

HUMAN RESOURCE/PERSONNEL MANAGEMENT

STUDY GUIDE FOR MODULE ONE

(A full 'Study & Training Guide' will accompany the Study or Training Manual(s) you will receive soon by airmail post.)

This Study Guide - like all our Training Materials - has been written by professionals; experts in the Training of well over three million ambitious men and women in countries all over the world. It is therefore essential that you:-

- * Read this **Study Guide** carefully and thoroughly BEFORE you start to read and study Module One, which is the first '**Study Section**' of a CIC Study or Training Manual you will receive for the Program for which you have been enrolled.
- * Follow the **Study Guide** exactly, stage by stage and step by step - if you fail to do so, you might not succeed in your Training or pass the Examination for the CIC Diploma.

*** STAGE ONE**

Learning how to **really STUDY** the College's Study or Training Manual(s) provided - including THOROUGHLY READING this **Study Guide**, and the full '**Study & Training Guide**' which you will soon receive by airmail post.

*** STAGE TWO**

Studying in accordance with the professional advice and instructions given.

*** STAGE THREE**

Answering Self-Assessment Test Questions/Exercises.

*** STAGE FOUR**

Assessing - or having someone assess for you - the standard of your answers to the Self-Assessment Test/Exercises.

*** STAGE FIVE**

Preparing for your Final Examination.

*** STAGE SIX**

Sitting the Final Examination.

Remember: your CIC Program has been **planned** by experts. To be certain of gaining the greatest benefit from the Program, it is **essential** that you follow precisely each one of the **SIX stages** in the Program, as described above.

STAGE ONE is your thorough reading of this 'Study Guide'

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ABOUT CIC STUDY and TRAINING MANUALS

A CIC Study or Training Manual (which comprises 4 or 6 Modules - the first Module of which follows) supplied by the College as part of your Course or Program is **NOT** simply a text book. It must therefore **not** be read simply from cover to cover like a text book or another publication. It **MUST** be **studied**, Module by Module, exactly as explained in the following pages. Each CIC Study or Training Manual has been designed and written by specialists, with wide experience of teaching people in countries all over the world to become managers, administrators, supervisors, sales and accounting personnel, business-people, and professionals in many other fields.

Therefore, it is in **your own best interests** that you use the Study or Training Manuals in the way CIC's experts recommend. By doing so, you should be able to learn easily and enjoyably, and master the contents of the Manuals in a relatively short period of time - and then sit the Final Examination with confidence. Every Study Manual and Training Manual is written in clear and easy to understand English, and the meanings of any "uncommon" words, with which you might not be familiar, are fully explained; so you should not encounter any problems in your Studies and Training.

But should you fail to fully grasp anything - after making a thorough and genuine attempt to understand the text - you will be welcome to write to the College for assistance. You must state the **exact** page number(s) in the Study or Training Manual, the paragraph(s) and line(s) which you do not understand. If you do not give full details of a problem, our Tutors will be unable to assist you, and your Training will be delayed unnecessarily.

Start now by reading **carefully** the following pages about Stages Two, Three and Four. Do **NOT**, however, start studying the first Study or Training Manual until you are **certain** you understand **how** you are to do so.

STAGE TWO - STUDYING A CIC MODULE

STEP 1

Once you have read page 1 of this document fully and carefully, turn to the first **study section** - called **Module One** - of **Study or Training Manual One**. (Note: In some Manuals the term "Chapter" is used instead of "Module").

Read the whole of Module One at your normal reading pace, without trying to memorise every topic covered or fact stated, but trying to get "the feel" of what is dealt with in the Module as a whole.

STEP 2

Start reading the Module again from the beginning, this time reading more slowly, paragraph by paragraph and section by section. Make brief notes of any points, sentences, paragraphs or sections which you feel need your further study, consideration or thought. Try to absorb and memorise all the important topics covered in the Module.

STEP 3

Start reading the Module again from its start, this time paying particular attention to - and if necessary studying more thoroughly - those parts which were the subject of your earlier notes. It is best that you do **not** pass on to other parts or topics until you are **certain** you fully understand and remember those parts you earlier noted as requiring your special attention. Try to fix everything taught firmly in your mind.

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Note: You may not wish to, or be able to, carry out Steps 1, 2 and 3 one after the other. You could, for instance, carry out Steps 1 and 2 and then take Step 3 after a break.

STAGE THREE - ANSWERING SELF-ASSESSMENT TESTS

STEP 4

When you feel that you have **fully understood and learned everything** taught in the whole Module (and if necessary after a further careful read through it) turn to the Self-Assessment Test set at the end of it, and read the Questions/Exercises in it carefully. You do not have to attempt to answer any or all of the Questions/Exercises in the Test, but it is **best** that you do so, to the best of your abilities. The reasons for this are:-

- ❁ By comparing your answers with the Recommended Answers printed in the Appendix at the end of the Module, you will be able to assess whether you **really have** mastered everything taught in the Module, or whether you need to study again any part or parts of it.
- ❁ By answering Questions/Exercises and then comparing your attempts with the Recommended Answers, you will gain experience - and confidence - in attempting Test and Final Examination Questions/Exercises in the future. Treat the Self-Assessment Tests as being “*Past Examination Papers*”.

Professional Advice on Answering Self-Assessment Test (and Examination) Questions and Exercises

1. You may answer the Questions/Exercises in a Self-Assessment Test in any order you like, but it is best that you attempt **all** of them.
 2. Read very carefully the first Question/Exercise you select, to be quite **certain** that you really **understand** it and what it requires **you to do**, because:
 - ★ some Questions/Exercises might require you to give full “written” answers;
 - ★ some Questions/Exercises (e.g. in English) might require you to fill in blank spaces in sentences;
 - ★ some Questions/Exercises (e.g. in bookkeeping) might require you to provide “worked” solutions;
 - ★ some Questions/Exercises (called “multiple-choice questions”) might require you only to place ticks in boxes against correct/incorrect statements.
- In your Final Examination you could **lose marks** if you attempt a Question/Exercise in the wrong way, or if you misread and/or misunderstand a Question/Exercise and write about something which is not relevant or required.
3. Try to answer the Question/Exercise under ‘**true Test or Examination conditions**’, that is, **WITHOUT** referring back to the relevant section or pages of the Module or to any notes you have made - and certainly **WITHOUT** referring to the Recommended Answers. Try to limit to about two hours the time you spend on answering a set of Questions/Exercises; in your Final Examination you will have **only two hours**.
 4. Although you are going to check your Self-Assessment Test answers yourself (or have a friend, relative or colleague assess them for you) practise writing “written” answers:-

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★ in clear, easy-to-read handwriting;

and

★ in good, grammatical language.

The Examiner who assesses your Final Examination answers will take into account that English might not be your national or main language. Nevertheless, to be able to assess whether you really **have** learned what we have taught you, he or she will need to be able to read and understand what you have written. You could lose marks if the Examiner cannot read or understand easily what you have written.

5. Pay particular attention to neatness and to layout, to spelling and to punctuation.
6. When “written” answers are required, make sure what you write is **relevant** to the Question/Exercise, and concentrate on **quality** - demonstrating your knowledge and understanding of facts, techniques, theories, etc. - rather than on quantity alone. Write fully and clearly, but **to the point**. If you write long, rambling Final Examination answers, you will waste time, and the Examiner will deduct marks; so practise the **right** way!
7. When you have finished writing your answer, read through what you have written to see whether you have left out anything, and whether you can spot - and correct - any errors or omissions you might have made.
Warning: some Questions/Exercises comprise two or more parts; make **certain** you have answered **all** parts.
8. Attempt the next Question/Exercise in the Self-Assessment Test in the same manner as we have explained in 1 to 7 above, and so on until all the Questions/Exercises in the Test have been attempted.

Note: There is no limit on how much time you spend on studying a Module before answering the Self-Assessment Test set on it, and some Modules are, of course, longer than others. You will, however, normally need to spend between twelve and fifteen hours on the thorough study of each Module - and that time may be spread over a number of days if necessary - plus approximately two hours on answering the Self-Assessment Test on each Module.

STAGE FOUR - ASSESSING YOUR ANSWERS

STEP 5

When you have answered all the Questions/Exercises set in Self-Assessment Test One to the best of your ability, compare them (or ask a friend, relative or a colleague/senior at work to compare them) with the Recommended Answers to that Test, printed in the Appendix at the end of the Module. In any case, you should thoroughly study the Recommended Answers because:-

★ As already explained, they will help you to assess whether you have really understood everything taught in the Module;

and

★ They will teach you how the Questions/Exercises in subsequent Self-Assessment Tests and in your Final Examination **should** be answered: clearly, accurately and factually (with suitable examples when necessary), and how they should be laid out for maximum effect and marks.

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MARKS AND AWARDS

To assist in the assessment and grading of your answers, the **maximum number of marks** which can be earned for each answer to a Self-Assessment Test Question/Exercise is stated, either in brackets at the **end of each one**.

The maximum number of marks for any one Test is 100.

Your answers should be assessed fairly and critically. Marks should be awarded for **facts** included in your answer to a Question/Exercise, for presentation and for neatness. It is **not**, of course, to be expected that your answers will be identical to all those in the Appendix. However, your answers should contain the **same facts**, although they might be given in a different order or sequence - and any examples you give should be as appropriate to the Questions/Exercises as those given in the relevant "Recommended" Answers.

Add together the marks awarded for all your answers to the Questions/Exercises in a Self-Assessment Test, and enter the total (out of 100) in the "Award" column in the **Progress Chart** in the middle of the full '**Study & Training Guide**' when you receive it. Also enter in the "Matters Requiring Further Study" column the number(s) of any Question(s)/Exercise(s) for which you did not achieve high marks.

GRADES

Here is a guide to the grade your Self-Assessment Test Work has achieved, based on the number of marks awarded for it:

50% to 59%	PASS	60% to 64%	HIGH PASS
65% to 74%	MERIT	75% to 84%	HIGH MERIT
85% to 94%	DISTINCTION	95% to 100%	HIGH DISTINCTION

STEP 6

Study again **thoroughly** the section(s) of the Module relating to the Question(s)/Exercise(s) to which your answers did not merit high marks. It is important that you understand where or why you went wrong, so that you will not make the same mistake(s) again.

STEP 7

When you receive the complete Study or Training Manual One** from the College by airmail post, '**revise**' - study again - Module One printed in it, and then turn to **Module Two** and proceed to **study it thoroughly** in exactly the same way as explained in Steps 1, 2 and 3 in this '**Study Guide**'.

When you have completed your **thorough study**, follow steps 4, 5 and 6 for the **Self-Assessment Test on Module 2**.

Continue in the **same way with each of Modules 3, 4, 5 and 6** until you have attempted and assessed your work to Self-Assessment Test 6, and have completed the study of Study or Training Manual One. But - and this is **important** - study the Modules **one by one**; complete Steps 1 to 6 on **each** Module **before** you proceed to the next one (unless during the course of your reading you are referred to another Module).

****Note:** When you receive Study or Training Manual One by airmail post, it will be accompanied by a 20-page '**Study & Training Guide**' (containing a '**Progress Chart**') which you **MUST read very carefully** before starting your study of Module Two.

TRAINING ON

HUMAN RESOURCE/ PERSONNEL MANAGEMENT

Module One

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HR/PERSONNEL POLICY, STRATEGY AND MANAGEMENT

Learning Outcomes

This Module covers a wide range of important topics, which are summarised for your ease of reference on pages 1 and 2. Having studied this Module thoroughly in accordance with our “Study & Training Guide”, it is expected that you should be able to utilise the knowledge you have gained in a variety of situations, as well as being able to:

- * Describe the functions, roles and responsibilities of human resource/personnel managers and their departments.
- * Explain the essentials of human resource/personnel policy and strategy.

Introduction

The existence and continuation of any organization - whatever its size and range of activities - depends on its successful utilisation or managing of a variety of different ‘**resources**’ which are available to it. In this context we can look upon a ‘**resource**’ as being something which helps or aids an organization to achieve its objectives or goals - and to survive.

An important resource for any organization is categorised as being ‘**financial**’. This comprises money which has been invested in it and/or loaned to it, and often earned by it from its activities, and which is available to it to “finance” or to pay for its operations, whether those are industrial, commercial or service-providing; and whether it is a privately owned business run with the objective of earning profits, or whether it is a local or central government or quasi-government organization.

The executives of an organization must “manage” its financial resources to the best effect. They must avoid wasting or losing money, whilst endeavouring to increase the finances available to the organization, and - in the cases of businesses - to gain profits for their owners or shareholders, and security and “returns” for investors.

Other resources of importance to organizations are more “tangible” and which, depending on its size and activities, might include land, buildings, plant, machinery and equipment, motor vehicles, shop and/or office furniture, stocks of raw materials, stocks of products for sale, or stocks of other items. Such material possessions are often called ‘**assets**’.

The executives of an organization must “manage” and use its assets in the most effective and efficient and cost-effective manner to achieve its objectives, which might be the manufacture or production of products, the sale of products, or the provision of services (or two or all). Machinery and equipment must be maintained and repaired and, when necessary, replaced, so that it will continue to perform effectively the functions for which it was acquired.

But no matter how great its financial resources and the range or value of its assets, an organization can achieve its objectives **only** through the medium of **human effort**. Its ‘**human resource**’ is therefore as important to an organization - if not more important than - its other resources. A

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organization's '**human resource**' comprises the combined contributions in the forms of efforts, skills or capabilities of the people it employs - its '**personnel**' or '**workforce**' - which enable it to perform and to continue its operations and, indeed, to exist.

It is only logical that the executives of an organization should also strive to "manage" its human resource in the most effective manner, so that employees work **well and willing** in the best interests of the organization - and in their own best interests, too, and will **remain** in the employ of the organization. But human beings - men and women - are not "inanimate" objects; they have individual characters, they have feelings and emotions, they have needs, likes and dislikes, preferences and biases. They cannot be managed according to inflexible rules or principles, such as those which apply to accounting for finance for example, and they cannot be switched on and off like machines or pieces of equipment.

But despite the inherent problems which can and inevitably do exist, it is essential for the wellbeing of any organization that it fosters and maintains **good 'personnel relations'** or '**industrial relations**' with its entire workforce, howsoever it is made up: for example, of manual and/or non-manual workers, of males and/or females. How that can be done - effectively - in the modern worlds of commerce and industry in which we live, is examined as we proceed together through this Program.

The increasingly important profession of '**human resource management**' (HRM) or '**personnel management**', as it is still often called, which has developed - and which is still developing - must take full account of the differences between human resources and the other resources available to an organization. These, too, will be considered as we progress through the Program.

The HR/Personnel Function

The expression '**HR/personnel management**' refers primarily to the activities of specialist staff who are responsible for implementing the personnel objectives of the organizations by which they are employed. The head of the '**personnel function**' in an organization is essentially a specialist manager responsible for devising and implementing the organization's policies and strategies for **people**: its employees, its human resource. Staff working in the HR/personnel department are usually responsible for providing advice, guidance and assistance to both management and employees on most - if not all - matters affecting employment with the organization.

The HR/personnel function in organizations can, however, be considered in broader terms, that is, in terms of "managing people". In this wider context, the HR/personnel specialist is involved in defining the policies and rules for managing people. But the implementation of the policies, and the creation of good personnel relationships rest, ultimately, on the quality of leadership provided by **all** foremen, supervisors and managers.

Whilst HR/personnel management is in reality a function of ALL who have a responsibility for other people in the workplace, it is - above all else - a description of those staff whose jobs specialise in acquiring, retaining and developing the human resource of an organization.

It is important to view the specialist aspects of HR/personnel management in the context of the "corporate activities" of the particular organization as a whole. That is because personnel policies and strategies will "reflect" the organization's overall policies, objectives and culture. The degree of the "standing" of an HR/personnel department, amongst the management team and employees, depends largely on the attitudes of top management, and the support given to the department. It is argued that if HR/personnel specialists are to have credibility in an organization, they must associate themselves closely with the "corporate image" and "corporate culture" of that organization.

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Organization Culture

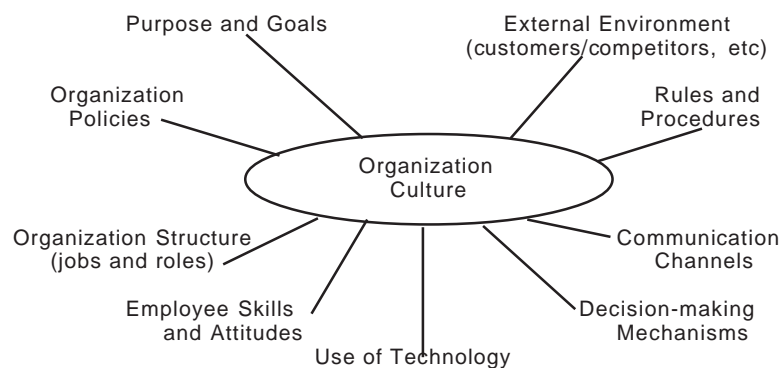
HR/personnel specialists are frequently in the position to influence the nature of an organization's "culture"; therefore their role should not be simply a passive acceptance of the current situation, but a **'proactive'** one. By this we mean that they should be **actively involved in instigating changes** in anticipation of future developments (as opposed to merely reacting to events as and when they occur). Within the limits of their authority, HR/personnel specialists should also be prepared to take the **initiative** (as opposed acting only when prompted to do so by others).

In essence, the **'culture of an organization'** is its dominant pattern of **shared beliefs and values**. During the course of your career you will inevitably come across differing working atmospheres, differing way of doing things, differing levels of energy, of individual freedom, of kinds of personality, and similar "differences", in different organizations

Whilst there might be striking differences between organizations, there is a "shared understanding" within them. An **'organization culture'** does not become established until this shared understanding achieves a dominance in the collective thinking of the employees of the organization. However, within any single (dominant) culture there are also usually sub-cultures, which operate at a lower level of influence. We can liken the situations within groups and organizations to how the individuals in a "national culture" - while sharing much in common - can have different personalities and ideologies.

The dominant culture which develops within an organization is primarily the product of the "thinking" and actions of its senior management from time to time, combined with interaction with a variety of both **internal and external forces**. Fig.1/1 illustrates for you some important interrelationships which both produce, and are deeply affected by, an organization's culture.

Fig.1/1. Internal and external factors influencing organization culture



The purpose and goals of the organization initially trigger the kind of culture which top management wants to see: that is, their **'vision'**. The extent to which that culture is achieved depends as much on the other factors as on their own leadership qualities. The external environment will play a significant role, since customers, clients, competitors, suppliers, government, and other external "stakeholders" will all exert some influence on what the organization elects to do, and how it does it. Internally, the abilities and attitudes of employees, particularly managers - and especially HR/personnel managers - will be critical. The nature of the technology available, and the way it is utilised in the organization, will also play a part in the development of culture. And on top of all these factors are the organizational structures, mechanisms and procedures which are a major part of the organization's fabric.

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HR/Personnel Activities in Management Generally

Despite the fact that HR/personnel specialists are concerned exclusively with people, it is important to appreciate that ALL foremen, supervisors and managers must perform personnel activities with regard to their subordinates within their “spheres”.

Every foreman, supervisor and manager with direct responsibility for the performance of the work of other people has an HR/personnel function to fulfil. Much of the focus of attention in recent years has been on “leadership” - gaining the commitment of staff to the objectives of the organization in the level of the workplace. Whilst that is a hugely important aspect of managing people, it is **not the only** aspect. Nowadays, with increasing pressure on foremen, supervisors and managers from legislators and collective employee groups such as trade unions and staff associations, the sheer bureaucracy involved in managing people cannot be underestimated.

Issues such as sexual and racial equality, rights to detailed grievance and disciplinary procedures, all combine to make modern management a much more codified function than it was in earlier times. Against the contemporary or modern background, HR/personnel procedures are just as important to “**line managers**” - who control the primary operational functions of organizations, such as production and sales - as they are to the HR/personnel specialist.

The matter of ‘**employee development**’ must also be considered today. Individual foremen, supervisors and managers are expected to help the organization to “grow” or to develop the talents which exist within its own workforce. Many employees today **expect** to be provided with opportunities for learning and personal growth in the workplace. This can be a heavy burden for the individual foremen, supervisors and managers concerned, because they have to fulfil their HR/personnel responsibilities during the course of carrying out their principal operational duties.

For example, typical HR/personnel activities carried out by a production manager could include: employee selection; induction of new employees, training and development; performance appraisal; working practices and job structuring in the production areas; implementing grievance and disciplinary machinery; negotiating with employees’ representatives; implementing the organization’s remuneration structure; creating conditions for high morale, providing adequate communication systems; implementing the organization’s safety policy; planning for the effects of change on employees, and so on.

All the foregoing are complex tasks in their own right, but they have to be performed in association with equally complex tasks related, for example, to plant and machinery, materials, and production processes. It is hardly surprising that a line manager is likely to need the support and assistance of an HR/ personnel specialist, in order to meet production priorities.

Let us consider the kinds of support and assistance which an HR/personnel specialist could provide, and the factors which determine the extent of the influence of the HR/personnel department.

HR/Personnel Specialists

In view of the size and complexity of modern organizations, combined with the speed of change in their environments, a clear “**division of labour**” amongst managerial staff has been found to be essential, and “specialist managers” of all kinds have become a feature of most organizations. HR/ personnel specialists tend to be categorised into three main groups, although their presence in different organizations depends on the sizes and ranges of activities of those organizations:-

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- * HR/personnel managers/directors whose main role is to develop corporate (organization-wide) personnel policy and implement it.
- * HR/personnel advisers who provide specialist knowledge and skills within the context of the organization's personnel policy.
- * HR/personnel administrators whose task is to develop and maintain the procedures and routines connected with employee matters.

Senior HR/Personnel Staff

HR/personnel managers and HR/personnel directors are the senior HR/personnel specialists in an organization. Their principal role is to formulate, gain acceptance for and implement the organization's '**personnel policies**' and '**personnel strategies**' (both of which are described and explained later in this Module). They will also be expected to fulfil the roles of advisers to management colleagues when they, too, are carrying out HR/personnel duties in relation to their own departments. In some situations the senior HR/personnel manager will be expected to reflect the views of the employees on matters of general concern.

The manner in which the senior HR/personnel post is performed in practice will influence the overall reputation and standing of the personnel function in the organization. In situations in which senior HR/personnel specialists are seen as the "architects" of constructive HR/personnel policies and as helpful advisers, able to provide practicable solutions to "people problems", the reputation of the HR/personnel department will tend to be high. By contrast, in situations in which HR/personnel specialists are seen by colleagues as pedantic and unsympathetic or unhelpful, the reputation and standing of the HR/personnel department will be low.

In any event, HR/personnel specialists have to tread a delicate path between (a) offering constructive - and sometimes unpopular - advice to colleagues, and (b) appearing to tell those colleagues how to handle their own subordinates. Under modern conditions of employment, the needs and wishes of employees have never been so well protected. As a result, many issues which, formerly, could have been dealt with by a line manager alone, now have to be pursued jointly with a member of the HR/personnel staff.

HR/Personnel Advisers

In this category are those senior HR/personnel staff, whose role is predominantly that of "internal consultant" or "advisor" rather than that of a company executive. HR/personnel advisers tend to be found in such specialist aspects of HR/personnel work as "industrial relations", "manpower planning" and "management development", which we consider in later Modules. The main responsibilities of such positions are to provide relevant and up to date assessments of matters within their particular specialism. For example, an Industrial Relations Adviser would be expected to give a reliable assessment of the impact on the organization of the latest changes in employment law.

HR/Personnel Administrators

The largest number of staff in any HR/personnel department will be engaged in administrative and clerical tasks. This is because decisions on employment matters taken by senior management generate a variety of procedures and documentation. A relatively minor change in a company's policy on sickness pay, for example, could lead to the amendment of all the relevant documents and statements in the organization. In the case of, say, the revision of an organization's safety policy, individual copies of the revised statement might require to be distributed to every employee.

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HR/personnel administration deals with the routine aspects of personnel; but it is extremely important to other departments of the organization precisely because it takes over the detailed arrangements of personnel activities. Therefore, other departments - often referred to as "user departments" because they make use of the services provided by the HR/personnel department - need handle only the minimum amount of paperwork, whilst the HR/personnel department records, amends, files and retrieves the necessary documents and other information. Accuracy in recording personnel information is paramount, as also is confidentiality. We deal with the matter of "personnel records" - whether maintained manually or by computer - in Module 12.

Those who make careers in the HR/personnel profession can, as generalised terms, be referred to as being "HR/personnel practitioners" or "HR/personnel specialists"; although in practice they might be designated as "HR/personnel officers", "HR/personnel assistants", or "HR/personnel managers". We shall, in this Program, mainly use this last designation, in order to emphasise the importance of the role of "management".

Strategic Aspects of HR/Personnel Management

The strategic aspects of HR/personnel management are concerned with innovation and long-term planning, and may be considered as being both directive and creative. The advisory aspects are concerned with assisting other managers in key areas of HR/personnel management, and call for advisory and consultancy services from HR/personnel specialists. The day to day, operational and tactical aspects of HR/personnel management give rise to a need for servicing and other operational activities on the part of HR/personnel specialists. All HR/personnel departments provide help at the operational level, but the extent of a particular HR/personnel department's involvement at the advisory and strategic levels depends on the structure of the department within the overall organization.

The HR/Personnel Manager as a Person (1)

It might seem evident, but an HR/personnel manager is a "person". Some HR/personnel managers are men, whilst others are women; both sexes can be equally successful in their respective careers. As a person, the HR/personnel manager will be fallible, subject to human error and failings, and will be affected by various feelings and emotions, needs and motivations, and conflicting claims on loyalty.

As a **manager**, he or she will be responsible for planning, organising and co-ordinating the work of the staff of the HR/personnel department, for training them, motivating them and supervising their activities, and providing them with "leadership".

As an **HR/personnel manager**, he or she will be responsible for a wide variety of activities relating to the PEOPLE who work for the organization, the various employees who together make up its '**workforce**'. Those people are commonly referred to collectively as its '**personnel**'.

Any HR/personnel manager must strive to identify his or her personal shortcomings, and should try to eradicate them if possible, or at any rate to suppress or control any faults that might cloud judgement. An HR/personnel manager must strive to be **impartial** - showing no bias or favour - and for success in the chosen career that image of **impartiality** must be clearly displayed, and impressed on the minds of all the employees of the organization (of whatever status) concerned.

We must not lose sight, however, of the fact that an HR/personnel manager is **also** employed - and paid - by the employing organization. And in the last resort top management could terminate an HR/personnel manager's employment if it was felt that he or she was failing to meet their expectations.

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The Personnel Manager as a Manager

As manager of the HR/personnel department of an organization, the HR/personnel manager is likely to have to manage a number of subordinates, who need to be trained to deal with the day to day affairs of the department and the sections of which it is made up, as well as typists, computer operators and clerks who work in the HR/personnel office. How that department is run will demonstrate to a trained observer how successful, and how efficient and effective, the HR/personnel manager is as a **'manager of people'**.

If the HR/personnel department staff appear to be content in their work, and to be satisfied with their environment and working conditions, it should auger well for all the other employees of the organization. On the other hand, if HR/personnel staff are dissatisfied with their working conditions, and have submitted a list of grievances to management, one might reasonably assume that the whole organization could soon be involved in labour disputes.

The job of management in general involves two aspects:-

* The **'technical' or 'functional'** aspect, which is concerned with **the work to be performed** in an organization (or a department of it);

and

* The **'human' or 'relationship'** aspect which is concerned with **the people who perform that work** for the organization (or in a department of it).

Industrial Relations

Whilst it must be acknowledged that HR/personnel management is an **art** - and a very important one indeed - it must be stressed that proper respect for the **legitimate rights** of all employees is paramount. The recognition of the dignity of the individual and the necessity to deal with each person **fairly**, are inalienable rights in a free society, and wherever this is practised by an employer of labour, an organization may prosper.

Such a simplistic appraisal depends, however, upon the full co-operation and reciprocation of the workforce in showing **equal respect** for management. If this happy state of affairs existed in commerce, industry, and government service, there would be little need for the services of the modern, skilled HR/personnel manager. Unfortunately, the "industrial scene" in a free society can, at times, resemble a continuous "battleground" between trade unions - sometimes referred to as "organised labour" - and various heads of industry. The conflict is fought according to the rules laid down by law - theoretically, that is, because many such laws are difficult to enforce.

Between those "opposing forces" of workers and managements, the HR/personnel managers of the enterprises involved have extremely difficult roles to play, because:

* on one hand they stand to be accused by the workers of being "puppets" obeying the commands of their "masters";

whilst

* on the other hand they might perhaps be criticised by angry directors for being too soft or, even worse, for "siding" with the employees - the "workers" - on particular issues.

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It is essential than an HR/personnel manager retains the confidence of **both** workers and of management to avoid, as far as he or she possibly can, any such confrontation.

Far from being a “softie” or a willing tool of management, the HR/personnel manager “*walks a tightrope*” between serving the interests of his or her employers, and protecting the legitimate aspirations of the employees of the organization. He or she must perform well, and must not be seen to fail by **either** “party”.

But whilst a highly skilled circus performer can turn somersaults on the tightrope, walk backwards, or change direction and go back to his starting point, an HR/personnel manager **cannot** reverse his or her policies so easily. He or she must plan meticulously the work of the HR/personnel department, for the benefit of the workforce as well as for the prosperity of the organization.

Whilst the HR/personnel manager must follow the broad policy laid down by the top management of the organization, he or she will usually be allowed a certain latitude and freedom of operation to carry out the necessary plans. How he or she will attempt that difficult feat - and succeed in doing so - is discussed in the following Modules.

How the Need for HR/Personnel Managers Arose

Confrontations between some managements and their employees engaged in industrial disputes attract large headlines in newspapers, on radio and on television, whereas the peaceful co-operation between employers and workers engaged in the majority of trades is hardly mentioned. If an organization is to grow, industrial disputes must be bridged, and where a “bridge of confidence” has been built it must be carefully fostered and maintained for the prosperity of all concerned, from the shareholders - who provide the capital to finance the business operations down to the young “starter” fresh from school or college.

Whether directors or manager, labourers, foremen or clerks, all benefit from **good** industrial relations and peaceful coexistence.

In bygone days the foregoing was achieved by enlightened business owners, and those who were shrewd enough to appreciate the fact that workers who were treated fairly worked harder and more conscientiously than those who were dealt with less favourably. In other words, they learned how to “manage” their workers so that mutual benefits resulted from their loyalty to their “masters”. Since loyalty in business should reward the one who gives as well as the one who takes, it became necessary for the owners of larger concerns to put tacitly understood privileges and rules down in writing. Likewise, prescribed penalties for those who broke the rules and abused the privileges were also put in writing.

However, not all employers were so enlightened and there were many “bad bosses” who treated their workers little better than slaves. The more progressive governments of the day passed “employment laws” to safeguard all workers from such exploitation by harsh and unscrupulous masters. With the passage of time, industry grew and various processes and operations carried out in mines and factories, on farms and on the sea, were recognised as dangerous or hazardous or harmful to those who were engaged in such occupations. Many Acts of Parliament were passed, and are still being passed, to protect workers from various hazards to their wellbeing.

The multitude of regulations concerning wages, working hours, and working conditions of all, or practically all, workers gradually made the employment of labour far more complex for the employer than in earlier times. For this reason, the engagement of a fully trained manager able to interpret to employees and management the various laws and acts governing workers’ conditions was a logical development.

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Today the post of HR/personnel manager or director has grown in importance to such an extent that in a large organization the HR/personnel manager or director is likely to attend meetings of the board of directors (or whatever else its governing body might be) to advise on all policies affecting personnel in any shape or form.

The Role of the HR/Personnel Department

An organization is generally - depending on its size and the scope of its activities - divided into a number of departments (and some of those may be further divided into sections). Some of the departments will be concerned directly with the '**primary functions**' of the organization, such as production and sales. Other departments provide '**services**' which assist the smooth and efficient running of the primary functions.

As we have already seen, one such '**service department**' is the HR/personnel department which, under the control of the HR/personnel manager, provides a range of services to:

- * other departments and their managers;
 - * to the employees of the organization (and directly or indirectly to their families as well);
- and
- * to the organization as a whole.

Although the HR/personnel department is generally considered to be "*nonproductive*", the standard of quality and efficiency of the services which it provides can be **vital** to the smooth functioning and prosperity of the entire organization. Furthermore, as we explained earlier, it has become generally recognised that the people employed by an organization are a **resource**, which is at least as important as financial and material resources.

The various services which might be provided by a modern HR/personnel department are described briefly later in this Module, and in more detail in succeeding Modules.

The HR/Personnel Policy

Policy-making is a key component of the total planning activity of any organization. To put it simply, we can say that a "policy" is:

"A statement of intended conduct, a rule of behaviour."

A policy is an expression by the top management of an organization's of its values and beliefs concerning all the major functions of that organization. A policy states how the organization intends to approach the achievement of its overall objectives.

If an HR/personnel department is to succeed in its aims and to benefit the organization and its workforce as a whole, it is necessary for it to operate in accordance with an **HR/personnel policy** formulated by the governing body of the organization (e.g. its board of directors).

Such a policy should be laid down after consultations with:

- * the HR/personnel manager and/or his or her senior subordinates (such as the industrial relations officer);

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* if necessary with representatives of trade unions or other staff bodies (such as staff associations or works councils);

and should:

* take account of the attitudes of such bodies, as well as current government policies, legislation, regulations and directives.

An HR/personnel policy should comprise a set of principles which will:

*“Govern the relationship of the organization with its workforce,
whatever the status of individual members of it.”*

The policy must:

* be absolutely **clear** and **unambiguous**;

* be **easily understood** by ALL;

* and its effects on individual employees must be **standardised**.

Note that the third factor does **not** mean that the differing personal interests in each case will or should be lost sight of; but it is vital that similar circumstances and events will always call forth a **similar** decision or course of action. Many factors contribute to good management/worker and good industrial relations but **fairness, justness** and **equality of treatment** to all are the basic ingredients.

The HR/personnel policy formulated should concentrate on two aspects: -

* Those activities which can be governed by clearly laid down procedures which are to be followed as and when circumstances require; procedures will be set to cover such matters as the recruitment, selection, promotion and training of employees.

* Those activities which are aimed at creating and maintaining a good “work climate” and contented workers.

The creation of suitable procedures for the first group of activities is a relatively straightforward matter, and most trained and experienced managers can deal well with what is involved.

However, one needs only to read or hear about the frequent industrial disputes and strikes which take place to realise that in many cases management has failed to act correctly with the second group of activities the “human” factors. This is often due to a negative approach or disinterest; to following old-fashioned or out-dated policies and attitudes instead of the modern, caring, understanding, participative approach required for harmony.

Too often outdated attitudes still prevail, and grievances, irritations and causes of disputes are passed from one level of management to another, without any real attempt being made to solve them. The end result is two distinct, irreconcilable “sides” in an organization:

management versus the workers.

And that is **exactly the opposite** situation to that which modern management must seek to achieve.

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Whilst outmoded attitudes are allowed to exist in an organization, maximum efficiency will never be attained as there will be no co-ordination of effort to achieve a common objective.

The following are examples of matters which might be covered in contemporary HR/personnel policies:

- * *“Every employee regardless of sex, age or creed shall have equal opportunities for promotion and advancement.”*
- * *“All employees will be encouraged to participate in training and development activities of mutual benefit to the individual and to the organization.”*
- * *“Every employee shall have the right to fair treatment in matters concerning discipline.”*
- * *“The organization will negotiate only with recognised trade unions, and will always negotiate in good faith with trade union representatives.”*

Policies such as those we have given as examples are intended to express the long-term view of how the organization concerned intends to conduct its “personnel relations”. Once such rules of behaviour have been set down, whether in written form or through custom and practice, it is possible to develop strategies which are consistent with them.

HR/Personnel Policy and Strategy

Unlike a policy, a strategy is statement of:

“Long-term objectives to be achieved.”

Strategic objectives focus on “ends” rather than on “means”, and are commonly set for some years - say five - ahead. They are intended to provide a “framework” within which detailed operational plans can be made. Ideally strategies should be “measurable” - but only in general terms; if they are capable of being expressed in detailed terms, they are not strategic but operational or short-term objectives to be achieved.

Its senior management team will set strategic objectives for all the major functions of an organization. HR/personnel management strategies are therefore the result of discussion and agreement between all the senior managers of the organization and **not** just between the HR/personnel specialists. It is to be expected that the first objectives to emerge will be those which relate to the organization's principal activities. For example, the primary objectives for a business will be concerned with identifying its markets and setting its production aims and/or sales targets.

Once the essential product-market strategy has been agreed, HR/personnel and other strategies can be devised. In other words, the overall purpose and policies of the organization give rise to a product-market strategy, out of which all the other key strategies - including the organization's HR/personnel strategy - are developed. Each strategy initiates a number of short-term and/or medium-term plans which must be monitored and reviewed. The results of the review process are fed back to the earlier stages of the planning process.

Typical examples of contemporary HR/personnel strategies are:

- * *“To ensure that the organization's human resource needs for the next five years are met both in terms of numbers and quality/skills of employees”.*

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- * *“To maintain wage and salary levels sufficient to recruit, retain and motivate employees at all levels in the organization.”*
- * *“To achieve harmonious relationships between managers, supervisors and foremen and those for whom they are responsible.”*
- * *“To ensure that adequate facilities are made available for maintaining and improving the knowledge and skills of the organization's workforce.”*
- * *“To provide adequate communication systems between management and other employees, and between departments and functions.”*
- * *“To provide mechanisms for enabling the organization to cope with the human consequences of change.”*

Such strategies are set out fairly broadly because they are intended to express long-term aims, and these must "stand the test of time". They can be evaluated; although that must be in qualitative rather than in quantitative terms. If, for example, an organization was to assess the relative achievement of the strategy on wages and salaries it would have to make a judgement based partly on HR/personnel statistics (labour turnover, vacancy levels, and others - see Module 12) and partly on general observations (e.g. as to the level of motivation of staff). The important factor is that it is possible to obtain evidence for the relative achievement or non-achievement of a particular strategy.

Operating Plans

Operating plans set out detailed statements relating to how the organization intends to actually achieve its strategic objectives in practice. Such plans are as much concerned with “means” as with short-term aims. They are intended to prompt the actions that are required for “theory” and intentions to be put into actual practice. Typically plans contain references to quantity, quality, time and costs, as well as identifying the personnel who are responsible for achieving the desired results.

With HR/personnel strategies such as the examples above, the head of HR/personnel can seek agreement for year-by-year operating plans designed to realise the long-term objectives in practice. Such plans are likely to relate to matters such as these following, which are considered in later Modules:-

- ★ The establishment of a basic manpower/human resource plan.
- ★ Recruitment planning.
- ★ Remuneration.
- ★ Training & HR development plans.
- ★ Management development programmes.
- ★ Health and safety arrangements.
- ★ Employee welfare.
- ★ Negotiating arrangements with employee representatives.
- ★ The establishment of adequate grievance and disciplinary procedures.
- ★ Joint consultative machinery.

Managers and the HR/Personnel Policy

It is essential for you to appreciate that the establishment or existence of a “full” HR/personnel department in an organization, does NOT mean that all other foremen, supervisors and managers are no longer concerned with carrying out aspects of the HR/personnel policy.

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As we have emphasised, basically good HR/personnel management is the responsibility of ALL who supervise other people - the HR/personnel department is the basic organ around which that rotates. It must not be thought, however, that once an HR/personnel department is established everything will be "all right".

It would be **wrong** for you to think that every contact made by individual employees with management is **solely** the concern of HR/personnel management; just because that is the function directly responsible for those individual employees.

Each employee of an organization will be in contact with the HR/personnel manager, or at least with HR/personnel department staff, on his or her engagement, and this contact will continue throughout his or her training, and will perhaps be renewed from time to time with interviews and counselling. However, the **greater number** of contacts with his or her employers will be those an employee makes with the "representatives" of management responsible for the direction of his or her activities, namely his or her section or departmental manager, supervisor or foreman.

The nature of those contacts will condition the climate of the employee's working life. It is in the "work place" - whether that is a factory, an office, a store, or a shop or construction site, for example - that the employee will "grow on the job". And this **must** occur if he or she is not to become frustrated and embittered. The responsibility for putting the HR/personnel policy into practice is heaviest at the lower levels of management; that is, the junior managers, supervisors and foremen who are most in contact - on a daily basis - with the workers.

Unfortunately it is at those lower levels of management where matters can go awry. A foreman under pressure to maintain a production schedule might "push" his team of workers too hard, or an office supervisor striving to process paperwork by a fixed deadline might be exasperated by a clerk's apparent tardiness, and reprimand her. In neither example is the situation improved; in fact it could easily be worsened, and resentment could be aroused which could result in far-reaching consequences. By abandoning consideration for the "human" aspect of his or her job in favour of concentrating too heavily on the "functional" aspect, a section head might lose the respect and loyalty of his or her team of staff.

That might develop into a situation where senior management could invite the HR/personnel manager to investigate the problem and to make suggestions to solve it.

Prevention is Better than Cure

It is far more beneficial, however, for the HR/personnel manager to take whenever possible **pre-emptive** measures which can benefit every department of the organization.

Doubt, uncertainty and an innate sense of not wishing to show ignorance or inability to cope are frequently the root causes of discontent and loss of production or turnover. For example, problems might arise when staff are uncertain about how to proceed when faced with unusual features in the processing of their work - and if their immediate supervisor is a hard "taskmaster" and not easily approachable, errors might occur, or work will not proceed on schedule. The situation might be worsened and the errors compounded because workers may not wish to get their colleagues - who made the original mistakes - "into trouble" by reporting them to an unpopular boss. An experienced HR/personnel manager, supported by enlightened management, could take positive steps to prevent or to mitigate the effects of such situations.

Many large enterprises display notices in their various sections stating:

"If in doubt, ASK."

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A further feature might be the provision of “suggestion boxes”, painted in bright colours, each with a slot in the side similar to a postbox, and placed in prominent positions in all departments. A notice above the box urges workers to register their written complaints, doubts, fears, or suggestions for improvements in their working conditions, or ways and methods of improving the work product itself, anonymously or with signatures appended. The contents, collected weekly and sifted and examined by responsible HR/personnel staff, can provide much useful information for the HR/personnel manager on a wide variety of subjects expressed through the opinions of the workforce, that is, the people on whom the future of the organization depends - a very sobering thought for heads of management.

Some notes posted in the suggestion boxes might be uncomplimentary, rude or derisory, but some might disclose matters which may need to be promptly attended to, whilst others which might emanate from the lowliest workers may offer first-rate suggestions that could be of value to the organization in improving products, cutting costs, or making work easier. Even complaints can result in improvements for both workers and the organization itself.

To avoid face to face contact, some workers with personal problems might be encouraged to use the suggestion box as first-line of approach “calls for help”, concerning themselves personally or their families. The problems might need to be dealt with by the welfare officer in the HR/personnel department who can offer counsel and perhaps write letters on behalf of those concerned, or give advice which might, perhaps, direct those persons concerned to the appropriate places or bodies which can properly deal with the matters.

Effects of a Good HR/Personnel Policy

All these efforts to promote a **good ‘work climate’** can be expensive to finance, but the benefits derived from such enlightened management could be well worthwhile. They are designed to act as “safety valves” to release pent-up pressures and frustrations which otherwise might simmer on beneath the surface, only to boil up and erupt at some future date into large-scale disputes.

Therefore, it can be said that the formulation and pursuance of a comprehensive and farseeing HR/personnel policy can, both in the short-term as well as in the long-term, lead to greater understanding throughout the organization.

The effects of the HR/personnel policy pervade **every** aspect of the activities of the organization. It is not possible to isolate the application of the policy to a single department or section, e.g. to production, sales or finance, since the responsibility for getting things done through the **efforts of people** is the one universal characteristic of management activity.

Although it is often thought of as a “sectional” activity or function because it refers to the course of action to be pursued in relation to only one of the factors of production - HR/personnel policy is in practice of general application throughout an organization. In determining it, its effects **throughout** the organization must be considered. Having been adopted as the policy of the entire organization, it must be acted upon by **every** foreman, supervisor and manager in every department and section.

Responsibilities of HR/Personnel Management

As we have already discussed, HR/personnel management is that field of management which is concerned with the **people** who are employed by - who work for - an organization, and with their activities and relationships within that organization.

Its primary function is two-fold:

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- ✦ to bring together all those employed, whatever their status, sex, race or creed, and without whose joint efforts the organization could not prosper - or indeed - survive;

and, whilst having regard to the individual and to work groups:

- ✦ to foster their united interest in the success of the organization.

That is no easy task bearing in mind the huge variety of differing characters, temperaments, needs, outlooks, opinions - to say nothing of political persuasions - of the many individuals who might work for a particular organization. And the larger the organization, the greater is the task of developing unity and harmony likely to be. Nevertheless it **must** be attempted, and attempted well; and the importance of the HR/personnel manager and of his or her department must never be underrated.

In order to be able to achieve its aim, it is necessary for the HR/personnel department to have responsibility for some or all of the following wide-ranging activities, which might be handled by separate subdivisions or sections of the department, some large and some small (perhaps just one person):-

Employment Section

This section will be responsible for maintaining an adequate labour supply. It will be in direct contact with each worker when he or she is selected and placed in his or her job. Other contacts will be made during induction and the "follow up" to ensure that the original placing was correct. It will also be concerned with transfers and with the retirement of employees, and in addition it will keep all records of employees (other than those, perhaps, of the top executives.)

Promotion Section

This section is usually a part of the employment section and is responsible for maintaining records and assessing the general suitability of people for promotion. Recommendations will normally be made through heads of departments to the HR/personnel promotion section, which will take the necessary action or make recommendations to higher levels.

Training, Education and Employee Development Section

As its title suggests, this section has a dual role:

- ★ It must arrange for the training of all newcomers in the performance of their jobs; that might involve the establishment of special training schemes within the organization itself.
- ★ It has the responsibility of ensuring that training and education and employee development in the wider sense are not neglected, especially of young employees; that will involve decisions on the correct type of educational or training courses which the employees should undertake, the negotiating of day release or sandwich courses or evening classes with technical colleges, and other "outside" educational or learning centres, arranging correspondence courses or distance-learning programs, or other appropriate methods of tuition.

Medical Section

The responsibility of this section is to maintain the health of the workers. In collaboration with medical practitioners and by employing trained staff, there will not only be an initial and periodic examination of employees, but treatment will be available for all minor injuries suffered whilst at work,

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as well as facilities for removal to hospital in the case of major accidents.

The value of this section might not be immediately obvious to you, but it has advantages to **both** employees and employers:

- ★ Under a good medical scheme workers will be well taken care of and their health will be maintained; they can be sure that their health will not suffer by virtue of their employment.
- ★ The employer gains from such a scheme as it reduces the “man-hours” lost. There is less risk of infection if a minor injury receives skilled medical treatment at once, and the risks of the worker going absent due to the injury are greatly reduced. One of the greatest causes of lost man-hours is injury at work, and is a serious drawback to any organization.

Staff Welfare Section

This section is closely related to, and is often part of, the medical section. It can usually be divided into two divisions:

- ★ **The Safety Division** whose work is carried out in close co-operation with all sections of the organization. The aim of this division is to locate areas of danger, and to eliminate them and to be constantly seeking improved safety measures and safety practices as they relate to the activities of the organization.

Many larger enterprises employ **safety officers** to keep a check on all aspects of employee protection and to ensure that the accident rate at work is as low as possible.

- ★ **The Employee Services Division** is concerned with such matters as canteen facilities, social and recreational activities, and such matters as holidays, sports and legal facilities, etc. The extent to which an organization can provide employee services depends upon its size and financial resources.

The Industrial Relations Section

The work of this section is most closely bound up with the non-material aspects of an HR/personnel policy. This section will be responsible for the setting up and maintenance of machinery for joint consultation, and establishing methods of procedures for the settling of grievances at shop floor level - all of which matters are explained in detail in Module 9.

The HR/Personnel Manager as a Person (2)

We shall be examining the work of the various sections and subsections of the HR/personnel department - for which the personnel manager is in overall control - in greater detail in the following Modules.

However, it is now time to turn our attention back to the HR/personnel manager as a person, and the environment in which he or she works. Purely for ease of reading and simplicity, we refer in this Section - as well as in some later Sections - to an HR/personnel manager as being male; but we ask you to read the word “*he*” as being “*he or she*”, and the word “*his*” as being “*his or hers*”.

Characters and temperaments vary greatly, of course, as do the conditions in which HR/personnel managers work; much will depend on:

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- * the size of the organization by which the particular HR/personnel manager is employed:
- * the number of employees who work for the organization, and the “make up”, for example, manual and non-manual workers, their sexes and their grades, and also their locations, for example: factory, office, construction site, outside salesforce, and so on.
- * the activities in which the organization is engaged:
- * the financial resources of the organization, and so on.

We shall therefore consider the “average” HR/personnel manager, working for a medium-size, fairly prosperous manufacturing organization.

Our “average” HR/personnel manager is probably a very “ordinary” looking man, whom one could pass in the street without really noticing. In his office he would appear neatly dressed in a smart but not ostentatious working suit (or such other attire as is appropriate to the climate and custom of the country concerned) - avoiding “flashy” clothes which would contrast badly with the type of personality that he sought to project.

In his dealings with his staff, as with all others with whom he came into contact during his work, he would choose his words carefully and deliver them in clear, simple language. His manner would be “matter of fact” and to the point and, whatever the situation, he would remain imperturbable. He would keep within the framework of the rules that govern his post.

Since much of his work is private and confidential, the HR/personnel manager might perhaps be provided with an office suite containing:-

- ❖ Two or three or more “soundproofed” rooms for conducting interviews.
- ❖ A general office for typists and clerical staff who will be supervised by the HR/personnel manager’s assistant who, from his or her desk at the back of the office, will be able to see what each member of staff is doing and note who enters the reception area at the front of the office.
- ❖ That reception area would be screened off from the main office by a partition containing a door for access into the offices; the partition might be surmounted at waist height by a counter-type surface for use by the clerks or others in taking down necessary details given by callers.
- ❖ Behind the assistant manager’s desk might be the door leading to the manager’s private office and to the interview rooms.

In addition to adequate computer terminals, the general office would probably also be equipped with steel filing cabinets which would contain the employment records of all staff below the rank of staff foreman. Records of senior staff, including those of the full-time executive directors, would be kept in the manager’s office and be accessible only to him and, perhaps, to his assistant manager who would probably be required to keep them up to date.

The selection by the HR/personnel manager of suitable staff to assist in the running of the sections of the HR/personnel department and its office would appear to be a simple matter, but in practice it requires a great deal of tact and careful consideration.

The HR/personnel manager might advertise for clerks, typists and/or assistants who will be required to function in his absence, and to maintain the smooth running of the department. The HR/personnel manager will have to decide from the references they provide and their general qualifications attained

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whether they have the necessary skills, and with skilful questioning he might obtain some insight, during interviews, into their various characters and backgrounds. In his final selection the HR/personnel manager must be seen to be unbiased and impartial, and to engage those who are best qualified to carry out the required duties in an equally unbiased and impartial manner.

Our HR/personnel manager will know only too well, for example, that a few carelessly spoken words by, say, a clerical assistant to a boyfriend working in another section, could start a rumour which could lead to a great deal of unnecessary trouble and which could prove difficult to refute. There are always “trouble makers” in both high and low places, motivated by various reasons. Mischievous words can bring down managements and even governments, whether for money or for political reasons, or be uttered because some high minded person thought it his or her bounden duty to “leak” confidential information. For this reason “sensitive” information and records are kept closely guarded in the HR/personnel manager’s office.

As a person, the HR/personnel manager must possess all the attributes and qualifications required of any manager, and must plan, organise, co-ordinate and control the work of his (or her) staff efficiently and effectively. He must motivate his staff and set good examples to them in behaviour and in his timekeeping, must never show annoyance in their presence, nor favouritism to any individual staff member. He must be affable but businesslike, and ensure that the rules of confidentiality and impartiality are strictly maintained.

The organization for which he works might own the land on which the factory premises are built, and might own the equipment and machinery installed therein, and all the raw materials required to produce the end products. However, the organization in a free society does NOT, in the same sense, “own” the workforce which it employs.

Employees are free to leave immediately in some cases or, more usually, after giving a prior period of “notice” - according to their terms of engagement - of their intention to leave the employment of the organization. It is therefore in the interests of the organization to maintain good industrial relations with its workforce and to provide facilities and funds that will help to promote their loyalty. The more efficient the workforce becomes, guided and led by enlightened and skilful management, the greater in value are the shares and profits of a company likely to grow.

It is expensive and time-consuming to recruit and train employees, and it is vital that the “turnover” of skilled employees is kept to the **minimum**. It is therefore of immense importance to provide satisfactory working conditions over and above those laid down by Acts of Parliament (or equivalent ruling lawmaking bodies in other countries of the world). In times of high employment there can be great competition between rival enterprises to secure the services of skilled workers, and to entice key workers away from other enterprises. The temptation of higher wages might be great, but if the working conditions and environments are not so advantageous or are unknown, then workers are unlikely to move.

It is the HR/personnel manager’s job - indeed responsibility - to maintain as efficient a workforce as is possible, and to ensure that a policy which will balance recruitment and training with “natural wastage” of labour through retirement, chronic illness, injury or death, is strictly adhered to. An HR/personnel manager must strive to improve the overall standard of efficiency by instituting training courses for assistant foremen and chargehands and higher educational classes for school-leavers who join the organization.

However, relaxation and the general welfare of the employees should also be taken care of. Some organizations provide a games room, or even a workers’ clubhouse, with recreation rooms, a bar, and meeting rooms in which its employees can relax outside working hours.



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A sick bay with a medical attendant or nurse to give first aid or advice to workers during working hours might also be provided. For “personal” problems, a **‘welfare officer’** will usually be employed in the HR/personnel department and will be available to help all employees on a whole range of matters with sound advice, or with practical help, arranging appointments, writing letters, giving references, etc.

If you now have a mental “picture” of a kindly, well-mannered man with the best interests of the workforce at heart, then you are visualising the HR/personnel manager as he or she **would like to appear!**

But since the HR/personnel manager has greater responsibilities to the employing organization - his or her employers - he or she must also have hidden depths of character. An HR/personnel manager must be tough, yet resilient, appearing to consider matters, even after he has already made a decision, and is waiting for the right time to announce it. Basically he is a skilled performer carrying out the policies of the board of directors within the framework of the law, and the rules and agreements made between employees and management.

In this introductory Module we have merely presented an outline of the man (or woman, remember) his duties and responsibilities, and the environment in which he operates. In the following Modules in this Program we shall fill in the “flesh and bones” and bring this person to life, and discuss the growing importance of the HR/personnel manager and his department in the fast developing technology of the modern world.

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SELF-ASSESSMENT TEST ONE

Recommended Answers to these Questions - against which you may compare your answers - will be found on page 28. The maximum mark which may be awarded for each Question appears in brackets at the end of the Question. Do **NOT** send your answers to these Questions to the College for examination.

No.1. Why is the task of an HR/personnel manager often likely to be more difficult than that of any other manager? (maximum 25 marks)

No.2. What do you consider to be the essentials of a good HR/personnel policy? (maximum 25 marks)

No.3. Do you agree that the establishment of an HR/personnel department relieves all other managers of the organization of responsibility for carrying out all other aspect of the HR/personnel policy? Give reasons for your answer. (maximum 20 marks)

No.4. What personal attributes do you consider should be possessed by an HR/personnel manager if he or she is to be successful? (maximum 20 marks)

No.5. Place a tick in the box against the **one correct** statement in each set.

(a) *An "organization culture" is in essence:*

- 1 the customs which exist in country in which it operates.
- 2 the maximum size of its workforce at any one time.
- 3 its dominant pattern of shared beliefs and values.
- 4 its governing body, such as the board of directors.

(b) *It is important for an HR/personnel manager to be "impartial", which means that he or she:*

- 1 does not belong to a political party.
- 2 must show no personal bias and not favour one employee, group of employees or party over another.
- 3 should side with management who is effectively the employer.
- 4 should side with the employees, without whom the organization cannot operate.

(c) *The human or relationship aspect of management is concerned with:*

- 1 the work to be performed by the employees of a department or of an organization as a whole.
- 2 friendships developed with other managerial colleagues.
- 3 giving preference to the employment of relatives and friends.
- 4 the people who perform work for a department or an organization.

(d) *HR/personnel strategies:*

- 1 are long-term objectives relating to the workforce to be achieved.
- 2 are the province solely of the HR/personnel department.
- 3 are operational plans relating to the workforce to be achieved
- 4 are statistics showing the success or otherwise of policies.

(e) *The development of an HR/personnel department:*

- 1 does not relieve other managers of implementing aspects of the HR/personnel policy.
- 2 relieves all other managers of implementing the HR/personnel policy.
- 3 results in a reduction of managerial staff in other departments.
- 4 downgrades the authority of line or operating managers.

(2 marks for a statement correctly ticked - maximum 10 marks)

RECOMMENDED ANSWERS TO SELF-ASSESSMENT TEST ONE

No.1. An HR/personnel manager is a “manager” in his (or her) own right; he is responsible for running his own department, and has to plan, organise and co-ordinate the work of his own team of staff, motivate them and control them. In addition, his department provides services to all other departments of the organization, and he is the “middleman” between the management of the organization and the employees of it. He must serve the often conflicting interests of both management and employees, and must be seen to be impartial by both parties.

Although he must retain the confidence of management whose policies he must implement, he must also retain the confidence of the workforce whose legitimate rights and interests he must uphold. He must use his abilities and expertise to influence both management and workforce to pursue those courses which will lead to harmonious working relations and to the prosperity of all persons involved in or with the enterprise.

No.2. A good HR/personnel policy should comprise a set of principles which will govern the relationship between the organization and its entire workforce, regardless of differences in status. It is essential that the policy is clear and can be easily understood by all - and not just by management. The policy should be so framed that it will produce similar decisions in similar circumstances and in response to similar events, so that all employees are assured of equal, fair and just treatment.

No.3. The establishment of an HR/personnel department might relieve supervisors, foremen and managers of other departments of responsibility for such matters as recruitment and training, but those personnel are still heavily involved with what might be termed the “human” or “relationships” aspects of the HR/personnel policy.

The HR/personnel department exists to provide services to both managers/supervisors/foremen and employees alike, but nevertheless it is at the lower levels of management - on the “shop floor” for instance - that there will be the greatest contact between management and non-managerial employees. The HR/personnel department can create the most suitable environment for harmonious management/employee relations, but the organization’s managers, foremen and supervisors must be encouraged to act and behave towards their subordinates in a manner which will ensure that such relations exist and develop.

No.4. An HR/personnel manager needs to be a good “manager”, not only of his (or her) own department and work load, but also of his own character and temperament. He needs to be able to remain calm, collected and polite, whatever the provocation and the pressure he is under. He needs to be an understanding person and to be able to see, and appreciate, differing - and frequently conflicting - points of view.

An HR/personnel manager needs to be able to turn his attention from one matter to another easily and quickly and to concentrate on the matter in hand. He needs to be able to reach unbiased and impartial decisions and have the confidence in himself to carry through those decisions; to convince others that he is right and that it is in their best interests (employees, management or both) to follow the courses he recommends. He also needs to be able to adapt his personality to the many different types of people - and their attitudes - which he will meet in his day to day duties.

No.5. The right statement from each of the sets selected and ticked:

(a) 3✓ (b) 2✓ (c) 4✓ (d) 1✓ (e) 1✓

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WHAT YOU WILL LEARN IN MODULES 2 TO 12 OF THE CIC HUMAN RESOURCE/PERSONNEL MANAGEMENT PROGRAM

Module 2 - Functions of Management, Organization and Structure

Importance to managers of good staff
Corporate objectives of the organization
Corporate policy formulation
Departmental policy formulation
Interpretation of policies
Implementation of HR/personnel department policies:
 stages in the process
Planning:
 the need for planning in business
 plans as routes to objectives
 types of planning:
 strategic
 tactical
 operational or activity
Organising:
 putting the plans into practice
Co-ordination:
 its relationship with organising
 what it entails
Motivation:
 why motivation is necessary
 what is involved
 motivating different people and groups of people
 in different ways
Controlling:
 supervision of personnel
 maintenance of records
Forecasting:
 why forecasting is necessary and what is involved
 the relationship between forecasting and planning
Budgeting
 why budgets are produced
Budgetary control:
 budget review statements
 averaging expenditure
 sub-budgets
 variances:
 adverse and favourable
Dangers of inflexible budgetary control
Organizations:
 why there are organizations
 an organization and its environment
 the HR/personnel department as a
 sub-organization and its environment
 equilibrium
Organisational Structures:

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line and staff organisation:

- differences between line managers
and staff managers and their responsibilities

functional organisation:

- advantages
- possible problems

organisation charts:

- their purposes
- essential features
- horizontal charts
- vertical charts
- circular charts
- the need for regular updating
- dangers of relying too heavily on organisation charts

spans of control

- modifying the organisational structure
and spans of control

Alternative organisational forms:

- entrepreneurial
- bureaucratic
- matrix

Vertical organisational structures

Horizontal organisational structures:

- delaying
- down-sizing

Organisation and job structures:

- job changes
- job mergers
- job rotation
- vertical job changes
- horizontal job changes

Module 3 - Communication

The meaning of communication

Importance of effective internal communication

Advantages/benefits of effective communication

Dangers in a poor information flow:

- the grapevine

Communication internally:

- lines of communication
- vertical communication:
 - what it might concern
 - feedback

horizontal communication:

- its concern with information
- problems which can arise
- empire building

Communication with external sources

Principles of effective communication:

- identifying the receiver(s)
- using the most suitable channel(s)

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- ensuring clarity and understanding
- incorporating provision for feedback
- the changing roles of senders and receivers
- avoiding obstructions and interferences

Oral communication:

- when it might be used
- advantages
- dangers
- “unspoken” communication
- recording oral communications
- communication by telephone and intercom

Forms:

- design and layout
- logical sequence of information
- codes or reference numbers
- accuracy in completion

Written communication:

- circumstances in which it is necessary
- different methods:
 - letters
 - memoranda
 - reports

The place of the HR/personnel department in ensuring effective employee/management communication

Module 4 - Manpower Planning, Job Analysis and Job Descriptions, Work Groups

The expansion of organizations:

- when a professional HR/personnel manager becomes essential, and why

HR or manpower planning:

- what is involved
- what it seeks to achieve
- the quality of the workforce
- factors affecting labour forecasts
- investigating and analysing the existing workforce
- typical reasons for manpower planning
- errors and problems
- the HR/manpower planning process

Self-regulating manpower control

Problems caused by the expansion of organizations

Scientific management:

- the division of labour

Organisation and method (O & M) studies:

- what they aim to achieve

Work studies:

- motion study
- work measurement

Procedures for O & M and work studies

Job analysis:

- why it is needed
- what is involved

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- on what it should concentrate
- Job descriptions:
 - what they may contain
 - specimen job description examined
- Employee specifications:
 - purposes and uses
- Work Groups:
 - what they are and why they are formed
 - formal and informal groupings
 - stages in the development of groups
 - group norms:
 - meaning
 - conformity
 - group cohesiveness:
 - factors which encourage it
 - group effectiveness:
 - contrasts between ineffective and effective groups
 - constraints on group effectiveness
 - group motivation
 - group interaction - the "team spirit"
 - changes within groups
- Teams and team-building:
 - characteristics of effective teamwork

Module 5 - Recruitment and Selection

Recruitment

- Reasons for new recruitment
- Importance of effective recruitment
- Recruitment strategy:
 - factors to be considered
- Recruitment policy:
 - interpretation from strategy
 - the recruitment policy statement
- Internal recruitment:
 - meaning
 - possible advantages
 - ensuring fairness and impartiality
 - disadvantages of relying too heavily on
 - internal recruitment
 - avoiding problems
- Introductions
- External recruitment:
 - possible sources available to an HR/personnel department
- Stages in the process of recruitment and selection
- Employment application forms:
 - their value and uses
 - their design and layout
 - information they should require/provide
 - logical sequence of questions/answers
 - specimen employment application form examined:

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sections or grouping of information
Attachments to application forms:
recommendations, references, testimonials
certificates, diplomas, school reports
the CV
Preparations for “advertising” a vacant post

Selection

Sorting applications received
Invitations to attend interviews:
letters of invitation
Declining to make interviews:
letters declining
Employment interviews:
their importance and aims
planning the session
conducting employment interviews
correct treatment of candidates
getting the best from candidates
interviewing skills
interviewing assessment and observation sheets
candidate assessment forms
interviewing records
Selection tests
Psychometric evaluation
Notification of appointment
the letter of appointment
terms and conditions of employment
Dealing with unsuccessful applicants
Quality assurance in recruitment

Module 6 - Induction, Training and Employee Development

What induction involves
Why planned, well organised induction procedures
are so important
Environment induction:
introducing a newcomer to the work environment
what is involved
who might perform it
stages in the process
Job induction:
who might perform it
simplifying the job for ease of understanding and
quick learning
Introducing new employees to their work groups:
avoiding problems with existing members
action to encourage smooth integration
Induction courses:
the education & training centre
Follow-up and monitoring progress:

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- new employee progress reports
- performance appraisal
- follow-ups
- The trial or probationary period:
 - what is involved
 - advantages to the employing organization
 - benefits to the newcomer
- Training:
 - the importance of training employees
 - advantages which accrue from training
 - retraining
- Assessing training and development needs:
 - the learning organization
 - corrective training
 - conversion training
 - advancement training
 - potential training and development needs
 - alternative training and development processes:
 - low investment processes
 - medium investment processes
 - high investment processes
- On-the-job training
- Continuous training and development:
 - advantages which can accrue
- Categories of training:
 - craft training
 - activity training
 - professional training
 - on-the-job and off-the-job training
- Methods of training:
 - demonstrations
 - skill practice
 - lectures and talks
 - discussions
 - case studies
 - role-playing exercises
 - in-tray exercises
- Training for mature and experienced employees:
 - management or business games
- Audio visual aids to training
- The training officer

Module 7 - Health and Safety, Security and Welfare

- The meanings in an HR/personnel context of
 - health
 - safety
 - accident
 - welfare
- The HR/personnel department's responsibilities
- Environmental factors
- Work process factors
- Causation factors

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Preventing Accidents:

Creating safety consciousness through:

- poster and notices
- films and videos
- fear techniques
- discipline: rules and regulations
- role play
- safety training and coaching

Making people safe:

- newcomers
- experienced workers
- supervisors

Making the job safe

Making the work environment safe

Training in the handling of machinery and equipment:

- practical example

Safety committees

Fire prevention and firefighting:

works equipment and trained firefighters

segregation of inflammables

prohibition of smoking:

- "no smoking signs"

fire alarms

fire fighting equipment and instructions

fire drills

Medical facilities:

pre-engagement medical examinations

medical checks

medical centres and nurses

first aid training and kits

advantages to employer and employees

reducing lost man-hours

Duties of security personnel:

with regard to outsiders

with regard to employees

Precautions against pilfering:

problems pilfering can cause HR/personnel staff

action to reduce or eliminate pilfering

Duties of safety personnel

Employee welfare

Welfare and welfare officers in:

small enterprises

large enterprises:

- canteen facilities

- car parking

- recreational facilities

- the "clubhouse"

- sports facilities

- workers' committees

Educational and occupational training

Module 8 - Motivation, Employee Counselling, Resignations and Retirement

Task needs and relationships needs
Changes in management attitudes:
 “scientific management”:
 principles on which it was based
 contemporary attitudes:
 principles on which they are based
Contributors and theorists:
 Mayo: the “Human Relations Movement”
 the Hawthorne Experiment
 Maslow: Hierarchy of Human Needs:
 adaptation to the work-place
 Herzberg: Motivation Hygiene Theory:
 motivators and hygiene factors
 actions needed by management
 McGregor: Theory X and Theory Y managers:
 comparison of extremes
 consistency
Appraisal of managerial styles:
 task-oriented and relationships- oriented
 Redin: effective and ineffective management styles
 Managerial styles in HR/personnel management
 The manager and subordinates:
 differences
 managerial responsibilities
 The correct attitudes of managers and supervisors
 towards their subordinates:
 being understanding
 showing interest
 building respect and loyalty
 setting good examples
 encouragement and praise
 delegation of responsibility:
 actions to avoid
 The necessity for training in modern managerial and
 supervisory techniques:
 for newcomers, for promotion, refresher courses
 the role of the HR/personnel department
 Delegation of responsibility
 Disciplinary action:
 steps to be taken
 acting firmly and decisively
 Employee counselling:
 its importance in avoiding the necessity for
 disciplinary action
 what it should - and should not - involve
 signs that counselling is necessary
 the approach
 methods of handling
 causes of work-related problems
 essential for successful counselling

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Inter-personnel problems:
trouble-shooters
Resignations:
unavoidable resignations
avoidable resignations
exit interviews:
ascertaining the reasons for resignations
unintended resignations
Retirement:
meaning and how it arises
planning for retirement

Module 9 - Industrial Relations (1)

The background
Trade unions:
their main aims and activities
advantages and disadvantages claimed for union recognition
the role of shop stewards and their activities
conveners
shop stewards committees
joint shop stewards committees
Industrial action:
why it might be taken
the different forms it might take:
overtime bans
non-co-operation
working to rule
go-slows
strikes
work-ins and sit-ins
Collective bargaining:
employers' associations
negotiating with more than one union
Joint consultation:
aims
ingredients for success
Staff associations
White collar unions
The need for impartiality in dealing with different
groups of workers
Negotiating with both a trade union and a staff
association
The HR/personnel manager's role in securing
industrial harmony
Industrial tribunals
Industrial advisory service
Redundancy:
why it might become necessary
what is involved
the "last in, first out" policy
redundancy pay and its computation

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Dismissals:

- oral and written warnings
- action which can be taken in the circumstances
- being firm - taking action when warranted

Government participation and intervention:

- reasons for taking action
- forms which participation might take
- political control of trade unions
- fixed pay rise policies

Module 10 - Industrial Relations (2)

Job evaluation:

- evaluation studies, their aims
- the "values of jobs"
- practical example

Work Study

Job ranking:

- job grading
- job rating

The common wage index

The average wage factor

Practical examples from:

- manufacturing enterprises
- service-providing enterprises

The industrial relations officer:

- duties and responsibilities

Dealing with employee grievances:

- grievance procedure
- job content grievances:
 - role perception
- pay grievances

handling employee relations problems:

- practical checklist

Payrolls and pay slips:

- what information they contain
- their preparation and their uses

Co-operation with the finance department

Promotion policy:

- bases for promotion
- vertical and horizontal promotion
- promotion prospects as a motivating factor

Management's responsibilities towards the community

Module 11 - Remuneration

Wages and salaries

Pay related issues to be considered

The pay structure

Formulating an acceptable remuneration policy:

- the two-edged problem for management:
 - factors to be considered

Implications for the HR/personnel manager

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Solving problems created by a remuneration policy
unacceptable to the workforce or accepted under protest

Systems of remuneration:

- time rates
- piece work rates
- bonus or incentive schemes
- types of commission
- targets
- other incentives

Allowances

- travel allowance
- entertainment allowance
- overseas allowance
- unsocial working hours

Standard employee benefits:

- holiday/leave with pay entitlements:
 - what this means
 - variations
- sickness benefit:
 - sick notes
 - maternity leave

Additional (or fringe) benefits:

- the need for a "remuneration packet":
 - employee expectations
 - employee retention
 - employee motivation
 - tax implications

- pensions or superannuation funds
- medical or health insurance

Flexible working time:

- what is involved
- possible advantages for employees and employers

The shorter working week

Constructing a benefits "package":

- objectives
- policy considerations
- compatibility with organizational objectives
- what employees really want
- impact on employee relationships

Problems which might be encountered

- the HR/personnel manager's stabilising role

Equal opportunities:

- legislation against discrimination
- sex discrimination
- racial and religious discrimination
- disabled persons

Equal opportunity policies

- aims
- monitoring
- women in management:
 - methods of encouragement
 - women to apply and train

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Module 12 - Personnel Records and Statistics

What “records” consist of
What personnel records comprise
Information likely to be maintained about employees:
 personnel codes or numbers
 personal details: names, address, date of birth,
 marital status
 date of joining
 jobs or posts
 pay scale
 current entitlements
 contributions/deductions
 medical history
Formats of personnel records
 Manual summary records:
 loose cards
 loose-leaf cards
 visible cards
 Computerised summary records
 Documents relating to present and future employees
Records of past employees:
 what information might be needed, and why
 microfilming
Records of non-employees
Uses of recorded information
Statistical data:
 the rate of labour turnover
 the stability index
 accident level statistics
 holiday entitlement statistics
 absenteeism statistics
 lost man-hour statistics
 manipulating recorded data to produce statistics
 of value to the HR/personnel department
Reports:
 routine reports
 special reports
 compilation: obtaining the facts
 analysing
 presentation
 features of a “good” report
Computers in the HR/personnel department:
 characteristics of computers of value
 advantages of databases
 computer-produced reports and statistics
Avoiding problems in introducing computerisation:
 in the enterprise as a whole
 in the HR/personnel department
Employee involvement in the development and
 installation of computer systems
Learning organizations:
 The HR/personnel manager’s role