

A LEVEL

Delivery Guide

H431

Accredited

BUSINESS

Theme: Human Resources 2

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Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: a clear outline of the content covered by the delivery guide;
- Thinking Conceptually: expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: a range of suggested teaching activities using a variety of themes so that different activities can be selected that best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

KEY



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AS Level
only

AS Level content only

Curriculum Content Objectives and culture

Objectives

- explain human resource management objectives
- explain how and why human resource management objectives are used by a business
- explain the need for a business to have clear human resource management objectives
- evaluate the usefulness of human resource management objectives to a business and its stakeholders
- evaluate the importance of human resource management objectives in the achievement of a business' objectives
- recommend and justify human resource objectives for a business.

Organisational culture

- explain what is meant by organisational culture
- explain factors affecting organisational culture in a business
- evaluate the impact and importance which organisational culture can have on a business.



Thinking Conceptually

Approaches to teaching the content

Often, when students are faced with the term 'human resource management', their immediate response is to assume they know nothing about this mysterious concept. However, once it is explained that this is merely the management of people and that they will have had experience of HRM in action at school and through any work experience they may have had outside of the classroom, it soon demystifies the concept. It is always useful for students to be encouraged to draw on their own experiences to improve their understanding and ownership of a topic and this also enables them to connect theory with real-life business activities.

Common misconceptions or difficulties students may have

While students are often comfortable with the concept that a business will need to set clear objectives with regards to accounting and finance or production functions, they often overlook the importance and usefulness of HRM objectives. This being the case, students may also find it difficult at first to understand the nature of an HRM objective. They may also struggle to imagine the types of objectives that can apply to this business function.

Similarly, the appreciation that different organisations will possess varying corporate cultures, values and beliefs can also be a tricky concept for a student to grasp. Most students will have not experienced a variety of working environments

themselves and will have had little opportunity to gain an understanding of the unique workings and expectations of a workplace.

Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course

The majority of HRM objectives are related to the successful management of employees; effective recruitment and training and management of resources through careful workforce planning. Therefore, it could assist student understanding if these topics have been covered already. Once students have a clear and thorough understanding of exactly what the HRM department is responsible for, they will be able to appreciate which HRM objectives will be applicable for a particular business and, most importantly, they will be able to recommend and justify these decisions.

Organisational culture can also benefit from being delivered later on in the human resources topic area. Once students have gained an understanding of the different ways in which businesses approach motivating and communicating with their employees, they will be better able to appreciate the factors that impact and form the culture within an organisation. Once able to analyse such factors, they will then have the necessary understanding to evaluate the importance of culture.



Thinking Contextually

To truly appreciate the importance of HRM objectives and organisational culture, it is vital to allow students to explore a variety of different workplaces and their differing approaches to setting objectives. Gaining a variety of real-world perspectives will also enable students to examine how the running of an organisation ultimately impacts on the culture and atmosphere within the workplace. While students need to understand the theory behind the variety of HRM objectives that can be set, they will benefit greatly from examining these within a real-world context and, therefore, the wider the range of organisations that can be examined the better. Similarly, when it comes to organisational culture, only by investigating the different working practices and approaches to managing employees that take place within real-life workplaces can students develop an understanding of the impact and importance this can have on the success of a business.




Thinking Contextually

Activities	Resources
<p>1. Introduction to HRM objectives</p> <p>Ask students to draw a table with two columns. In the first column, ask them to list all the different activities that the human resources department is responsible for. Then, in the second column, ask them to turn these activities into possible objectives.</p> <p>For example, recruitment – introduce a more rigorous recruitment process to ensure that all new employees are of the highest quality.</p> <p>This simple activity will enable students to appreciate how a variety of HRM activities can be set as objectives depending on the needs of the organisation.</p>	
<p>2. Key objectives of HRM (Tutor2U)</p> <p>http://www.tutor2u.net/business/people/hrm_objectives.asp</p> <p>A useful table outlining the main HRM objectives that an organisation will often set.</p> <p>This is a good starting point for students and can be used to aid initial understanding of the topic.</p>	<p>▶ Click here</p>
<p>3. Google case study – How Google Became the #3 Most Valuable Firm by Using People Analytics to Reinvent HR (ere.net)</p> <p>http://www.ere.net/2013/02/25/how-google-became-the-3-most-valuable-firm-by-using-people-analytics-to-reinvent-hr/</p> <p>Although this is quite a lengthy article, it contains some very interesting information on how Google approach the whole aspect of HRM and the success it has brought them. First ask students to read the article and highlight the key information. Then, using their understanding of how Google approaches HRM, ask them to recommend three possible HRM objectives that Google might set. Students should be able to justify the relative importance of these objectives through a class discussion.</p>	<p>▶ Click here</p>
<p>4. HRM objectives and stakeholders</p> <p>Ask students to think of three possible HRM objectives that are likely to be applicable to their school/college. Next, allocate the role of a different stakeholder to each student (or pair) and ask them to analyse how these three HRM objectives could impact on them as a stakeholder; they might consider why they need to be clear, and how useful these HRM objectives are for the different stakeholders. Pull all ideas together through a class discussion, during which students can debate which stakeholders are the most/least affected by the various HRM objectives.</p>	



Thinking Contextually

Activities	Resources
<p>5. Independent research and presentation task on organisational culture</p> <p>Begin the lesson by showing students the following short video.</p> <p>It's all about culture – What is Corporate Culture? (YouTube): https://www.youtube.com/watch?v=sO2vNyBroco</p> <p>This short video explains the theory behind the meaning of the term 'organisational culture' and provides a nice introduction to the concept.</p> <p>Then, working in small groups, ask students to research this question: 'What factors create culture within an organisation?' They could use the internet, textbooks and discussions with family and friends about their experiences of different workplace cultures to research their answer. As an extension, ask students to select two organisations with different cultures and to create a presentation explaining the factors that affect and influence these cultures.</p>	<p> Click here</p>
<p>6. Classroom discussion on organisational culture</p> <p>Present students with the notion that 'the culture within an organisation has no impact on its success' and ask them to formulate arguments both for and against this notion. Bring ideas together through class discussion and encourage students to weigh up their arguments to develop an overall evaluation of the impact and importance of organisational culture for the success of a business.</p>	



Thinking Contextually

Activities	Resources
7. YouTube videos related to creating and influencing organisational culture Working at Microsoft IT in India https://www.youtube.com/watch?v=fgzhFQakbK0 Explores the freedom and perks given to employees and the impact this has on their performance. Shannon Deegan: How Google's 20% Time Fosters Innovation https://www.youtube.com/watch?v=KwwdtQHqd9g Introduces the concept of 20% time at Google and the impact this has on innovation. Corporate Culture Apple Example https://www.youtube.com/watch?v=EcHpgsTg458 How Apple creates and influences their organisational culture. TEDxLincoln – Jay Wilkinson – Company Culture https://www.youtube.com/watch?v=WDFqEGl4QJ4 Entrepreneur Jay Wilkinson shares his secrets to creating a vibrant culture that attracts and keeps talented employees. Show students some or all of the above YouTube videos exploring organisational culture and ask them to list the factors affecting organisational culture evident throughout the various organisations. Discuss these as a group and then lead a class discussion to evaluate the impact and importance that organisational culture can have on a business.	▶ Click here ▶ Click here ▶ Click here ▶ Click here



Curriculum Content Communication

Communication

- distinguish between formal and informal communication
- evaluate the use of informal and formal communication by a business
- explain what is meant by group norms
- distinguish between group and individual objectives
- evaluate the impact groups may have on business communication
- distinguish between verbal and non-verbal communication methods
- evaluate factors affecting the choice of communication methods to a business and its stakeholders
- evaluate the importance of communication methods to a business and its stakeholders
- explain communication media: written, face-to-face, oral, social, electronic and mass
- evaluate factors affecting the choice of communication media by a business
- evaluate the importance of communication media to a business and its stakeholders
- explain models of communication: source, message, media, barriers, receiver and feedback
- evaluate the usefulness of communication models to a business and its stakeholders
- evaluate the impact of poor communication on a business and its stakeholders
- evaluate the effect of communication on the stakeholders of a business
- evaluate the effectiveness of communication in achieving a business' objectives.



Thinking Conceptually

Approaches to teaching the content

Communication is a topic that students tend to be able to connect with, as they will have had first-hand experience of the various media throughout their daily lives. However, it is important not to overlook the significance of effective communication for a business to operate efficiently. As with most of the A Level content, the topic of communication will benefit from the use of as many real-life business examples as possible. These could be in the form of case studies examining barriers to communication or the impact of a particular method of communication on stakeholders. Whatever the topic, it is important to draw out higher order evaluative thinking skills from any case analysis and encourage students to question the effectiveness of any communication being used.

Common misconceptions or difficulties students may have

Although it is beneficial that students can relate to the topic of communication, the downside of this is that they can often presume that they already understand all there is to know about it. This can lead to students overlooking the importance of how subtle changes to communication can impact on a business and its stakeholders.

The difference between formal and informal communication can also confuse students, as they often relate this distinction only to the type of media used; a 'formal' letter for example.

Students need to understand that the use of language also plays a role and that communication does not necessarily have to be written down to be considered formal.

It is important that students appreciate that communication is all about selecting the most appropriate media for the specific situation and audience. There are no 'good' or 'bad' methods of communication, just appropriate or inappropriate uses of communication media.

Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course

The topic of communication has close links with that of the organisational structure of a business. The choice and effectiveness of the methods of communication deployed will be greatly influenced by whether the organisation is tall or flat, centralised or decentralised. The style of leadership within an organisation can also impact significantly on communication, in particular the communication of business objectives. Several motivational theorists comment on the importance of effective communication. These theories could be used to evaluate factors affecting the choice of communication media used by a business.

Communication also relates closely to marketing and how the business chooses to interact with their target audience.







Thinking Contextually

It will aid student understanding to explore communication within a range of businesses of differing ownerships and sizes. The methods and effectiveness of communication media utilised by a large multinational company, such as Microsoft, will be very different to those chosen by a local sole trader. The different objectives of these businesses, the nature of their stakeholders and the resources available to them will all impact on their chosen communication.





Thinking Contextually

Activities	Resources
1. Methods of communication media Ask students to create a spider diagram containing all the different methods of communication available to a business. Next, ask them to analyse the various advantages and disadvantages associated with each method. Finally, ask students to add in any factors that may influence a business in their choice to use each of the methods of communication.	
2. Business communication mind map (biz/ed) http://www.bized.co.uk/educators/16-19/business/hrm/presentation/buscomm_map.htm This simple mind map can be used to introduce the topic and the main issues that will be studied. Alternatively, students can be asked to draw up their own mind map and then compare with those produced by others in class.	
3. Independent research task Ask students to use the internet and any other suitable sources to research a real-life example of when a business has communicated poorly with one of their stakeholders. They should be able to describe the situation, the outcome and their own opinion on how the communication could have been improved. Findings can be presented to the class and lead in to a group discussion on the impact of poor communication on a business and its stakeholders.	
4. Group norms (2012books. Lardbucket) http://2012books.lardbucket.org/books/an-introduction-to-group-communication/s05-05-group-norms.html This article can be used to introduce the concept of group norms, and their role and function. Ask students to read through the article and highlight the key information. Then ask them to select what they believe to be the five most important facts from the article. Students can then share their top five with a partner and reduce their combined facts down to three. These final three can then be shared with the class and compared with those from other pairs. Students can also complete the three exercises at the end of the article to further embed their understanding of the concept of group norms.	
5. Starter activity for communication (tutor2u) http://www.tutor2u.net/blog/index.php/business-studies/comments/teaching-communication https://www.youtube.com/watch?v=Cz2-ukrd2VQ This resource explains two simple starter activities that can be used to introduce the topic of communication. The first is a simple pairs activity and the second is a clip from the famous Two Ronnies 'Fork Handles' sketch. The clip provides a light-hearted opener into the problems that can arise from poor or inappropriate communication.	 



Thinking Contextually

Activities	Resources
<p>6. Using effective communication – a UNISON case study (Business Case Studies) http://businesscasestudies.co.uk/unison/using-effective-communications/introduction.html#axzz3O5KYPTKX</p> <p>This case study covers the following topic areas:</p> <ul style="list-style-type: none"> • Internal and external communication • Formal and informal communication • The benefits of effective communication • Overcoming barriers to communication <p>Having read the case study, ask students to evaluate the following:</p> <ul style="list-style-type: none"> • The importance of communication methods to UNISON and its stakeholders. • The effectiveness of communication in helping UNISON to achieve its objectives. <p>Ideas can then be used to form a class discussion or an extended writing task.</p>	<p> Click here</p>
<p>7. Business communication; three one-hour lesson plans (biz/ed) http://www.bized.co.uk/educators/16-19/business/hrm/lesson/buscomm.htm</p> <p>Some useful interactive activities to help students appreciate the key issues facing organisations in achieving successful communication.</p> <p>It is important to note that these resources are from 2005 and although the activities remain relevant, communication media has evolved. Therefore, it would be useful, as an additional activity, to ask students to consider the changes in communication methods that have occurred in the 10 years since these activities were written.</p>	<p> Click here</p>
<p>8. Presentation task</p> <p>Working individually or in pairs, students select one large multinational company and one small local business. For each of the two businesses, they must research and find evidence of the methods of communication used by these businesses to communicate with their stakeholders. For each stakeholder, they should examine the factors influencing the choice of communication method and the effectiveness of the communication.</p> <p>Students present their findings to the class for discussion.</p>	



Thinking Contextually

Activities

9. Models of communication – understanding communication skills (Mind Tools)

<http://www.mindtools.com/CommSkll/CommunicationIntro.htm>

Students can read the article and watch the short video, which talks through the basic model of communication. Ask students to consider how useful a communication model such as this could be to a business? Encourage them to express their own opinions and to be critical in their analysis of models such as this.

Resources

 [Click here](#)



Curriculum Content Workforce planning and training needs analysis

Workforce planning

- explain what is meant by workforce planning
- evaluate the impact and importance of workforce planning for a business and its stakeholders
- recommend and justify a workforce plan for a business
- explain flexible working practices: including part-time, flexi-time, compressed hours, home/remote working, annualised hours, term-time working, structured time off in lieu, job sharing and zero hours contracts
- evaluate the impact of flexible working practices on a business and its stakeholders
- recommend and justify flexible working practices for a business.

Training needs analysis

- explain what is meant by a training needs analysis (TNA)
- evaluate the importance of a TNA to a business and its stakeholders.



Thinking Conceptually

Approaches to teaching the content

Every business, regardless of ownership, size or sector will have to undertake the process of workforce planning. Making continuous decisions regarding what needs to be done, and who needs to do it, is an important task for the success of any business.

To gain a thorough insight into the nature of workforce planning issues affecting businesses, it is important for students to study a range of organisations and their relative stakeholders. Smaller businesses planning to expand, larger organisations needing to train employees in new technology or multinationals developing their use of flexible working practice are all examples of workforce planning requirements. Students need to be presented with a diverse range of businesses to fully understand the complexities of workforce planning in action.

A similar approach can be applied to how businesses conduct their training needs analysis (TNA). Students should be allowed to consider how different businesses with their varying budgets and skill requirements, will have very different approaches to TNA.

Common misconceptions or difficulties students may have

When first introduced to the topic, it is common for students to assume that workforce planning is simply about making sure you have enough workers to carry out the job. What they

often overlook is the importance of ensuring that these are the right type of workers for the job and how their work will be organised; part-time, full-time etc. With regard to training and TNAs, students sometimes find it difficult to appreciate that it is not only new employees who require training. They tend to overlook the training needs of existing employees who may need their skills updating in new technologies or developments within their profession.

Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course

Workforce planning links well with the topics of recruitment and selection. Activities that require students to recommend and justify a workforce plan for a business could lead nicely into developing an effective recruitment strategy for the same business and evaluating the best methods of selection that could be applied.

When investigating the nature and impact of flexible working practices students could be asked to consider how the external influences on human resources have helped influence and shape modern flexible working arrangements. Social changes, such as more women seeking work and advances in communication technologies, have played a vital role in developing the concept of flexible working into what it is today.



Thinking Contextually

A useful and accessible starting point to help put the concepts of workforce planning, flexible working and training needs analysis in context is to use your school or college as an example. Educational institutions are constantly required to evaluate their workforce requirements and students will have had first-hand experience of teachers joining/leaving, working part-time or having INSET training days.

Once these concepts are understood using familiar examples, a wider context can be explored. This could include large multinationals planning and training a vast workforce spanning different countries and utilising a variety of flexible approaches to organising their workers.

To evaluate the importance of TNA, it is useful for students to compare the training requirements of employees from different industrial sectors. The nature and importance associated with TNA will vary greatly and students will benefit from analysing TNA in these different contexts.



Thinking Contextually

Activities	Resources
<p>1. Workforce planning for a school/college</p> <p>Working in pairs or small groups, present students with the following question: 'What workforce planning will our school/college have to carry out this year?' Encourage students to consider not only numbers of staff and recruitment, but also their subject specialisms, future changes to the curriculum and any part-time working arrangements. Students should record their thoughts on A2 or A3 paper and feedback to the class. Next, ask the question: 'Is workforce planning important for our stakeholders?' Students can analyse all stakeholders or they can be divided between groups, with ideas brought together through a final class discussion.</p>	
<p>2. Tomorrow's workforce – delivering strategy through people (Hay Group)</p> <p>https://www.haygroup.com/downloads/uk/Strategic_Workforce_Planning.pdf</p> <p>This resource is a promotional booklet produced by the Hay Group. This is a strategic workforce planning organisation that helps businesses to 'clarify and define their future workforce needs'. Ask students to analyse the booklet and select the ten most important facts related to workforce planning that it contains. As an extension task, students can evaluate the usefulness to businesses of using organisations such as the Hay Group to carry out their workforce planning.</p>	<p>▶ Click here</p>
<p>3. Workforce planning at British Gas (Business Case Studies)</p> <p>http://businesscasestudies.co.uk/british-gas/workforce-planning-at-british-gas/introduction.html#axzz3OeJdi93f</p> <p>Having read the case study, ask students to analyse the workforce planning strategies used by British Gas; what are the positives and negatives of the methods talked about in the case study? Next, ask students to suggest further ways in which British Gas could improve their workforce planning. These ideas can be shared through a class discussion or written up formally.</p>	<p>▶ Click here</p>
<p>4. Presentation task – creating a workforce plan</p> <p>Ask students to select a business facing changing workforce requirements. They are to assume the role of a strategic workforce planning consultant and must pitch to their chosen organisation for the contract to carry out their workforce planning. The pitch should be professional and must contain:</p> <ul style="list-style-type: none"> • a summary of the changing workforce requirements facing the organisation • a detailed and justified workforce plan that could be implemented to help the business achieve their workforce requirements • an analysis of the benefits that will be enjoyed by the business and its stakeholders from achieving successful workforce planning. 	



Thinking Contextually

Activities	Resources
5. Flexible working: types, applications and appeals (Gov.uk) https://www.gov.uk/flexible-working/overview As a starter activity, ask students to read through the information on the government website and summarise it into a mind map/ spider diagram. This can lead into a class discussion on the different types of flexible working and their relative advantages/ disadvantages for both the organisation and the individual.	▶ Click here
6. Independent research task Present students with a selection of articles from BBC News about flexible working practices, some examples are listed below. Using these articles as a starting point and their own research, ask students to complete a table exploring the benefits and drawbacks of flexible working. This activity can lead to a class debate on the impact of flexible working practices on a business and its stakeholders. Flexible working rights extended to all http://www.bbc.co.uk/news/business-28078690 Part-time power: Can you be part-time at the top? http://www.bbc.co.uk/news/business-30655926 Zero-hours contracts: What is it like living on one? http://www.bbc.co.uk/news/uk-23554409 UK firms used 1.8m zero-hours contracts, says ONS http://www.bbc.co.uk/news/business-31619639	▶ Click here ▶ Click here ▶ Click here ▶ Click here



Thinking Contextually

Activities	Resources
<p>7. Training needs analysis – paired feedback activity</p> <p>Organise students into pairs and give every pair a copy of each of the articles listed below. Within their pair, students must select an article each. They should then read through the article and be able to explain the main concepts and theories to their partner, without the use of notes. This activity can lead into a whole class discussion on training needs analysis and its importance for a business and its stakeholders.</p> <p>Training Needs Analysis (Chartered Management Institute) http://www.london.ac.uk/fileadmin/documents/staff/staff_development/tna.pdf</p> <p>Parkin Space: the Definition of Training Needs Analysis (TrainingZone) http://www.trainingzone.co.uk/topic/leadership/parkin-space-definition-training-needs-analysis</p>	<p>▶ Click here</p> <p>▶ Click here</p>



Curriculum Content Appraisal and human resource strategy

Appraisal

- evaluate the usefulness of methods of appraisal for a business and its stakeholders
- evaluate the impact and importance of appraisal to a business and its stakeholders
- recommend and justify methods of appraisal for a business
- evaluate employee contribution to a business.

Grievance and employment tribunals

- explain the procedure for a grievance
- explain what is meant by an employment tribunal
- explain the purpose of employment tribunals
- evaluate the significance of employment tribunals for a business and its stakeholders.

External influences

- evaluate the following influences on human resources:
 - social
 - legal
 - ethical
 - environmental
 - economic
 - political
 - technological
 - international.

The strategy

- evaluate the impact and importance of a human resources strategy for a business and its stakeholders
- recommend and justify a human resources strategy for a business.



Thinking Conceptually

Approaches to teaching the content

Before students can fully appreciate how issues such as employee appraisal, employment tribunals and the human resource strategy of an organisation are connected, it may be necessary to deliver them first as distinct topics and then later discuss the connections.

While once restricted only to management, the use of employee appraisal has become increasingly popular throughout all levels of business. However, its usefulness in moving an organisation forward is highly debated. Successful appraisal systems are created when there is a culture of openness, trust and support rather than blame. In this environment, employees are able to view their appraisal as an opportunity for development and reward rather than criticism.

Similarly, the freedom for employees to express concerns to management and feel they are being listened to is also directly related to the culture within an organisation. When the culture allows for early voicing of problems, formal grievances and tribunals, and their destructive effects on workforce moral, can be reduced.

Therefore, it is evident that the cultural strategies deployed by the human resources department, and the ethos they create, have a direct influence over aspects such as appraisal and grievances. While it is important for students to appreciate these links, they should also be aware that certain external influences, over which an organisation has little control, could also impact greatly on the strategy and culture that prevails.

Common misconceptions or difficulties students may have

Students will often assume that effective appraisal simply requires a suitable process to be in place. They may require some guidance in understanding that the process of appraisal can only be effective if both employees and managers buy into the procedure and are truly committed to using it to bring about improvements.

Another concept that is sometimes difficult to grasp relates to human resource strategy. Although students should be comfortable with the fact that every organisation will have a corporate strategy, they sometimes overlook how each functional area within the organisation will have their own strategy that feeds in to this overarching corporate goal.

Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course

It may be beneficial if the main section covering external influences on an organisation has already been delivered prior to the teaching of this topic area. Therefore, when students come to analyse the external influences on human resources, they will already have a good understanding of the nature and range of influences that can arise.





Thinking Contextually

As is so often the case, the wider the range of real-life business examples that can be used to show the various approaches to appraisal or the range of issues leading to a tribunal, the better. With regard to external influences, students need to consider how the size, ownership and industrial sector of an organisation will influence the type of external influences it faces. Up-to-date knowledge and understanding of current business affairs, both national and international, is also necessary. This will greatly assist students in their analysis of the external influences impacting on human resources and the strategies that can be recommended for the business and its stakeholders.

One approach to examining flexible working could be to examine its growth in popularity over recent years and how working patterns have changed. This could also be linked to external influences and the impact these have had on our working lives.



Thinking Contextually

Activities	Resources
<p>1. Evaluating methods of appraisal – 11 performance appraisal methods http://4hrm.info/performance-appraisal-methods/</p> <p>Ask students to read the article, which explains 11 main methods of performance appraisal used by organisations.</p> <p>Then as a class, decide on five criteria that can be used to judge the usefulness of a method of appraisal for the business and its employees.</p> <p>Ask students to read back through the methods and give them a usefulness score out of five (where one is not very useful and five is extremely useful), based on the criteria identified. This activity could be carried out in pairs.</p> <p>Finally, ask students to place the 11 methods in rank order of usefulness. They should be able to justify and compare their judgements in a whole class discussion.</p>	<p> Click here</p>
<p>2. Performance appraisal and standards (Reference for Business: Encyclopaedia of Business, 2nd Edition) http://www.referenceforbusiness.com/encyclopedia/Per-Pro/Performance-Appraisal-and-Standards.html</p> <p>Ask students to read through the article and highlight the key information. (As the article is quite lengthy, this could make a suitable homework task.)</p> <p>Then, present students with the following questions to discuss in small groups or as a class:</p> <ul style="list-style-type: none">• How has performance appraisal changed in recent years?• Why do you think these changes have occurred?• What contribution should an employee make to the appraisal process?• Is it important for a business to have a successful appraisal process in place?	<p> Click here</p>



Thinking Contextually

Activities	Resources
<p>3. Recommend and justify methods of appraisal</p> <p>Ask students to imagine they are management consultants who have been brought in to your school/college to introduce a new appraisal system for staff. They will need to prepare a presentation to the Board of Governors outlining their new proposals and the justification behind their recommendations. The presentation should include:</p> <ul style="list-style-type: none"> • a critique of the current method of performance appraisal used • clear details as to how the new method of appraisal would work • clear details on how the new method would be introduced to staff • the benefits to the organisation and its stakeholders that will result from introducing the new system. <p>Presentations should be given to the class, who can act out the role of the Board and ask questions to challenge the suggestions made.</p>	
<p>4. How to raise a grievance (ACAS)</p> <p>http://www.acas.org.uk/?articleid=1670</p> <p>This resource provides a useful starting point from which to introduce the topic of grievance. The short clip from the expert adviser talking through the process of raising a grievance provides a clear summary of the procedure.</p> <p>Students can then be introduced to the whole ACAS website and spend time navigating the site to build an understanding of the role ACAS plays in resolving conflicts within the workplace. They should produce a list of ten bullet points summarising their understanding of the main role and responsibilities of ACAS.</p>	<p>▶ Click here</p>
<p>5. Employment tribunals (Citizens Advice Bureau)</p> <p>http://www.adviceguide.org.uk/england/work_e/work_problems_at_work_e/work_employment_tribunals_e.htm</p> <p>Ask students to use this website, and any other relevant research, to produce an informative booklet explaining the purpose and procedure of employment tribunals. The booklet should be written in language that is easy for all types of employees to understand, and should contain practical tips and advice for them to follow.</p>	<p>▶ Click here</p>





Thinking Contextually

Activities	Resources
<p>6. Employment tribunals – independent research ask</p> <p>Ask students to use the internet to research real-life examples of employment tribunal cases. They should produce a written summary of the five cases they consider to be the most interesting. The summary should include a consideration of the impact of the tribunal on the business and its stakeholders.</p> <p>Students can then share their research findings and discuss the nature and significance of the different tribunal hearings.</p>	
<p>7. External influences – presentation task</p> <p>Allocate an external influence to each student. Ask them to select a business of their choice and research how that particular influence has impacted on human resources within the organisation. They should produce a short presentation and a summary handout for their classmates.</p> <p>The following articles could provide a useful starting point for research.</p> <p>Four external factors that affect human resource management (Blogging4jobs) http://www.blogging4jobs.com/hr/4-external-factors-that-affect-human-resource-management/#5SYqyhAiZR1xjXp6.97</p> <p>The external context of organisations – some key drivers (CIPD, see page 20, Figure 1.4) http://shop.cipd.co.uk/shop/bookshop/media/cms/pdf/bookstorepdfs/human-resource-management-in-context-3rd-edition---a-sample-chapter.pdf</p> <p>Having watched the different presentations covering all the external influences, ask students to select the three factors they believe to have the greatest influence on human resources. They should be able to justify the reasons for their selection in a final class debate.</p>	<p>▶ Click here</p> <p>▶ Click here</p>



Thinking Contextually

Activities	Resources
<p>8. Strategic HR planning (hrcouncil.ca) http://hrcouncil.ca/hr-toolkit/planning-strategic.cfm</p> <p>Present students with the ABC Social Services case study, which can be found in the section on the strategic HR planning process, 'Developing HR Strategies to Support Organisational Strategies'.</p> <p>Having read the case, ask students to discuss the importance of this human resources strategy to ABC Social Services. What will the impact be on stakeholders if this strategy is successful and what would the impact be if this strategy were never created?</p> <p>Students may also find it useful to read through the entire article, related to integrating human resource management strategies with the overall strategic mission of an organisation. They could produce a mind map to summarise the key information it contains.</p>	<p> Click here</p>
<p>9. Employer case studies https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/142752/employing-older-workers-case-studies.pdf</p> <p>This links to a set of excellent case studies of small, medium and large businesses looking at the effects of employing older workers for an effective multi-generational workforce. Any of the case studies can be used as discussion of HRM.</p> <p>For example:</p> <ul style="list-style-type: none">• Hendra House is a small, family run residential home (page 4)• Allevard Springs is a medium-sized manufacturer (pages 40–41)• JD Wetherspoon is a large employer with 750 pubs in the UK (pages 29–30).	<p> Click here</p>





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