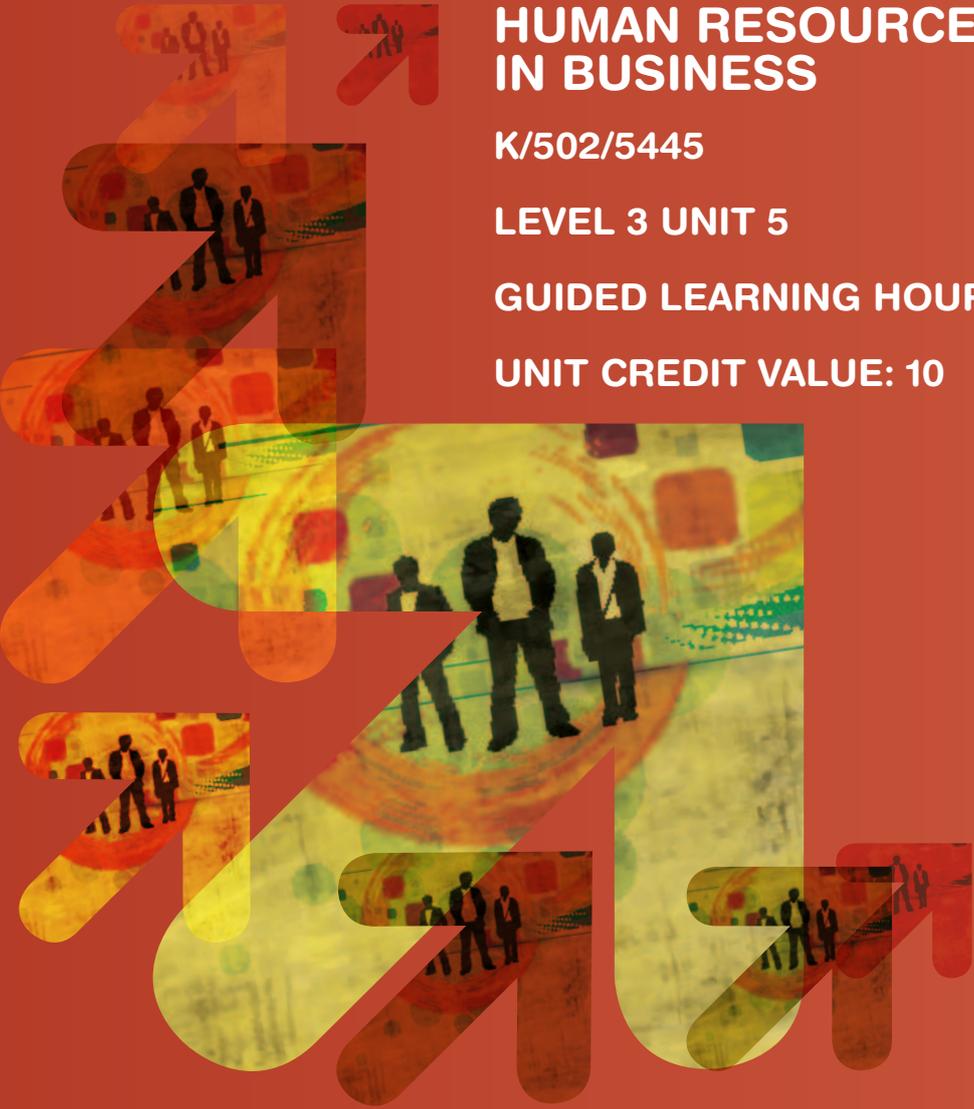




Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN BUSINESS



HUMAN RESOURCE MANAGEMENT IN BUSINESS

K/502/5445

LEVEL 3 UNIT 5

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



HUMAN RESOURCE MANAGEMENT IN BUSINESS

K/502/5445

LEVEL 3 UNIT 5

AIM OF THE UNIT

People are often described as the most valuable resource of any organisation and all resources, especially the most valuable, need to be managed in order to obtain the greatest value from them. This unit provides an overview of some of the key areas that fall within the remit of the human resources function.

By the end of this unit learners will gain an understanding of the factors that are taken into account by organisations when planning their human resource management. They will also learn how organisations gain employee motivation and employee commitment. Finally, learners will know about how employee performance is measured and managed as well as the benefits of doing so. This knowledge will help learners to understand the working environment and the nature of Human Resource Management when they are seeking or engaged in employment.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know the factors that are involved in human resource planning in organisations	P1 describe the internal and external factors to consider when planning the human resources requirements of an organisation		
	P2 describe how the skills that employees require to carry out jobs in an organisation are identified	M1 explain the benefits to an organisation of using a skills audit for human resource planning	D1 evaluate the steps that an organisation could take to improve the skills of its employees
2 Know how organisations motivate employees	P3 outline how an organisation motivates its employees	M2 analyse different methods of motivating employees in an organisation	D2 recommend ways for a specific organisation to improve employee motivation
3 Understand how to gain committed employee cooperation	P4 explain how organisations obtain the cooperation of their employees		
4 Understand the importance of managing employee performance at work	P5 explain how employee performance is measured and managed.	M3 analyse the advantages and limitations of measuring and managing employee performance	

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Learning Outcome 1 Know the factors that are involved in human resource planning in organisations

- Definition of HRM (human resource management)
- The need to plan human resources
- Internal factors: (e.g. business growth, diversification into new sectors, employee skilling, redundancy, retirement)
- External factors: (e.g. employment, access to finance, economic growth, technology, skills and qualifications, demographic changes, legislation)
- How skills are identified: skills audit (e.g. competency testing, job interview process, presentations)
- Skills: personal skills (e.g. honesty, patience, team working, confidence, self-motivation, etc.), 'hard' skills and competencies (e.g. industry specific skills and knowledge, job experience, qualifications), transferable skills (e.g. communications skills).

Learning Outcome 2 know how organisations motivate employees

- Employee motivation: definition of motivation and rewards, purpose of rewards systems
- Employee motivation in practice: monetary rewards (e.g. incentives, vouchers, bonuses, profit sharing, performance related pay), non-monetary rewards (e.g. time off work, training, promotion); other factors (e.g. employee of the month awards, recognition, job satisfaction, work-life balance, job security).

Learning Outcome 3 Understand how to gain committed employee cooperation

- Employee cooperation: what makes employees cooperate?
- Attitude of organisation (e.g. fairness, openness, good level of communications),
- Employee involvement (e.g. in business decisions, socialisation through clubs)
- Organisational culture (e.g. shared values and beliefs, stories told inside and outside the organisation, power and control structures)

- National accreditation (e.g. Investors in People IIP, Committed2Equality C2E)
- Employer/employee expectations, employment contract or written statement of employment particulars.

Learning Outcome 4 Understand the performance of managing employee performance at work

- Managing performance: individual objectives / SMART targets, performance indicators, individual development plan, disciplinary procedures, grievance procedures, probationary periods, management of ill health/ counselling processes
- Measuring performance: purpose, procedures, monitoring, formal appraisal techniques (e.g. results-based appraisals, overall assessment, guided assessment, grading, self-appraisal, upward appraisal, 360 degree feedback).

It is important to maintain focus on the current law and practice in this area. The list given above is neither prescriptive nor exhaustive. Where legislation has been revised learners will consider the most up to date version as that will reflect current industry practice.

DELIVERY GUIDANCE

Learning Outcome 1

In small groups learners could identify the employability and personal skills that are required by organisations for specific roles. Job descriptions and person specifications from jobs advertised on the internet could be used to help identify what employers are looking for. Learners should understand the concept and importance of transferable skills, as well as job specific skills. They could carry out a personal skills audit and review of their own skills in relation to jobs that they currently do or they may be interested in doing. Tutors could provide a skills audit template for learners to complete for a range of different employment opportunities, this could lead to a discussion on the effectiveness of a skills audit and how an organisation could utilise this information. Learners should be able to understand and explain the benefits of using a skills audit, how it benefits the organisation, the employee and its effect on human resource planning.

Learning Outcome 2

Tutors should aim for learners to gain an understanding of the main motivation methods used by organisations. Through presentations, group discussion and case studies learners should be made aware of a variety of different motivational methods. In small groups learners could research a motivation method and present their findings to the whole group. Using case-studies learners could discuss the effectiveness of different motivational methods. The learners could then put their theory into practice and as a group apply a selection of methods to tasks or projects they are undertaking. For example, they may offer an incentive to a member of the group who performs well on a task, or a reward for someone who completes a piece of work to a high standard and before the deadline. This will give the learners the opportunity to analyse how they felt about the motivational method used. What were the advantages/disadvantages? Did they feel motivated or did it de-motivate them? Learners will then be able to evaluate their findings and provide recommendations on ways an organisation could improve employee motivation.

Learning Outcome 3

Learners should understand how organisations achieve committed employee cooperation. Tutors could use case studies of organisations that have a particular approach to and culture for gaining co-operation from employees (e.g. Google, Innocent, Apple or Virgin). This could follow

with a group discussion on an organisations attitude and culture; considering the importance of fairness, openness, communication policies, attitude, customs and beliefs, power and control structures, and how these may assist in gaining employee co-operation. In small groups, learners could research accreditation schemes such as IIP and C2E and consider whether they can help gain employee commitment. Tutors should also explain that a written contract of employment is not mandatory, however after two months a written statement of employment particulars is a required legal document. Learners could research examples of written statements or employment contracts.

Learning Outcome 4

Learners must understand and be able to explain how employee performance could be measured and managed. Performance management tools such as individual objectives, SMART targets, probationary periods, performance indicators and individual development plans could be discussed as a group. Learners could then research examples using case studies, local businesses or the internet, and create a presentation to explain a variety of performance management tools. Learners could use examples of documentation used in appraisals and performance reviews to illustrate methods that employers use to manage and monitor performance. This activity could be extended to allow the learner to analyse the advantages and limitations of measuring and managing employee performance. Learners may find it beneficial to question a variety of employers and employees in order to increase their understanding. The use of disciplinary and grievance procedures could also be the focus of a group debate.

GUIDANCE ON ASSESSMENT

P1, P2, M1 and D1

Scenario: The organisation that you work for has recently won some large new contracts and is expanding rapidly. Their number of employees has grown from 10 to 20 and is expected to grow by another 10 to 15 employees over the next two years. The managing director recognises that human resource planning has not previously been a priority for the organisation, but that they must improve in this area and needs some help and guidance.

Task: You are asked to report on the internal and external factors to consider when planning human resources requirements. Describe the use of a skills audit by an employer and explain the benefits of its use. Make reasoned suggestions for how the organisation can improve, develop and build upon the existing skills base of its employees.

P3, P4, P5, M2, M3 and D2

Scenario and task: The managing director has recognised that motivating and managing a larger workforce requires the use of a range of motivational and performance management techniques

Task: You are to produce a presentation and report on how the organisation can motivate its employees, obtain their co-operation and manage their performance. Ideally you should analyse the links between motivation theories and reward systems that the organisation uses and make recommendations as to how they can improve employee performance through the use of measurement and management techniques.

Guidance on assessing the suggested tasks:

P1

Learners should briefly describe a range of internal and external factors to consider when planning the human resources requirements of an organisation.

P2

To achieve this criterion learners should describe how an organisation identifies the skills required from its employees for certain job roles. This could include, competency testing and the use of skills audits, identifying generic personal and employability skills including transferable skills.

M1

Here it is expected that learners will explain how a skills audit can benefit an employer. They should discuss how a skills audit can be used in analysing the difference between the requirements and availability of skills in the organisation.

D1

To achieve the criterion, learners will evaluate the actions that an organisation will need to take in order to improve the level of skills amongst employees and make recommendations.

P3

Learners should provide an overview of a range of motivation methods used in organisations; this could include financial and non-financial rewards.

M2

Learners should build on P3 and analyse how motivation methods and the extrinsic and intrinsic reward schemes identified are linked by demonstrating how the theory underpins practice.

D2

Learners should focus on a specific organisation and make justified recommendations as to how employee performance could be improved. This links directly with performance management and measurement techniques, but could also include recommendations for reward schemes as studied in P3.

P4

Learners need to consider how the attitude and culture of organisations can lead to employee engagement and co-operation. Consideration should also be given to the role of accreditation bodies such as IIP and C2E. Learners should also explain the essential elements of a written statement of employment particulars.

P5

Here learners should explain how organisations manage performance through target setting, performance indicators, development plans as well as the use of disciplinary and grievance procedures.

M3

Building on P5 learners need to analyse why organisations need to measure performance. For example, to ensure the achievement of corporate objectives, to identify talent, to identify training needs, succession planning, career planning and consider equality and fairness aspects for the whole organisation. They should also review some of the limitations of the process such as subjectivity, risk of disengagement of staff, misdirecting rewards or fostering unproductive activities.

LINKS to NOS

CfA HR10 Support the delivery of performance management procedures (Partial)

CfA BAD322 Analyse and report data (Partial)



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

Telephone 02476 851509

Email cambridgetechnicals@ocr.org.uk

www.ocr.org.uk