are distinct learning styles and that knowledge of a learner's preferred learning style will lead to faster and more satisfactory improvement.



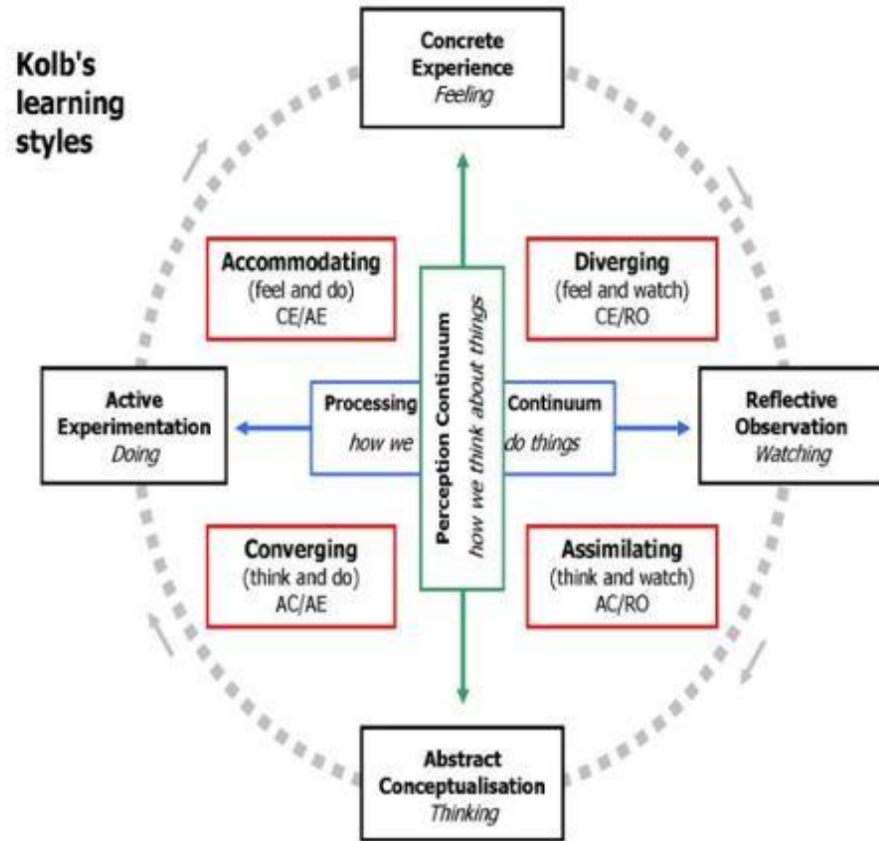
A background image showing a man and a woman in a professional setting. The man is on the left, wearing a white shirt and grey trousers, looking down at a laptop. The woman is on the right, wearing a white shirt and dark trousers, also looking at the laptop. The image is slightly blurred and has a soft focus.

Auditory learners: take in information best when it is spoken or heard. These are the people who can get a lot from classroom lectures or talking things over with a friend. They also tend to explain things well, so they would do well on oral exams. Some even say that email falls under the auditory category because it mirrors human speech more than other forms of writing.

Visual learners: prefer graphic representations of information

Read/write learners: are the ones who love to learn from the written word. They are the kind of students who can read a textbook and be ready for the test. This often makes them strong students, as so much of school is about being able to get information from different texts. They are also the kind of people who like dictionaries, quote books and reading everything they can on the Internet.

Kolb's experiential learning theory

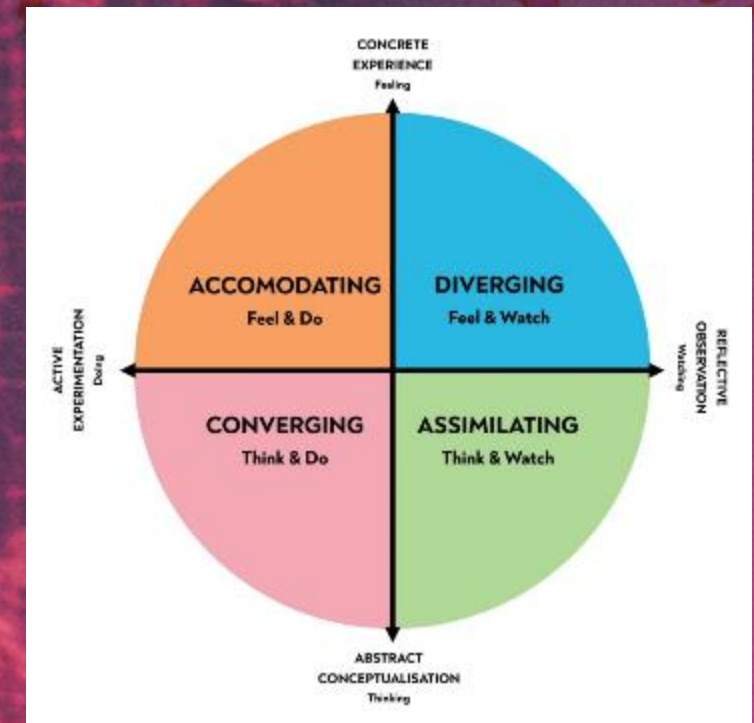


1. First stage: the learner has a **concrete experience**, where they are faced with new situation or a retread of a similar prior experience.
2. Second stage: the learner undergoes a **reflective observation**, where they situate the new experience within their prior knowledge.
3. Third stage: is an **abstract conceptualization**, where the learner's reflections lead to a new understanding or the broadening of their current understanding.
4. Fourth stage, **active experimentation**, is when the learner takes their newly found or expanded knowledge.

The active experimentation phase leads to more concrete experience, which starts the cycle of learning all over again.

Kolb's learning styles

- **Diverging** learn best when faced with concrete experiences and like to sit back and observe. They like to gather information and work in groups.
- **Assimilating** learners are also what Kolb called 'Reflective Observers.' However, they prefer abstract conceptualization over concrete experiences.
- **Converging** learners, who prefer both abstract concepts and active, hands-on experimentation. They are practical like the assimilating learners and share a love of abstract concepts.
- The **accommodating** learner, does best when given concrete experiences and hands-on applications. They tend to be the people who follow their 'gut' rather than analyzing and evaluating big-picture ideas.



Training refers to the acquisition of knowledge, skills and abilities required to perform effectively in any given role
Development of:

- **Knowledge** is information specific and particular to a subject, enabling a person to understand a subject to an acceptable level.
- **Skill** is a developed aptitude or ability in a particular intellectual or physical area.
- **Attitude** is an internal state which affects one's choice of action towards some objects, persons or events.

TRAINING CYCLE



Training Need = the difference between the actual and required human performance in some specific areas of operations, where improved training is the most economical way of eliminating the difference

Benefits of Training Needs Analysis

- Organisational Focus on Performance
- Identifies Routes to Closing Organisational performance-Gaps
- Through Involvement Builds Internal Commitment To Achieving Organisational Targets
- Separates Non-Training

Difficulties with Training Needs Analysis

- Time-Consuming
- Generates High Expectations
- Requires Top-Level Support & Understanding
- May Isolate Certain Categories of Staff

Types of training

On-the job training

- Mentoring
- Coaching
- Job-rotation
- Job instruction
- Apprenticeship
- Internship

Off-the job training

- Lectures
- Conferences
- Simulation exercises

Training evaluation and feedback

Every year organizations and individuals spend literally billions of dollars on training and education programs. However, experience has consistently shown that little time or expense is paid to evaluating the effectiveness of the training that has taken place.

- Did the training program work?
- Was it worthwhile?
- Did the results justify the investment?

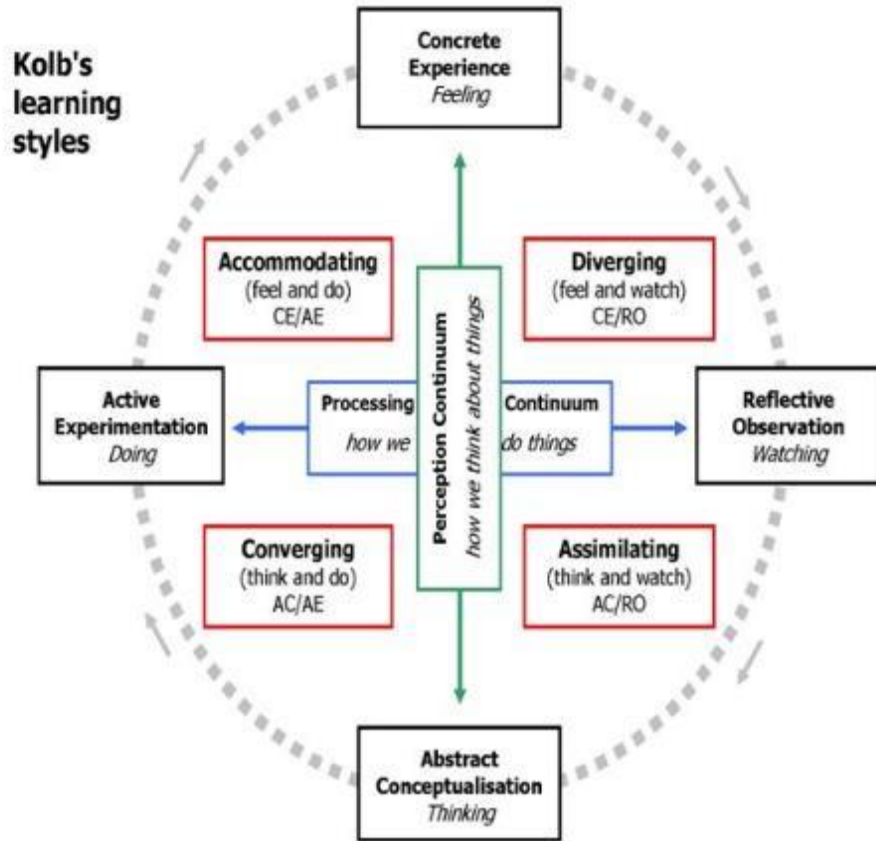
Evaluation of:

- **Context** - Evaluations within or just after the learning event.
- **Input** - Evaluations focused on the resources used to meet the learning event (e.g., content, methods etc.).
- **Output** - Evaluations of the immediate, intermediate and ultimate outcomes of the learning event

4 levels of training evaluation

- 1. Reaction:** measures participants' perspectives about the training course, providing a measure of customer satisfaction. **TOOLS:** Questionnaires, Interviews and Group Discussion, Learning Diaries...
- 2. Learning:** measures how participants have understood and taken on-board the course's learning objectives; provides more detailed evidence of whether a training program is effective; requires more time and resources.
- 3. Transfer to the job:** measures how the knowledge, skills, and values from a course are used on the job. Usually measured 3 to 6 months after training.
- 4. Organizational Impact:** requires substantial time, expertise and resources. This level measures all types of impact within an organization in areas such as: Quality and quantity of production, absenteeism, turnover, operation costs...

Kolb's experiential learning theory



1. First stage: the learner has a **concrete experience**, where they are faced with new situation or a retread of a similar prior experience.
2. Second stage: the learner undergoes a **reflective observation**, where they situate the new experience within their prior knowledge.
3. Third stage: is an **abstract conceptualization**, where the learner's reflections lead to a new understanding or the broadening of their current understanding.
4. Fourth stage, **active experimentation**, is when the learner takes their newly found or expanded knowledge and puts it to the test in other situations.

The active experimentation phase leads to more concrete experience, which starts the cycle of learning all over again.

Employee termination process

1. HR must follow the company procedure based on the type of employee termination

2. Employee should

- Finish all job-tasks
- Transfer agenda to successors
- Conduct Exit interview
- Return all equipment and autorizations

3. PA should provide support

- Oversee all equipment has been returned
- All documentation signed and provided to both sides



A) Agreement on termination of employment relationship

- If an employee and employer agree on the termination of the employment relationship, the employment relationship shall terminate upon the agreed day.
- Agreement on the termination of employment relationship shall be concluded by the employer and employee in writing. The agreement must stipulate the reasons for the termination of employment relationship if requested by the employee.
- The employer shall issue the employee with one counterpart of the agreement on termination of employment relationship.

B / C) Notice

- An employment relationship may be terminated by giving notice on the part of the employer or employee. Notice must be given in writing and delivered to the other party.
- Employer may only give notice to an employee for reasons expressly stipulated in Labour Act.
- The reason for giving notice must be defined in the notice.
- Where the employer gives notice to an employee because of organization reasons (their work is no longer needed), they may not within 2 months create the wound-up work post anew and employ another employee to the same post.

Period of notice

- Where notice has been given, the employment relationship shall terminate upon expiration of the period of notice.
- The period of notice shall be at least one month
- In specific circumstances at least 2 months
- Two months if the employment relationship lasted 1-5 years and three months if it was more than 5 years

D. Immediate termination of employment relationship

An employer may terminate an employment relationship exceptionally, only in cases where the employee:

- a) was lawfully sentenced for committing a wilful offence,
- b) was in serious breach of labour discipline.

E. Termination of employment relationship concluded for a fixed period

- An employment relationship concluded for a fixed period shall terminate upon expiration of such period.
- Where, to the knowledge of the employer, an employee keeps performing work upon expiration of the agreed period, it shall apply that such employment relationship has changed to employment relationship for an indefinite period, unless the employer agrees otherwise with the employee.
- Prior to the expiration of the agreed period, an employment relationship may also be terminated otherwise.

F. Termination of employment relationship within the probationary period

- During the probationary period the employer and the employee may terminate the employment relationship in writing for any reason whatsoever or without giving a reason,
- Except: the employer may terminate the employment of a pregnant woman, a mother who has given birth within the last nine months or a breastfeeding woman only in writing, in exceptional cases not relating to her pregnancy or maternal function, giving appropriate reasons in writing, otherwise the termination shall be invalid.

If the employment was terminated by notice from employer, he is entitled the allowance of:

- their average monthly earnings, if the employee's employment relationship lasted at least two years and less than five years,
- two times their average monthly earnings, if the employee's employment relationship lasted at least five years and less than ten years,
- three times their average monthly earnings, if the employee's employment relationship lasted at least ten years and less than twenty years,
- four times their average monthly earnings, if the employee's employment relationship lasted at least twenty years.

Employment evaluation and confirmation on employment

- Employer has to issue an employment evaluation for an employee within 15 days from submission of the employee's request
- All documentation regarding evaluation of the employee's work, their qualifications, aptitudes, and other matters related to the performance of work are deemed employment evaluation.
- Employee has the right to look into their personal file, make notes, copy extracts, and make photocopies from it.

Upon termination of an employment relationship, the employer shall be obliged to provide the employee with confirmation on employment, which shall state in particular

- a) the period of employment duration,
- b) the type of work performed,
- c) whether deductions are applied to the wages of the employee,
- d) information on wages paid for performed work, on the payment of wage compensation and compensation for work,
- e) data concerning any agreement to remain in an employment relationship with the employer.

The employer must be authorised to give other information concerning the employee with the employee's consent only, unless otherwise provided for by special regulation.

Assisting termination of employment

- Finishing all job-tasks
- Transferring agenda to successors
- Exit interview
- Return equipment and authorizations:
 - Laptop
 - Keys
 - Documents
 - Phone
 - Work tools
 - Access cards

Employee Termination Checklist	
Employee _____	Date <u>June 26, 2012</u>
Department _____	
<i>Each of the items below must be returned or completed upon termination and before issuance of final pay check.</i>	
Return	Complete
Company Equipment	Exit Interview
ID Badge	Expense Reports
Company Credit Cards	Termination Form
Petty Cash Advances	Confidentiality Report
Expense Accounts	Benefits Review
Desk and File Keys	Final Timesheet
Keys to Premises	Other:
Catalogs and Sales Materials	Vacation reconciliation
Sample Products	
Company Automobile	
Company Documents	
Other:	
Software	
Comments _____	
Signature of Supervisor _____	

Methodological Tool



Manage your team
e-EUPA_LO_4.14_4.15_M_001

Revision Questions

Revision Question 1

Can you list the main customer care principles?

Revision Question 2

What is the best way to deal with customer complaints?

HRM consists of:

- Planning
- Recruitment
- Performance management
- Motivation
- Training
- Career planning

Factors that contribute to success of organization are also related to creation of:

- Strong management team
- Well motivated dedicated, qualified and flexible workers
- Stable and cooperative employer-employee relationships
- Overall strategy of the quality of work

WELL DONE!

You have completed Unit 4.6



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

