COURSE GUIDE

PAD 124
ELEMENT OF HUMAN RESOURCE MANAGEMENT

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INTRODUCTION

PAD 124: Human Resources Management is a one semester course for students offering B.Sc course in Public Administration at the 100 level. It is a 3 units course consisting of 25 units. Each unit is supposed to be covered in three hours. It is a core course. This Course Guide tells you briefly what the course is about, what course material you will be using and how these materials would be used. It also highlights issues of timing for going through these units, and explains the activities and Self-Assessment Exercises. There are supposed to be tutorials attached to this course and taking advantage of this will bring you into contact with your tutorial facilitator which will enhance your understanding of the course.

COURSE GUIDE

To complete this course you are required to read, the study units and recommended textbooks and explore more current materials on the Internet.

In this course, each unit consists of exercises or activities to test your understanding from time to time. At a point in your course, you are required to submit assignments for assessment purposes. At the end of the course, is a final examination.

Below you will find listed all the components of the course, what you have to do and how you should allocate time to each unit in order to complete the course successfully on time.

MEASURABLE LEARNING OUTCOMES

The overall aim of this course on Human resource Management Principles is to explore and explain the management of human capital in the work place and organizations. This is done to broaden your knowledge on the issues of human resource development.

During this course you will learn about different aspect of human resource development, as job design and job analysis, training, staffing, career systems, motivation and conflict resolution and management amongst others.

THE COURSE AIM

The aim of this course as pointed out earlier is to expose the students to the concept of human resource management. This will be achieved by aiming to:

- Introduce you to the basic concepts and principles of human resource management.

- Compare issues relationships authority and responsibility in the organization
- Give an insight in leadership and personnel system in the organization.
- Explore job design and job analysis.
- Appraise the important and function of training in any organization.
- Have an over view of what happens in Human Resource Department of any organization.

SELF-ASSESSMENT-EXERCISE (SAES)

Two Self-assessment Exercises each are incorporated in the study material for each unit. Self-assessment Exercise helps students to be a realistic judge of their own performance and to improve their work. Promotes the skills of reflective practice and self-monitoring; Promotes academic integrity through student self-reporting of learning progress; Develops self-directed learning; Increases student motivation and Helps students develop a range of personal, transferrable skills.

SUMMARY

Each Unit contained a summary of the entire unit. A summary is a brief statement or restatement of main points, especially as a conclusion to a work: a summary of a chapter. A brief is a detailed outline, by heads and subheads, of a discourse (usually legal) to be completed: a brief for an argument.

POSSIBLE ANSWERS TO SELF-ASSESSMENT EXERCISE(S) WITHIN THE CONTENT

The materials contained Possible Answers to Self-Assessment Exercise(s) within the content. The possible Self-assessments answers enable you to understand how well you're performing in the contents. It is a way of analysing your work performance and any areas for growth. Reflecting on your strengths, weaknesses, values and accomplishments can help you determine what goals to work toward next.

COURSE MATERIAL

The course material package is comprises of following Modules and unit structure:

Module 1

Unit 1 Introduction to Human Resource Planning
Unit 2 Organizational Design and Personnel Function
Unit 3 Job Design and Job Analysis
Unit 4 Staffing
Unit 5 Training

Module 2

Unit 1 Performance Appraisal
Unit 2 Compensation
Unit 3 Motivation
Unit 4 Career Systems
Unit 5 Leadership

Module 3

Unit 1 Communication in Human Resources Management
Unit 2 Collective Bargaining and Negotiation
Unit 3 Organizational Culture and Socialization
Unit 4 Management Development
Unit 5 Decision-Making

Module 4

Unit 1 Ethics in Public Service
Unit 2 Discipline and Grievances
Unit 3 Conflict Management
Unit 4 Separation (Tenure and Turnover)
Unit 5 Separation (Retirement)

Module 5

Unit 1 Recruitment and Retention
Unit 2 High Performance and Work System (HPWS) and Instructional System Design
Unit 3 Performance Appraisal System
Unit 4 Compensation, Salary and Wages
Unit 5 Human Resources and Audit, Future, Challenges and Prospects

MAIN COURSE

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MODULE 1

Unit 1 Introduction to Human Resource Planning
Unit 2 Organizational Design and Personnel Function
Unit 3 Job Design and Job Analysis
Unit 4 Staffing
Unit 5 Training

UNIT 1 INTRODUCTION TO HUMAN RESOURCE PLANNING

Unit structure

1.1 Introduction
1.2 Learning Outcomes
1.3 Human Resource Management
  1.3.1 Definitions and Terminologies
  1.3.2 The Human Resource, Philosophy and Procedure
  1.3.3 Human Resources Policies and Practice
  1.3.4 Historical Evolution of Human Resource Management
  1.3.5 Human Resources Management as a Process System
  1.3.6 Human Resources Management or Personnel Management
  1.3.7 Models of Human Resources Management
  1.3.8 Human Resource Management: Functions
1.4 Summary
1.5 References/Further Reading
1.6 Possible Answers to SAEs

1.1 Introduction

This unit attempts to present the fundamental concept of Human Resource Management. This encompasses the philosophy, the importance of human resources in any organization, and the issue of human resource planning. A student must understand these in order to appreciate specific issues covered in subsequent units. It will include Human Resources definitions and terminologies, functions, and any differences (if any) between Human Resources Management and Personnel Management.

1.2 Learning Outcomes

By the end of this unit, you will be able to:

- Discuss what Human Resource Management is
- Analyse the historical evolution of Human Resource Management.
- Demonstrate the models of Human Resource Management
- Evaluate and advance the functions of Human Resource Management.

1.3 Human Resource Management

1.3.1 Definitions and Terminologies

The term "human resource management" (HRM) is used to describe the theories, practices, and policies that pertain to the management of people within an organization. The process of finding the ideal fit between people, jobs, organizations, and the environment is known as human resource management. Bringing people and organizations together is the process of achieving each party's objectives. According to Byan and Rue, “Human Resource Management encompasses those activities designed to provide for and co-ordinate the human resources of an organization… Human resource functions refers to those tasks and duties performed in an organization to provide for and co-ordinate the human resources”.

To Wancevide and Gluecle, “Human Resources Management is the function performed in organizations that facilitates the most effective use of people (employees) to achieve organizational and individual goals”.

As a result, Human Resource Management emphasizes action rather than maintaining records, following rules, or following written procedures. Because it emphasizes resolving employment issues to support the achievement of organizational goals and promote employee development and satisfaction, human resources management is action-oriented.

It also promotes individualism. Each employee is treated as an individual by human resources management, which offers services and programs to address their needs.

Future-oriented human resource management. By providing competent, motivated employees, effective human resource management aims to help an organization in the future achieve its objectives.

Features of Human Resources Management.

In order to achieve effectiveness, each of these definitions emphasizes the importance of integrating personal and business objectives. These definitions reveal some fundamental truths about human resource management.

The achievement of goals by employees, both individually and collectively, is a concern of human resources. Additionally, it is concerned with social factors, human behavior, and emotions.

It focuses on the growth of human resources, including knowledge, capability, skill, and potential, as well as the pursuit and accomplishment of employee objectives, such as job satisfaction.

i. The organization utilizes human capital management. Everyone in an organization is impacted by personnel decisions.
ii. It has to do with how employees are managed at work. It applies to all staff members. At each level of the organizational hierarchy, personnel work may take on different shapes and forms, but the overarching objective of achieving organizational effectiveness through effective and efficient human resource utilization remains the same. Essentially, it is a strategy for maximizing employee potential to ensure that they are happy with their work and give their all to the company.
iii. The process of managing human resources is ongoing. It can't be done for just an hour a day, every day of the week. It demands ongoing awareness of human interactions and their importance in routine activities.
iv. Human capital management is conscious of its social obligations to society at large and to its workforce in particular.

Importance of Human Resources Management

1. Human resources help an organization produce goods and services, in addition to financial and material resources. Resources in the form of money and materials cannot, by themselves, increase effectiveness or result in a higher rate of return on investment. The combined and concerted efforts of people are used to harness financial or material resources in order to accomplish organizational goals. To maximize the effectiveness of human resources and equip them to take on significant challenges, these efforts, attitudes, and skills must be regularly sharpened. Human resource management is useful in this situation.

2. The best employees can be attracted to and kept by an organization with the help of good human resource management. Planning alerts the business to the kinds of workers it will need in the near, medium, and long terms.
3. It selects the right candidates for open positions, finds the best candidates, and ensures that they are placed in the proper positions.
4. Performance evaluations and training assist in the development of people who need to acquire new abilities, understandings, and attitudes.
5. Effective use of human resources can motivate employees to produce their best work.

1.3.2 The Human Resource Philosophy and Procedure

The term "human resource philosophy" refers to the intention and conviction that treating the human components of the production process not as an instrument of work but as a resource that could be used to accomplish an objective and the ensuing need to create an environment that is conducive to the supply of that resource. Ideas and beliefs of managers also influence how they view and treat their staff members. The philosophy accepts the justification or logic of work. It implies the presence of genuine worker interest. This implies that employees have more than just their hands; they also have their hearts and minds. This philosophy is not followed by the majority of small businesses and many third-world nations.

Human Resource Procedures

These facilitate policy implementation by outlining the precise sequence in which those steps must be carried out. Procedures are a series of steps that must be followed in a particular order and denote the presence of a process. The actions are merely a means to an end.

1.3.3 Human Resource Polices and Practice

These serve as a roadmap for the actions required to achieve the objectives of human resources. Human resource policies and objectives both specify what must be done and how it must be done. Policies are a decision-making tool because they provide the means for carrying out management processes. The human resources policies are informed by the philosophy of human resources.

Human Resource Practice

Putting policies and procedures into practice in order to achieve human resources objectives is what this entails. The relationship between the philosophy of human resources, policies, procedures, and practice is best illustrated by the following example:

The Human Resources Philosophy serves as the foundation upon which the other factors are constructed. This human resources philosophy is influenced by factors like union pressure, the desire for a competitive advantage, and public outcry.

Self-Assessment 1

Discuss Human Resource policies and Practice.

1.3.4 Historical Evolution of Human Resources Management

There is disagreement in the literature regarding the origins of human resources management because different authors have traced the history of the subject based on the economic development of their respective nations.

The American version of the history of human resource management made mention of the industrial revolution and the factory system, the rise of managerial capitalism, industrial psychology, World War I and the requirement for personnel administration, the human relations movement, the "golden age" of industrial relations, the quality of work-life, and finally the requirement for crisis management.

However, the development of human resources management in Britain has been an unplanned, haphazard process that was influenced by external factors rather than following a logical or conscious development.

However, the British version of the evolution of human resources management can be broken down into six main stages.

The first phase is the WELFARE-ERA (1915 – 1920s). Faction management was required at the time to provide benefits to their employees, such as a canteen and health facilities, and to demonstrate concern for their overall wellbeing.

The second is the Personnel Administration, which spanned the years 1930 to 1940. The need to provide factory managers with personnel support services in the areas of hiring, training, and record keeping was made more pressing by the great depression of the 1930s.

The period from 1940 to 1970 is covered by Phase I of personnel management, which consists of two (2) phases. The first phase spans the years 1940 to 1950. During this time, the role of personnel expanded from the straightforward delivery of welfare and support services to other, more intricate tasks.

In order to maximize the advantages of the company as a result of organizational restructuring and the effects it has on staff size, personnel directors participate in downsizing and redundancy exercises. Human resources professionals increased their focus on benchmarking in order to find best practices as they were reminded of the importance of having a strategic mindset.

1.3.5 Human Resources Management as a Process System

"Human resource system management is the systematic planning, development, and control of a network of interrelated processes, affecting and involving all members of an organization," claims the process system analysis.

A behavioral sciences study has opened up new opportunities for enhancing organizations' outlook. It has proven the importance of efficient human resource management and development for business organizations' survival and success.

High-profile companies' human resources managers changed the function's purpose, objectives, and organizational structure as a result of this discovery.

The restructuring and re-engineering of the human resources management department was motivated by the need for an integrated system that highlighted the direct connection between the business objectives of the organization and the human resources management sub-systems.

Process: A process is a group of tasks or actions that must be completed sequentially in order to accomplish a task. It is also a discernible progression of related events moving in the direction of predetermined goals.

According to the notion that managing human resources is a process, one task or phase must always come before the next.

System: A system is a predetermined group of procedures or equipment used to manage a process. It is also a group of interconnected parts that come together to form a whole. As a result, a system is composed of various subsystems.

Viewing human resources as a system has two implications for human resource management. This has both micro and macro implications. From a micro perspective, it implies that each function or element of human resources, such as staffing, compensation, employee participation, and training, is a sub-system of the HRM system and contributes to the objectives. From a macro perspective, the organizational system's human resources management system devolves into a subsystem.

Consequently, the organization's goals and objectives are supported. The organization's macro and micro human resource subsystems should, in an ideal world, support the achievement of important goals like effectiveness, efficiency, development, and customer satisfaction.

Process system analysis defines human resource management as the methodical planning, development, and management of a network of interconnected processes that affect and involve every employee in an organization. These steps include the following:

- Human Resources Planning
- Job Design
- Staffing
- Training and Development
- Performance Approach and Review
- Compensation and Reward
- Employees Protection and Participation
- Organizational Improvement.

a. To effectively manage these processes, all managers and human resource specialists collaborate to plan, develop, and implement human resource systems with full employee participation.
b. The large organization is viewed as an input to the human resource management system. It generates output for both the organization and the individuals within it. The human resource management system is made up of several subsystems.
c. To achieve the objectives, technological forecasting, market analysis, and organizational capabilities are combined in the corporate planning process at the start of each planning, performance, and feedback cycle. These objectives can be viewed as the company's annual performance benchmarks. The statement of organizational objectives is then the single most important input.
d. Organizational Staffing
e. Organizational Change

The staffing plans for the organization are created by combining the human resource plans related to the organization's need for manpower with the inventory of manpower resources. To accomplish this, the statement of manpower requirements must be defined in terms of expected performance level, skills, training, and other requirements. The subsystems involved in the modification of the internal environment are organizational development systems, reward systems, and communication systems. (Performance appraisal) and a labor relations system

System analysis of human resource management is required to ensure that subsystem plans and actions are determined in relation to one another and are complementary rather than overlapping.

There are two types of output produced in terms of performance:

- The organizational output is the production of goods and services;
- the individual output is the fulfillment, satisfaction, and development of needs. Individual output translates into motivation and inertia for future performance; thus, individual output serves as input into organizational output.

To be effective, any human resource management system must include a mechanism for assessing and evaluating the implications of various human resource policies. Individual and organizational output feedback flows into the system for evaluation and reporting, which then feeds into the system for analysis and control.

The comparison of organizational objectives and results is the first step in organizational appraisal. Individual goals and outcomes are also contrasted in the appraisal system. The evaluation is used by managers to determine how to appropriately reward employees based on their performance.

Furthermore, the evaluation is integrated into the analysis of training needs; this system assesses the outcomes of individual courses as well as their strengths and weaknesses.

1.3.6 Human Resources Management or Personnel Management

Because these two concepts are frequently used interchangeably, the distinctions between them must be assessed.

- Personnel Management is defined as the procurement, development, compensation, integration, and maintenance of an organization's personnel for the purpose of contributing to the achievement of the organization's major goals and objectives, whereas Human Resource Management is viewed as a set of initials or old wine in new bottles by some personnel managers. It could be more for personnel management, but it has the value of emphasizing the importance of treating people as a key resource, and management is a direct concern of top management as part of the enterprise's strategic planning process, as it is commonly perceived. Despite the fact that the concept is not new, it has received insufficient attention in many places.

Human resource management and other personnel management strategies flow from business strategies.

- Personnel management is more structured because it focuses on non-management personnel, whereas human resource management includes both management and non-management personnel.

At the macro level, the term human resources refers to the sum of all components possessed by all people, such as skill and creative ability, whereas the term personnel, even at the macro level, refers to employees of all organizations.

Human resources at the organizational level include all of the component resources of all employees, from rank and file to top management, influencing the former group's human resources. In fact, it includes the resources of all people who contribute their services to the achievement of organizational goals, as well as others who contribute their services to the achievement of organizational goals.

1.3.7 Models of Human Resources Management

The MATCHING MODEL is the first type of model to be considered here.

This model simply advocated for the management of human resource systems and organizational structure in a way that is congruent or compatible with organizational strategy.

The second is simply known as the Harvard Framework, and it is based on the belief that historical personnel management problems can only be solved. When general managers form an opinion about how they want employees to participate in and develop the enterprise, and what human resource policies and practices will help them achieve that goal, they are developing a point of view.

Walton (1985s) of Harvard University advanced the argument that "the New Human Resource management model is composed of policies that promote mutual goals, mutual influence, mutual respect, mutual rewards, and mutual responsibility." The theory that mutuality policies will elicit commitment, resulting in improved economic performance and greater human development." The following are some of the advantages of this model: -

- It takes into account the interests of various stakeholders.
- It recognizes the significance of trade-offs, either explicitly or implicitly, between the interests of owners and employees, as well as between various interest groups.
- It expands the scope of human resource management to include "employee influence," work organization, and the related issue of supervisory style.
- The model takes into account a wide range of contextual influences on management's strategy selection, implying a convergence of product markets and socio-cultural logics.
- It is not influenced by situational or environmental determinism because it emphasizes strategic choice. It is worth noting that the approach and teaching in this text are based on and consistent with the Harvard model of human resource management.

1.3.8 Human Resource Management: Functions

The personnel management program of each organization is unique. True, personnel activities differ from one company to the next, but certain broad functions that apply to all organizations can be listed.

HRM functions are broadly classified into two types:

(i) Management
(ii) Operative

Management functions: Personnel management functions include planning, organizing, directing, and controlling employees.

Planning - It is a deliberate course of action. The advance determination of personnel programs and changes that will contribute to the achievement of organizational goals is referred to as planning. Acquisition, recruitment, selection, and training of human resources are all part of the planning process. Forecasting personnel needs, changing employee values, attitudes, and behavior, and their impact on the organization are also included.

Organising - An organization is a tool for achieving a goal. It is the structure and process by which a cooperative group of human beings assigns tasks to its members, establishes relationships, and coordinates its activities toward common goals. Complex relationships exist between specialized departments and general departments, as many top managers seek the advice of personnel managers. This organization fosters employee relationships so that they can collaborate to achieve company goals.

Directing - At any level, the primary goal of HRM is to motivate, direct, lead, and activate people. Employees can willingly and effectively cooperate to help the organization achieve its goals with proper direction, and motivation and command can help people reach their full potential. This direction is critical managerial task because it fosters healthy employee and workplace relationships in addition to securing employee contributions.

Coordination is the process of combining efforts to ensure that a goal is met successfully. The personnel manager must coordinate a variety of managers at various levels when it comes to personnel functions. Personnel management should be coordinated with other management functions.

Controlling - This includes checking, verifying, and comparing the actual to the plans, identifying deviations, and correcting any deviations that are discovered. Control adjusts this action and operation to predetermined plans and standards.

Operative Functions

Personnel management's operational aspects are linked to specific activities such as hiring, development, compensation, and relations..

These tasks must be carried out in conjunction with management tasks.

Employment - It is one of the first operational responsibilities of HRM. Employment is all about securing and employing those with the necessary level and type of human resources to achieve organizational goals. It entails responsibilities such as job analysis, human resource planning, hiring, placement, onboarding, and internal mobility.

(i) **Job analysis** is the process of conducting research and gathering data on the duties and responsibilities of a specific job. This includes gathering data and information, developing job descriptions, and providing job design guidelines for all HRM operations functions.

(ii) **Human Resource Planning** is the process of determining and assuming that the organization will have a sufficient number of qualified individuals performing jobs that will meet the organization's needs at the appropriate times.

(iii) **Recruitment** - This process entails locating potential employees and encouraging them to apply for positions at a company.

(iv) **Selection** - It is the process of determining whether or not an applicant's credentials, experience, skills, and knowledge are a good fit for a position.

(v) **Placement** - It is the process of finding the best job for a selected candidate. It entails matching employees' qualifications to those of the position.

(vi) **Induction and Orientation** - These are the techniques used to acclimate a new employee to their new surroundings and to introduce them to the company's procedures, policies, goals, and people.

Self-Assessment Exercise 2

Explain in detail, the Human Resource Management functions

1.4 Summary

Let's go over the main topics covered in this unit.

Human resources are the most important component of any organization's production process. The evolution of the management system, as well as its procedures, processes.

1.5 References/Further Readings/Web Resources

Armstrong, M. (1995). *Personnel Management*. London: Kogen.

Brody R. (2000). *Effectively Managing Human Service Organization*, (2nd ed.). London: Sage Publication.

1.6 Possible Answers to SAEs

Answer to SAEs 1

These serve as a guide for the actions required to achieve human resource goals. Human resource objectives state what must be done, whereas human resource policies state how it must be done. Policies are decision-making aids because they provide the means for carrying out management processes. Human Resources policies are aware of the Human Resources philosophy.

Human Resource Practice

This is the process of implementing policies and procedures in order to achieve human resource objectives. The following example best exemplifies the relationship between human resource philosophy, policies, procedures, and practice:

The Human Resources Philosophy serves as the foundation for the other factors. Some of the factors that influence this human resources philosophy are union pressure, the desire for a competitive advantage, and public outcry.

Answer to SAEs 2

(i) Management functions:

The management functions of personnel management involves, planning, organizing, directing and controlling.

Planning - This course of action has already been decided. Planning is the early selection of personnel initiatives and adjustments that will advance organizational objectives. Recruitment, selection, and training of human resources are all part of planning. The organization's impact on changing employee values, attitudes, and behavior is also taken into account, as well as forecasting the need for personnel.

Organising - A company is a tool to achieve a goal. It is a framework and method by which a cooperative group of people divides up the work among themselves, establishes connections, and coordinates their efforts towards a common goal. Due to the fact that many top managers consult personnel managers, there are complicated relationships between specialized departments and general departments. In order for the employees to work together to achieve company objectives, the organization forges relationships among them.

Directing - At any level, motivating, directing, leading, and activating people is the fundamental purpose of HRM. Through proper direction, employees can willingly and effectively cooperate to help the organization reach its objectives, and motivation and command can help people reach their full potential. In addition to securing employee contributions, this direction is a crucial managerial task because it fosters healthy employee and workplace relationships.

Coordination is the process of combining efforts to make sure a goal is successfully attained. Regarding personnel functions, the personnel manager must coordinate a variety of managers at various levels. The personnel management function should also be coordinated with other management functions.

Controlling - This entails checking, verifying, and comparing the actual with the plans in order to detect any deviations and, if present, correct them. Through control, this action and operation are modified to adhere to predetermined plans and standards.

(ii) Operative Functions

The operational aspects of personnel management are connected to particular activities, such as employments, developments, compensation, and relations. These tasks must be carried out in conjunction with management tasks.

Employment is one of HRM's first operational functions. Securing and employing those with the necessary level and kind of human resources to accomplish organizational goals is what employment is all about. It includes duties like job analysis, human resource planning, hiring, placing, onboarding, and internal mobility.

- Job analysis is the process of learning about and gathering data regarding the duties and tasks associated with a particular job. This entails gathering data and information, creating job descriptions, and offering job design guides for all HRM operations functions.
- - Human resource planning is the process of determining and presuming that the organization will have a sufficient number of qualified individuals performing jobs that would meet the needs of the organization at the appropriate times, and at the right locations.
- Recruitment - Finding potential employees and encouraging them to apply for jobs at an organization is what this process entails.
- Selection - It is the process of evaluating an applicant's credentials, experience, skills, and knowledge in order to determine whether or not they are a good fit for a position.
- Placement - It is the process of matching the best job for the chosen candidate. It involves lining up the qualifications of employees with those of the position.
- Induction and Orientation - These are the methods used to acclimate a new hire to their new surroundings and introduce them to the company's procedures, policies, goals, and personnel.

UNIT 2 ORGANIZATIONAL DESIGN AND PERSONNEL FUNCTIONS

Unit Structure

2.1 Introduction
2.2 Learning Outcomes
2.3 Organizational Structure
2.4 Designing Organizational Structure
2.5 Steps in Designing Organizational Structure
  2.3.1 Relationships, Authority, Accountability
  2.3.2 Organization Design and Line and Staff Relationships
  2.3.3 Personnel Management as a Staff Function
  2.3.4 Staff Role in the Personnel Department
  2.4.1 Personnel Department in a Matrix Organization
  2.4.2 Qualifications and Qualities of Personnel manager
2.5 Summary
2.6 References/Further Reading
2.7 Possible Answers to SAQs

2.1 Introduction

In this unit, which aims to explain organizational design as a key component of human resources, you will gain familiarity with the steps in designing organizational structure, relationships, authority and responsibility, line and staff relationships, organizational design, and line and staff relationships. Finally, the personnel department and personnel management as a staff function in a matrix organization.

2.2 Learning Outcomes

At the end of this unit, you should be able to:

- Advance reasons for designing an organizational structure
- Enumerate steps in designing organizational structure
- State Line and Staff relationships and Personnel Management
- Outline the role of personnel department in an organization
- Enumerate qualifications and qualities of a personnel manager.

2.3 Organizational Structure

2.3.1 Designing organizational structure

“Organizations are economic and social entities in which a number of persons perform multi-farious tasks in order to attain common goals. Organizations are effective instruments in that they help individuals accomplish personnel objectives which they cannot achieve alone. According to Argyus, organizations are usually formed to satisfy objectives “that can best be met collectively” (Wendell & French, 1988)”.

Organization is only a means to an end. It converts specific environmental inputs into societally desired outputs. Organizational design addresses organizational structure. It seeks to examine roles and relationships in order to explicitly organize group efforts to achieve specific goals. The design process results in the formation of an organizational structure based on units and positions. There are relationships between these groups and roles that involve the exercise of authority and the sharing of knowledge. This organizational design may result in the definition and description of a more or less formal structure. Organizational design is defined as "the process of grouping activities systematically and logically, delegating responsibility and authority, and establishing working relationships.

2.3.2 Steps in designing organizational structure

An examination of current and future circumstances, as well as environmental factors, is the first step in organizational design. The following stage is all about detailed planning and execution. The process of defining an enterprise's goals, objectives, activities, and structure is known as organizational analysis, and it serves as the foundation for organizational design.

The following aspects of organizational analysis are examined:

- External Environment - This includes economic, political, legal, and social factors.
- The overall goals and objectives of the business.
- Specific objectives or goals that must be met.
- Activities such as evaluating current work and determining what needs to be done in order for the company to meet its goals.
- Decisions that must be made both horizontally and vertically.
- Relationships based on the new communication mode.
- The organizational structure, which includes activity grouping and management level span.

- Job structure consists of job design, analysis, description, and specification.
- Working environment, collaboration, teamwork, commitment, communications, creating, conflict resolution, confidence, and trust
- Human Resources, which include the availability of skilled, knowledgeable, dedicated, and talented individuals.
- Management Style - This category includes management styles such as laissez-faire, democratic, benevolent, and autocratic.

Self-Assessment Exercise 1

1. State the steps in designing organizations

- Every manager is accountable for assembling a cohesive team in order to achieve department or unit objectives. Organizational structures can be designed using departmentalization and relationships. Departmentalization refers to the process of dividing work for an organization into various units or departments. Important departmentalization bases include:
- Functions
- Product/Service
- Territory
- Relationships
- Matrix organizations.

Another crucial component of organizational design is relationships. The role of a chief executive in the overall design of all organizational relationships with the objective of creating relationship-based organizational structure.

2.3.3 Relationships, Authority, Responsibility

Organizational processes bring together workers at different levels, techniques, resources, and equipment. The process of identifying and grouping the work that needs to be done, defining and assigning responsibility and authority, and establishing relationships in order to allow people to collaborate most productively to achieve goals is known as an organization. An organization's relationships can be formal or informal.

Formal Organization: - Each position in this system has a distinct level of authority, responsibility, and accountability. The manager provides written and visual descriptions of organizational relationships in this section.

Informal Organization: - While formal organizations are the result of a deliberate and planned effort to pattern activities and relationships in a specific way to facilitate the successful achievement of goals, informal organizations are known as social groups within an organization.

Responsibility

Edwin B. Flippo defines "responsibility as "one's obligation to perform the functions assigned to the best of one's ability in accordance with directions received. Responsibility is derived from function which is the origin for relationship". Hence it is called a functional derivative". The important principles which could be observed in delegating responsibility are:

- Lack of overlapping obligations
- When assigning responsibility, functional similarity that encourages specialization should be taken into account.
- Clearly defining the boundaries of responsibility.
- Preventing gaps in responsibility delegation.
- Avoid unnecessary tasks or responsibilities that don't advance the objectives of the organization.

Authority

This gives them the power to give commands and demand compliance. The choice of what should or shouldn't be done belongs to each individual. When carrying out a delegated responsibility, authority is the capacity to demand or exact a response from others. Therefore, authority comes from functions. The fundamental tenet of authority is that responsibility and power should be seen as being equal. Or to put it another way, responsibility should be discharged with the appropriate amount of authority. This principal aids in the proper discharge of responsibility while also preventing abuse of power.

Accountability

This is the performance-related accountability requirement. It is the opposite of responsibility in that accountability flows upward for proper performance while responsibility flows downward. Someone can be held accountable for the outcomes if they are given equal authority and responsibility. When authority is transferred from a superior to a subordinate, accountability is established. Accountability stems from authority. Single accountability is the most crucial accountability principle. This responsibility is a functional descendant of accountability, which itself is a descendant of authority.

Self-Assessment Exercise 2

Discuss the important bases of departmentalization.

2.4 Organization Design and Line and Staff Relationships

Organizations can be split up into staff and lines. Relationships between line and staff are prioritized over departments.

While some functional managers within a company have staff relationships with other managers, others have line relationships with other managers. However, functional managers who have good relationships with their staff may also have good relationships with their direct reports. Thus, the departmental structure's line and staff relationships serve as the foundation for the organizational structure. The idea that the personnel manager has staff relationships with other managers in an organization is common.

Line and Staff Relationship

Generally speaking, there are two types of relationships between managers in an organization: Line and Staff

The terms Line and Staff are frequently used haphazardly and inexplicably. Line, auxiliary, and service departments are frequently replaced by these operating managers. Relationship characteristics, not departmental characteristics, include Line and Staff. The most significant kind of relationship is the line relationship.

Due to the delegation of power and responsibility for giving or receiving instructions or orders, there are line relationships between two managers. Positions with responsibility, authority, and accountability for achieving key goals are referred to in this sentence. Line managers are exempt from punishment.

Line authority describes the ongoing transfer of power and responsibility from the management level down.

Almost as old as the organization itself is the idea of staff. Line executives are required to focus on all organizational activities in order to carry out their duties. They are compelled by this to look for help and help from experts. The relationship between managers A and B is referred to as a staff relationship because it develops over time.

As a supporting unit, the staff has advisory authority, which allows them to advise the line manager on potential courses of action.

Personnel Management as a Line Responsibility

It is widely believed that "Personnel Management" is a staff function rather than the responsibility of line managers. In order to accomplish the objectives of their respective departments, line managers must strike a favorable balance between the resources of men, machines, money, and resources.

As a result, line management is in charge of overseeing the four Ms, including personnel management in each department.

Because management accomplishes goals through people, line managers are accountable for managing people. Through effective personnel management and collaboration with various departments, the general manager is in charge of achieving the organization's overall goals. The various functional heads involved are in charge of managing the personnel in the various departments.

2.4.1 Personnel Management as Staff Function

Personnel managers offer line managers specialized assistance because top management thinks organizational ability depends on efficient management of human resources. In order to free up line managers from the burden of personnel management and free them up to concentrate on their technical operations, personnel managers were established to offer assistance, counsel, and information to line managers.

Personnel managers handle a variety of tasks including hiring, development, administration of wages and salaries, motivation, grievance redress, worker participation in management, collective bargaining, industrial relations, and other duties.

However, line managers continue to be in charge of personnel administration. Line managers are responsible for personnel management, but employees handle it.

2.4.2 Personnel Department in a Matrix Organization

A matrix organizational structure implies that employees are subject to dual authority because they report to two superiors. Functional chain of command is one, and project team is the other. So matrix structures are also called multi-command systems (both vertical and horizontal dimension). The project manager (horizontal dimension) and the personnel manager (vertical dimension) are the team's two superiors (horizontal dimension). With functional and project managers holding equal power, both structural dimensions are stable and balanced.

2.4.3 Qualifications and Qualities of Personnel Manager

The nature and extent of personnel management duties varies from organization to organization. As a result, depending on the type, size, and location of the organization, different qualifications are needed for a personnel manager. The following qualifications and traits, however, will be applicable to all positions:

1. **Personnel Attributes** - Like any other manager, the personnel manager must demonstrate initiative, resourcefulness, depth of perception, maternal in judgment, and analytical ability. The personnel manager must be free of prejudice in order to view management and employees objectively. He must have morally upright thinking. The human resources manager also needs to be knowledgeable about labor law. Human behavior must be understood by the human resources manager. Without an understanding of human needs, wants, hopes, desires, values, and aspirations, it is impossible to effectively motivate people.
2. **Experience and Training**: - It is without a doubt beneficial if the prior experience was obtained in the appropriate situation and at the same location. Training in managerial subjects like general management, personnel management, and psychological aspects of labor laws is an added benefit. Experience enables an understanding of general management issues as well as a practical approach to solving personnel issues.
3. **Professional Attitude-** If the prior experience was gained in the appropriate circumstance and at the same location, it is without a doubt advantageous. An additional benefit is training in managerial topics like general management, personnel management, and psychological aspects of labor laws. Experience allows for a practical approach to handling personnel issues as well as an understanding of general management issues.

Qualification: - Each industry has different educational requirements for personnel managers. On the other hand, the prerequisites that are typically needed are:

A degree from a recognized University.

(a) Post-Graduate degree in Social Sciences or Sociology, Industrial Relations and Personnel Management.

2.5 Summary

Finally, the unit concentrated on structure, human resource management as a staff responsibility, the role of human resource management in an organization, responsibilities within the human resources division, organizational design, and the relationship between line and staff.

2.6 References/Further Readings/Web Resources

Wendell, French (1988). *Human Resources Management,* 4 ed.).

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2.7 Possible Answers to Self-Assessment Exercise(s)

Answer to SAE 1

The first step in organizational design is to analyze current and future conditions, as well as environmental factors. The following stage entails meticulous planning and execution. Organization analysis is the process of defining an enterprise's goals, objectives, activities, and organizational structure, and it serves as the foundation for organizational design. Analyzing an organization entails investigating the following aspects:

External Setting: Political, legal, social, and economic considerations, etc.

- The overarching goals and objectives of the organization.
- The precise goals or objectives that must be met.
- Activities such as evaluating previous work and determining what needs to be done if the company is to meet its objectives.
- Decisions in both the horizontal and vertical dimensions must be made.
- Relationships built around the new communication channel.
- The organizational structure, which includes the division of labor and the management hierarchy.
- Job structure, which includes job design, analysis, description, and specification elements.
- The organizational climate, which includes the workplace, teamwork, commitment, communications, creativity, conflict resolution, confidence, and trust.
- Human Resources, which include the availability of individuals with the required aptitude, skill, knowledge, and commitment. Laissez
- Management that is fair, democratic, benevolent, or autocratic

Answer to SAE 2

A manager's responsibility is to build a cohesive team in order to facilitate the achievement of departmental or unit goals. Organizational structures can be designed using departmentalization and relationships. Departmentalization is the process of dividing work within an organization into various units or departments. The fundamental pillars of departmentalization are:

- Functions
- Product/Service
- Territory
- Relationships
- Matrix organizations.

Relationships are another important tenet of organizational design. The role of the Chief Executive in the overall design of all organizational relationships with the goal of creating a relationship-based organizational structure.

UNIT 3 JOB DESIGN AND JOB ANALYSIS

Unit Structure

3.1 Introduction
3.2 Learning Outcomes
3.3 Approches to Job Design
 3.3.1 Job Design Process
 3.3.2 Job Design Methods
 3.3.3 Job Rotation
 3.3.4 Job Enlargement
 3.3.5 Job Enrichment
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 3.3.7 Job Analysis and Job Terminologies
 3.3.8 Techniques of Job Analysis
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 3.3.10 Sources of job Analysis Information
 3.3.11 Job Description
 3.3.12 Job Specification
 3.3.13 Job/Employee Specifications
 3.3.14 Impact of Recent Development on Job Design and Analysis
3.4 Summary
3.5 References/Further Reading
3.6 Possible Answers to SAEs

3.1 Introduction

Job design has a significant impact on the productivity and level of satisfaction of any organization. Jobs today are more creative and educational than they were in the past, when they were merely repetitive and demanded interesting, difficult work.

Employee productivity and satisfaction have been among the top priorities for personnel managers in recent years. As personnel managers have learned, the type of work an employee does has a significant influence on these areas.

The design of a job has a significant impact on how an employee feels about it, how much control they have over the work, how much decision-making power they have, and how many tasks they have to complete. Managers realized that their jobs dictated how they worked.

(1) To meet the organizational requirements such as higher productivity, operational efficiency, quality of products and services.

(2) To satisfy the needs of the individual employees like interests challenge achievement and accomplishments.

Furthermore, it is to integrate the need of the individual within the organizational requirements.

3.2 Learning Outcomes

By the end of this unit, you will be able to:

- Discuss job design and job analysis
- Analyse approaches to job design
- Write what is called the techniques of job analysis
- Evaluate between job description, job specification and employee specification

3.3 Approaches to Job Design

There are three important approaches to job design:-

1. Engineering Approach
2. Human Approach
3. Job Characteristic Approach

1. **Engineering Approach** - This approach can be attributed to Federick W. Taylor, (1911) on the issue of the Task Idea. According to him "The work of every workman is full y planned out by the management at least on a day in advance and each man receives in most cases complete written instructions, describing in details the task which he is to accomplish…... This task specifies not only what is to be done but how it is to be done and the exact time allowed for doing it. The principles offered by Scientific Management to job design can be seen as follows-
   - Work should be scientifically studied
   - Work should be arranged so that workers can be efficient
   - Employees selected for work should be matched to the demands of the job
   - Employees should be trained to perform the job
   - Monetary compensation should be used to reward successful performance of the job.
   - These principles to job design seem to be quite rational and appealing because they point toward increases in organizational performance.

- Specialization and routinization over a period of time results in job incumbents" becoming experts rather quickly, leading to higher levels of output. Despite the assumed gains in efficiency, behavioural scientists have found that some job incumbents dislike specialized and routine jobs".

2. **Human Approach –**"The human relations approach recognized the need to design jobs which are interesting and rewarding. Hertzberg's research popularised the notion of enhancing need satisfaction through what is called job enrichment. One widely publicized approach to job enrichment uses what is called the job characteristics model.

According to Hertzberg there are two types of factors:

(i) **Motivators** like achievement, recognition, work itself, responsibility, advancement and growth.

(ii) **Hygiene Factors** - Which merely maintains the employee on the job and in the organizational policies, interpersonal relations, pay and job security. This Hertzberg asserted that the job designer has to introduce hygienic factors adequately so as to reduce dissatisfaction and build motivating factors. This Hertzberg has laid emphasis on the psychological needs of employees in designing jobs".

(iii) **Job Characteristics Approach** - According to this strategy, which was put forth by Hackman and Oldham, "workers will put in extra effort when they are rewarded for their efforts and when their work fulfills them. Thus, they advocate for integrating motivation, satisfaction, and performance into the design of the job". This method states that any job can be described in terms of the following core job dimensions:

a. Skill variety refers to the number of different activities required by a job in order for workers to use a wide range of abilities and skills.

b. Task Identity - The extent to which a job requires the completion of a comprehensive and recognizable piece of work.

c. Task Importance - The extent to which the job has a significant impact on the lives or jobs of others.

d. Autonomy - The degree to which the job gives the employee significant freedom, independence, and discretion in planning and deciding how the work will be done.

e. Feedback - The degree to which an individual requires direct, understandable feedback on the success of their performance.

This strategy clarifies
Jobs with high motivating potential must also lead to meaningful work and have a positive impact.

3.3.1 Job Design Process

The process of designing a job must begin with the tasks required to achieve organizational goals. It necessitates strategies such as organizational analysis, process planning, and organizational methods.

The other aspect of job design is the technical component, which has to do with structural engineering.

3.3.2 Job Design Methods

This is a scientifically structured job design that encourages employees to work more effectively and productively while also producing higher levels of job satisfaction than one created using specifications. Job designs should include specifications that address employees' needs for psychological development, accomplishment, and recognition. Personnel departments use a variety of techniques to improve job rotation.

3.3.3 Job Rotation

This is a type of accelerated experience designed to improve current knowledge and skills or gain new experiences outside of the typical workplace. It also includes frequently changing employees' jobs in order to increase variety and reduce monotony. Job rotation does not have a long-term motivating effect on employees, but doing something different, especially something dynamic, often forces an employee to be more cautious.

However, due to the negative effects on both the employer and the employee, frequent job rotations are not recommended.

Job rotation, on the other hand, may benefit managers by exposing them to a variety of tasks, allowing them to develop into generalists.

3.3.4 Job Enlargement

As a job is expanded, the number of tasks performed by a worker increases. Job expansion does not deepen a position; rather, it modifies the pace of work and the operation by reallocating tasks and responsibilities. Larger jobs necessitate a longer training period because there are more tasks to learn. Employee satisfaction should rise because job scope expansion reduces boredom. However, initiatives to increase employment will be successful only if workers are happier in positions with more responsibility.

3.3.5 Job Enrichment

This is the addition of a more difficult task to a job with greater autonomy and responsibility. Increases in skill variety, task identity, task significance, autonomy, and feedback are all part of it. This is also known as verified restructuring because it involves the inclusion of some responsibilities previously performed by a higher authority in the organization's hierarchy, requiring the employee to learn new skills in order to perform the enriched job. Job enrichment is a deliberate effort to instill a greater sense of challenge and achievement in jobs.

The following are characteristics of a well-rounded job:

- It is a completed product. This means that the worker will be able to identify a specific outcome of his or her work at the end of the task processes.
- It provides the employee with as much variety, choice, accountability, and control over the task as possible.
- It provides immediate feedback on how well the employee is performing his or her duties through the work itself.

3.3.6 Factors Affecting Job Design

The two main variables that influence job design are job content and intrusive motivation.

The job content is the first component of a job design. This is made up of several interconnected functional elements. In complex jobs, people may perform a variety of interconnected tasks with a number of functions.

The number and variety of tasks that must be completed may reflect the complexity of a job. The range and depth of the decisions that must be made, as well as the various abilities to be used.

The second factor influencing job design is the task structure characteristics. The job content, which can include a variety of interconnected elements on functions, is the first element of a job design.

3.3.7 Job Analysis and Job Terminologies

Job Analysis

The job design serves as the foundation for a job analysis. Job analysis is the process of describing and documenting various job aspects such as goals, task characteristics, task duties, behaviors, and required skills in a specific organizational setting.

It also includes an in-depth examination of the tasks at hand, the physical environment in which they are carried out, and the skills required to carry out the duties. The cornerstone or skeleton of most human resource systems is job analysis. Some of the systems that are based on job analysis data include human resource planning, recruitment, selection, training, career development, performance appraisal, and compensation. Corporate restructuring, quality improvement programs, to name a few.

Job Terminologies: -

Task: This is a specific type of work activity with a clear beginning and end point.

Duty: A set of tasks linked together by a sequence of events.

Position: A set of responsibilities that must be fulfilled by one person.
A job is any of the various positions that an organization has.
A job family is made up of multiple similar jobs that may be close to one another or dispersed throughout the organization and perform the same function.
A methodical examination of tasks and responsibilities is referred to as job analysis. a job's responsibilities
Job requirements: The minimum qualifications, training, and experience required for a person to perform a job.

Job evaluation: The evaluation of a job's worth to a company. Job evaluation is typically combined with an internal equity comparison**.**

3.3.8 Techniques of Job Analysis

There are a variety of techniques that can be used to collect data.

- Interviews
- Direct observations
- Maintenance of long records
- Questionnaires
- Critical incident technique

In practice, these techniques may be used separately or in combination.

Interviews - There are two types of interviews for the purpose of gathering information for a job analysis. One-on-one interviews with groups of workers performing the same task, as well as supervisory interviews with one or more superiors who have extensive knowledge of the job under consideration, could be included.

The interviewer must gather accurate and comprehensive data and information while fostering a positive attitude among employees and supervisors. There are a few fundamental attitudes and methods that can be used to obtain the most accurate and comprehensive information possible. Furthermore, these behaviors and methods will limit the interviewer's ability to arouse the applicant's and their superiors' natural mistrust.

- The goal of such an interview is to gather data such as
- The job title of the holder
- The job title of the job holder’s manager or team leader
- Job title and numbers of people reporting to the job holder.
- A brief description of the purpose of the job.
- A list of the main task or duties that the job holder must carry out.

Direct Observations - This is especially useful for jobs that require a lot of visible physical activity. This method can be used, for example, by observing the employee's performance over the course of a work cycle. Concurrent observation and interviewing is an alternative strategy.

Maintenance of Long Records - maintaining extensive records Employees are required to keep daily logs of the tasks they complete each day. For each activity performed, the employee enters the activity into the provided list. When combined with subsequent interviews, these methods provide comprehensive job information.

Questionnaires - Job analysis questionnaires are used in this situation to collect data on job requirements relating to typical duties and tasks, tools, and equipment used.

Critical Incident Technique - This method is useful for scientific analysis and selection research. Incidents are brief examples of successful or unsuccessful work behavior. Following the collection of successful or unsuccessful job behavior categories, these categories describe specific desired job behavior that can be useful in recruitment and selection decisions. Actions that distinguish between effective and ineffective job performance are also included in the categories. As a result, they are extremely particular about the types of performance that should be evaluated. It is also useful for determining how well the job description and job specification work.

3.3.9 Process of Job Analysis

A process for analyzing jobs is comprised of six fundamental steps. Gathering background data, selecting a job to analyze, gathering data from the job analysis, and creating a job description, job specification, and employee specification are all steps in this process..

1. **Collection of Background Information**: Background information includes organizational diagrams, course requirements, and current job descriptions. Organizational charts show how a job relates to other jobs within a larger company. Class specifications are the general specifications of the job class to which this specific job belongs. The current job description is an excellent starting point for job analysis.
2. **Selection of Representative Positions to be Analysed**: Analyzing each job would be extremely time-consuming and difficult. As a result, the job analysis must select some of the sample occupations in order to analyze them.
3. **Collective of Job Analysis Date:** This step entails gathering information about a job's characteristics, required employee behavior, and human resource requirements..
4. **Developing a Job Description:** In this step, you must outline the position's tasks, responsibilities, and operations. The position holder is expected to complete the tasks, operations, and duties outlined in the job description.
5. **Developing Employee Specification:** The final step is to translate the human qualities listed in the job specification into an employee specification. The job specification specifies the minimum human qualities that candidates must have, whereas the employee specification specifies the physical, educational, and experience requirements that must be met.
6. **Collective of Job Analysis Date:** This phase entails thoroughly analyzing a job by gathering data on its characteristics, required employee behavior, and human resource requirements.
7. **Developing a Job Description:** You must outline the position's tasks, responsibilities, and operations during this phase. The person in the position must complete the tasks, activities, and responsibilities outlined in the job description.
8. **Developing Employee Specification:** The final stage is to translate the human traits listed in the job definition into an employee specification. The job specification specifies the minimum human characteristics that candidates must possess, while the employee specification specifies the physical, educational, and experience requirements.

Self-Assessment Exercise 1

List and explain the processes of job analysis

3.3.10 Sources of Job Analysis Information

Job analysis information can be obtained from three main sources, which are as follows:

- From employees who actually do the job.
- From other employees, such as supervisors and foremen, who observe and learn about the workers while they are performing a task.
- From outside observers who have been assigned specifically to observe employees performing a task. Those third parties are trade job analysts. In addition, special job review committees are formed on occasion.
- The following information is provided by job analysis.
- Job classification: Its title, as well as the code number. Significant job characteristics Its geographical location, physical setting, supervisory union, jurisdiction, risk, and discomforts.
- From outside observers who have been asked to observe employees performing a task. Trade job analysts are these third parties. Additionally, specialized job review committees are formed on occasion.
- Job Responsibilities. A comprehensive list of roles and responsibilities

3.3.11 Job Description

Job descriptions are written explanations of the fundamental responsibilities of a given job. They provide the essential details about the position under the categories of job title reporting connection, overarching purpose, and major accountabilities or main duty. The nature and scope of the task may also be included here. A job description is an important document that is mostly descriptive in nature and provides a declaration of job analysis.

As previously stated, a job description primarily describes the work rather than the person performing the work.

How to prepare a job description

- **Job Title:** Each position or job-Holder must have a title or description. The duties associated with a job should be specified in the job title. An account manager, for example, handles accounting tasks.

- **Whom to Report:** It is assumed that the board of directors, rather than any single individual, serves as the organization's ultimate decision-making body. Any employee in a workplace must thus report to someone else. Because the job description does not include a multiple reporting connection, the job holder may have other functional heads who must be ignored when describing their reporting relationships. It only names and describes the job holder's immediate superior.
- **Reporting to the Job-Holder:** The number of employees who share the same job as the job holder is stated in the absence of subordinates. Several employees may report to the job holder.
- **Job Purpose and Scope:** An effort is made here to define the job's function as precisely as possible. This is to aid in the formation of a mental image of the profession that distinguishes it from others. The actions that the jobholder must take to fulfill the position's purpose will occur naturally.
- **Description of Duties:** The duties that the position holder must perform in order to achieve the role's goals are outlined.
- **Nature and Scope:** The right job description provides insight into the employee's role within the organization. It emphasizes the significance of the assignment as well as the consequences of poor performance in specific organizations. The task's nature and scope are divided into three categories, as shown in the example.
- Human Relations
- Management Content,
- Financial and Human Implications.

The financial and human implications are actually where the job description ends, and the next section is the job specification.

3.3.12 Job Specification

This is the final stage of job analysis. Its goal is to find the best candidate to perform the duties outlined in the job description.

A "job specification" is a written description of the skills, abilities, and dispositions that an employee must possess in order to successfully carry out their duties and fulfill their obligations.

Job Specification Information

The first step in developing a job specification program is to compile a list of all positions held by the organization, as well as their locations.

The second stage is to collect and compile information about each job within a company.

This data typically includes:

- Physical specification
- Mental Specification
- Emotional and Social Specification
- Behavioural Specification

Height, weight, chest size, eyesight, and hearing are all physical characteristics, etc.

The capacity for mathematical computations, the ability to interpret data, the capacity for planning, the capacity for reading and understanding scientific material, the capacity for concentration, the capacity for dealing with uncertainty, general intelligence, and the capacity for good memory are all performance requirements for mental specifications.

- **Emotional and Social Specifications:** These requirements are more important for positions as managers and superiors.
- **Behavioural Specifications:** Behavioral criteria are heavily used in the selection of applicants for higher level positions in the organizational hierarchy. In contrast to the attributes that drive actions, this specification aims to characterize manager behaviors. Evaluations of research, originality, and teaching abilities are among the requirements., etc.

3.3.13 Job/Employee Specifications

To determine the type of person needed for the position, job specifications must be converted into employee specifications. A candidate who meets a specific employee specification has the qualities listed in the job specification. This is comparable to a brand name. The following are details about employee specifications:

- Age
- Sex
- Educational Qualifications
- Experience
- Physical Specification
- Social Background
- Family Background
- Extra-Curricular Activities
- Hobbies.

If questions about social and family background are asked and considered when determining whether a candidate possesses certain traits, behavioral specifications, and social specifications, some employee specification information may be the target of employee criticism.

3.3.14 Impact of Recent Development on Job Design and Analysis

Recent developments that have a bearing on job design and job analysis are:

Quality of Work Life (QWL)

Simply put, the quality of one's working life refers to how enjoyable it is. Managers and executives alike are discovering the importance of a high-quality work life as they seek ways to boost productivity. QWL entails the development of work systems that improve the working life experiences of organizational members in order to improve commitment to a motive for achieving organizational goals. This has frequently been accomplished by creating occupations that give employees more direct control over their immediate working environment. The extent to which employees of a company can meet significant personal needs as a result of their experiences there is referred to as their work life quality. It is implemented in terms of how employees perceive their physical and mental health.

Pay - QWL must be based on an equitable pay system**.**

Benefits - Because workers are better organized, educated, and demand more from their employers**.**

Job security: is the creation of conditions that allow all employees to work without fear of losing their jobs, as well as the development of a system with healthy working conditions**.**

Try a different work schedule to combat job boredom. The four-day work week, flexible time, and part-time employment are just a few examples of alternative work schedules being experimented with by modern businesses.

A compressed work week is a work schedule in which the number of days worked per week is exchanged for the number of hours worked per day. Managers of large industrial companies report significant savings from reduced startup times, improved energy efficiency, and the savings that are frequently realized from improved staff morale when an alternate work schedule is used.

Occupational Stress: A person who is under uncomfortably high levels of work-related stress cannot lead a successful professional life. Stress, as it is commonly understood, occurs when external factors disrupt a person's physical and mental functioning. Disequilibrium is a term used by psychologists to describe someone who does not feel at ease at work. a person who is a good fit for the workplace Subjective (Feeling tired) (Feeling fatigue), psychological (mental block), physiological (elevated blood pressure), behavioral (accident prone), and organizational factors can all cause it to be absent in person (higher absence rate). As a means of coping, many businesses have recently implemented training programs aimed at reducing employee stress. This necessitates changes to the rules, organization, and job qualifications.

Self-Assessment Exercises 2

1. Explain the utility of job specification and employee specification in selection process.
2. What is job design? How is it different from job analysis?

3.4 Summary

We now understand the key elements of job design and analysis, as well as how they can improve workplace productivity.

3.5 References/Further Readings/Web Resources

Banjoko, Simbo (1996). *Human Resource Management:* An Expository Approach. Lagos: Saban Publishers. nd

Cowling A and Mailer. *Managing Human Resources* (2 ed.). London:

3.6 Possible Answer to SAEs

Answer to SAEs 1

A procedure for analyzing jobs is comprised of six basic phases. Gathering background data, selecting a job to analyze, gathering data from the job analysis, and creating a work description, a job specification, and an employee specification are all part of these processes.

1. **Collection of Background Information**: Background information includes organizational diagrams, course requirements, and current job descriptions. Organizational charts show how a job relates to other jobs within a larger company. Class specifications are the general specifications of the job class to which this specific job belongs. The current job description is a good place to start for job analysis.
2. **Selection of Representative Positions to be Analysed**: Analyzing each task would be extremely time-consuming and difficult. As a result, the job analysis must select some of the sample occupations in order to analyze them.

3. **Collective of Job Analysis Date:** This step entails gathering information about a job's characteristics, required employee behavior, and human resource requirements.
4. **Developing a Job Description:** You must outline the position's tasks, responsibilities, and operations during this phase. The person in the position must complete the tasks, activities, and responsibilities outlined in the job description.
5. **Developing Employee Specification:** The final stage is to translate the human traits listed in the job definition into an employee specification. The job specification specifies the minimum human qualities that candidates must have, whereas the employee specification specifies the physical, educational, and experience requirements that must be met.
6. **Collective of Job Analysis Date:** This phase entails thoroughly analyzing a job by gathering data on its characteristics, required employee behavior, and human resource requirements.
7. **Developing a Job Description:** You must outline the position's tasks, responsibilities, and operations during this phase. The person in the position must complete the tasks, activities, and responsibilities outlined in the job description.
8. **Developing Employee Specification:** The final stage is to translate the human traits listed in the job definition into an employee specification. The job specification specifies the minimum human characteristics that candidates must possess, while the employee specification specifies the physical, educational, and experience requirements.

Answer to SAEs 2

1. To determine the type of person needed for the position, job specifications must be converted into employee specifications. A candidate who meets a specific employee standard frequently possesses the characteristics listed in the job specification. This is comparable to a brand name. The following are examples of employee specifications:

- Age
- Sex
- Educational Qualifications
- Experience
- Physical Specification
- Social Background
- Family Background
- Extra-Curricular Activities
- Hobbies.

If questions about a candidate's social history and family background are asked and considered when determining if a candidate possesses specific qualities, behavioral specifications, and social specifications, certain employee specification information may be the subject of employee criticism.

2. Job design has a significant impact on the productivity and level of satisfaction of any organization. Job designs today are more imaginative and educational than in the past, when they were simply monotonous and required exciting, difficult work.

Employee productivity and happiness have been among the top priorities for personnel managers in recent years. As personnel managers have learned, the type of job an employee does has a significant impact on these areas.

The design of a job has a significant impact on how an employee feels about it, how much control they have over the work, how much decision-making power they have, and how many tasks they have to complete. Managers discovered that the nature of their jobs determines how they work.

To meet corporate requirements for increased productivity, operational efficiency, and product and service quality

To meet individual employees' needs, such as their interests, challenges, and successes.

It also entails integrating human needs with corporate needs.

The work design is used to generate a job analysis. Job analysis is the practice of identifying and documenting various work aspects such as goals, task characteristics, task duties, behaviors, and required abilities in a specific organizational environment.

It also includes a thorough examination of the tasks at hand, the physical environment in which they are carried out, and the skills required to carry them out. Job analysis is thought to be the foundation or skeleton.

UNIT 4 STAFFING

Unit Structure

4.1 Introduction
4.2 Learning Outcomes
4.3 Staffing
  4.3.1 Definitions and Terminologies
  4.3.2 The Recruitment Process
  4.3.3 Placement
  4.3.4 Induction
4.4 Summary
4.5 References/Further Reading
4.6 Possible Answer to SAEs

4.1 Introduction

This is the course's fourth unit. After taking this unit, you will be more familiar with the concept of staffing in any organization, public or private. The main topics covered are recruitment, selection, placement, and induction.

4.2 Learning Outcomes

By the end of this unit, you will be able to:

- Discuss recruitment and distinguish the concept of recruitment in the context of its theory from the context of its practice.
- Analyse and explain the various tools used in the recruitment process.
- Demonstrate and explain the difference between selection and recruitment.
- Evaluate and know the situations demanding the use of which type of examination aspects of selection.

4.3 Staffing

4.3.1 Definitions and Terminologies

Definition of Selection: Some authors divide this procedure into two parts. On the one hand, the term "selection process" refers to the process of determining the most qualified individuals, which may involve either external or internal selection. The identifying procedure includes examination and additional factors.

Examination and their types

Examinations: Exams are a type of meritocracy that aids in the hiring process. The competitive examination-based selection procedure, which aims to secure the best candidate for each position while excluding favoritism, is the foundation of the public personnel program. The second asserts that, all else being equal, examiners can tell the difference between a superior and a subpar service. No meritocracy can afford to evaluate job candidates in anything less than a completely professional manner. Nothing less than the best examination system is encouraged in today's government, which has a diverse range of jobs, skills, and responsibilities with the potential to change the world.

Criteria for Effectiveness of Examinations: Three conditions must be met for examination to be effective as a selection technique.

The first is objectivity. A job interview is objective if it successfully determines the necessary mental and technical abilities for the job.

The second requirement is validity. An employment test is legitimate if it measures what it claims to measure. A genuine test would place potential employees in the same position as they would once they started working.

The third argument is reliability, which refers to how consistently the exam acts as a measuring tool.

Types of Examinations

Systematic Evaluation of Education and Experience

The evaluation of education and experience is also a type of examination under this type of examination system that can differentiate between candidates in terms of their degree of fitness for a position or occupation.

Here, academic personnel are appointed to evaluate education and experience by assigning weights to each element of education, for example, first degree 5 points.

Upper two points for second class.

Lower one point for second class.

Done this way, whether or not the applicants appear before the employer for a further examination, a differentiation can be arrived at amongst competing candidates.

Glenn Stahl refers to this as “paper and pencil tests” and says “they are included in examinations for which aptitudes, intelligence or concrete knowledge is prime determinants. They are most useful in cases where no experience is required. As a method, they hold greater promise of objectivity than many others”.

Written tests may be divided into two types depending on their intended use. The essay and short-answer questions are the two types of objective questions. When evaluating a writer's literary talent, the essay format, which is more subjective than the other format, is used. Short answers are used to assess intellect or specialized knowledge because they are easier to administer once developed and less susceptible to subjectivity.

Performance Tests: Performance exams require a certain level of on-the-job presentation of knowledge, especially abilities. They differ from other types of tests in that they include performance rather than writing or speaking. The most common examples are tests for stenographers, typists, mechanics, and drivers.

Reference Checks: According to Stahl, “candidates may meet all requirements in terms of education, experience, qualifications have an excellent written test record, and skill but unsuitable for employment by reason of character, temperament, quality of performance or similar /established to distinguished one applicant from the other. But in all, selection is defined as a personnel function whose applicants amongst others whose function includes examinations, eliciting the qualities of peoples purpose which is to identify the most suitable have made a bid for employment”. These are the interview questions and other criteria for selection. In the definition provided above, recruitment and selection are still distinct terms.

When applicants apply to work for the company, they are securing employment based on variables that cannot be fully considered during the official testing session. For this reason, reference checks are useful. The most common method is to create questionnaires for the candidate's previous employers or friends.

However, if there aren't many people involved, it's a good idea to check references before proceeding with any other evaluation procedures. However, where the quantity is significant, and especially for management positions, such examinations are conducted as a final or nearly final exam.

Physical Examination: In most organizations, a physical examination is part of the hiring process. This step can range from a thorough examination and matching of an applicant's physical abilities to job requirements to a simple check of overall physical appearance and well-being.

The primary goal of this test is to determine whether the candidate is physically capable. The second goal is to protect the organization from frivolous claims that may arise as a result of the deaths of ill new members of the group. The third goal is to keep communicable diseases out of the organization.

The results of this examination, which is frequently the final stage in the selection process, are often the first things the successful applicant must provide while being "documented" before being admitted into the program.

4.3.2 The Recruitment Process

Ibrahim Omale defines "recruitment as "that process which starts from getting an applicant interested enough in a job and in a particular organization to write and application, and the process stops when his application has been received in the organization. Thus recruitment is the salesmanship which organizations do for themselves and the various jobs they have for filling". Recruitment can also be defined as the effort to attract a sufficient number of qualified potential employees to apply for open positions in the organization.

The Field of Recruitment: There are various areas that is open to the public as recruiting agencies.

- **The schools:** These are the most important markets for both governmental and commercial organizations to source labor. Universities and polytechnics can be found here.

  As a result, the availability of potential employees in the educational system is determined by their areas of specialization, with colleges and universities of education, for example, hiring teachers and lecturers.
- **Citizenship:** Typically, a country's citizens are the only candidates for public sector jobs. Public organizations can hire from the entire population, though age and place of origin restrictions can narrow the pool of potential employees.
- **Place of Origin:** It is customary to demand that occupations be distributed in order to prevent one sector of society from having a "monopoly" on employment. In Nigeria, it is referred to as a "Quota System." This limits it because, even if the best employee comes from a specific location, it may not be that location's time to be represented or it may have used up all of its allotment.
- **Age Limits:** Despite the fact that Nigeria's entire population serves as a market for potential employees, age restrictions prevent all Nigerians from finding work. No one under the age of 16 is currently permitted to work for the government.

Furthermore, no one over the age of 50 may be offered a tenure-track position in the civil service. A tenured position is one in which, barring exceptional circumstances, a specific employment, typically in the public sector, is tied for a set period of time.

The Methods of Recruitment

The traditional methods of recruiting include placing advertisements in newspapers and magazines, posting notices on bulletin boards in public buildings and other gathering places, and disseminating information to people, groups, and institutions who are likely to be in contact with qualified applicants.

Employment Procedures

In this context, this serves as an example of the organization's code of conduct. The following is an example of a typical hiring policy statement at a company:

- Post all available positions.
- Respond to every job applicant as soon as possible.
- Make an honest effort to inform potential recruits about the basic details and job conditions of each job advertised.
- Strive to process all applications in a timely and courteous manner.
- Seek candidates based on their qualifications for the position.
- Assure that each person invited for an interview receives a fair and thorough hearing.

The Organization should not:

- Unfairly discriminate against applicants based on their gender, race, religion, or physical disability.
- Unfairly discriminate against applicants with a criminal record.
- Make any false or exaggerated claims in its recruitment literature or job advertisements with knowledge.

Self-Assessment 1

What do you understand by Methods of Recruitments and list what the Organization should not do

4.3.3 Placement

When a candidate reports for duty, the company must assign him to the position for which he was selected right away. During the probationary period, the candidate will begin receiving training in a variety of relevant jobs. Following the completion of the initial training, the company frequently determines the final placement based on the candidate's ability and performance throughout the training probationary period.

A typical probationary period lasts six months to two years. If the candidate's performance falls short of expectations, the employer may decide to extend the probation period or ask them to resign. If the employee's performance during the probationary period is adequate, his services will be regularized and he will be given a permanent position.

4.3.4 Induction

When a new employee joins a company, the induction process begins with greeting and welcoming him/her and providing basic information that will allow him/her to settle in quickly and cheerfully and begin working.

The final stage of the hiring process is to introduce the new probationer employee to the job, job location, surroundings, organization, and various employees. Some companies place less emphasis on this task because they believe the new hires' coworkers will handle it for them. This is more visible in educational institutions. Because new hire turnover is higher than that of older employees, this procedure is even more critical.

This is primarily due to the adjustability issue.

Self-Assessment Exercises 2

List the Various areas open to public as recruiting agencies

4.4 Summary

This team was able to critically evaluate the organization's staffing, from hiring to onboarding.

4.5 References/Further Readings/Web Resources

Cole, G. A. (1997). *Personnel Management Theory and Practice* (4th ed.). London: ELST Lelts Educational.

Omale, I. (1992).“Past Practices in Personnel Manag ement in the Nigerian Civil Service”.

Stahl, Glenn O. (1962). *Public Personnel Administration* (5th ed.). New York: Harper & Row Publishers.

4.6 Possible Answers to SAEs

Answer to SAEs 1

The traditional methods of recruiting include placing advertisements in newspapers and magazines, posting notices on bulletin boards in public buildings and other gathering places, and disseminating information to people, groups, and institutions who are likely to be in contact with qualified applicants.

Procedures for Hiring
In this context, this serves as an example of the organization's code of conduct. The following is an example of a typical hiring policy statement at a company:

- Make all open positions public.
- Respond as soon as possible to each job candidate.
- Make every effort to accurately and honestly educate candidates on the essential information and requirements of each position offered.
- Make every effort to process each application quickly and courteously.
- Select candidates based on their qualifications for the open position.
- Make every effort to ensure that everyone who is invited for an interview receives an impartial hearing.

The Organization should not:

- Unfairly discriminate against candidates with a criminal record, regardless of ethnicity, gender, religion, or physical ability.
- Intentionally use deceptive or exaggerated statements in job advertisements or recruitment materials.

Answer to SAEs 2

The schools: These are the most important markets for both governmental and commercial organizations to source labor. Universities and polytechnics can be found here. As a result, the availability of potential workers in the educational system is determined by their areas of specialization, with colleges and universities of education, for example, hiring teachers and lecturers.

- **Citizenship:** Typically, a country's citizens are the only candidates for public sector jobs. Although public agencies can recruit from the entire population, age and place of origin restrictions limit the pool of potential employees.

- **Place of Origin:** It is normal to insist on the spread of vocations in order to avoid a "monopoly" of employment by one sector of society. It is known as a "Quota System" in Nigeria. This limits it because, even if the best employee is from a specific region, it may not be the right time for that location to be represented, or it may have used up all of its allocation.
- **Age Limits:** Despite the fact that Nigeria's entire population serves as a market for potential employees, age restrictions prevent all Nigerians from finding work. No one under the age of 16 is currently permitted to work for the government. Furthermore, no one over the age of 50 may be offered a tenure-track position in the civil service. A tenured position is one in which, barring exceptional circumstances, a specific employment, typically in the public sector, is tied for a set period of time.

UNIT 5 TRAINING AND STAFF DEVELOPMENT

Unit Structure

5.1 Introduction
5.2. Learning Outcomes
5.3 Training
   5.3.1 Definitions and Scope
   5.3.2 Training Objectives
   5.3.3 Need for Training
   5.3.4 Pre-Entry Training
   5.3.5 The Liberal Arts School of Thought
   5.3.6 The Science Oriented School of Thought
   5.3.7 Professionals with Administrative Training
   5.3.8 In-Service Training
5.4 Summary
5.5 References/Further Reading
5.6 Possible Answer to SAEs

5.1 Introduction

Despite the fact that Nigeria's entire population serves as a market for potential employees, age limitations prevent all Nigerians from finding work. No one under the age of 16 can now work for the government. No one over the age of 50 may be appointed to a tenure-track position in the civil service. A tenured position is one to which a specific employment, typically in the public sector, is tied for a set period of time, unless exceptional circumstances exist.

5.2 Learning Outcomes

At the end of this unit, you should be able to:

- Discuss what training is
- Analyse the training needs and objective of training
- Demonstrate training plans
- Evaluate and conduct Training needs Surveys

5.3 Training

5.3.1 Definitions and Scope

G.A. Cole defines training as any “learning activity which is directed towards acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task”.

Scope: Scope is the quantity and quality of training. G.A. Cole gives a long list of what determines the quantity and quality of training in organizations. They are:

- “Degree of change in the external environment e.g. Technological and environment changes.
- Degree of internal change-new processes, new markets.
- Availability of suitable skills within the existing work force.
- Adaptability of existing work force
- The extent to which the organization supports the idea of internal career development.
- The commitment of senior Management to training as an essential part of economic success.
- The extent to which management sees training as a motivating factor in work.
- Knowledge and skills of those responsible for carrying out the training Cole, G. A. (1997)”.

The quantity and quality of training provided is determined by the organization's training policy. Training is chaotic, unplanned, and done on the fly in some businesses, particularly in the Nigerian public sector. Other businesses are cautious about training and methodical about identifying training needs. They then rationally plan training activities to meet the demands before evaluating the results. The knowledge and skills that are or are not available in the public sector are dependent on two phenomena: training or a lack thereof. The first is pre-entry training, and the second is in-service training.

5.3.2 Training Objectives

The personnel manager formulates the following training objectives in mind:

- To prepare both new and experienced employees to meet changing work and organizational needs.
- To provide new entrants with the fundamental knowledge and skills needed for the intelligent execution of a specific profession, as well as to prevent obsolescence.

5.3.3 Pre-Entry Training

Pre-entry training is the training that a new employee receives before starting work for a company. This is done to ensure that new hires have some pre-entry knowledge and skills that will assist them in adapting to and fitting in with their current position.

5.3.4 The Liberal Arts School of Thought

According to the liberal school of thought, "the finest administrators are those who have received a general liberal education, which produces flexibility of mind, inventiveness, and breadth of view." During its early years, this school of thought dominated the Nigerian Civil Service. For entry into the administrative class of the Nigerian Civil Service, an undergraduate degree in the liberal arts with at least a second-class standing was primarily required. This entry qualification was thought to be adequate for progressing through the career wing to the highest position—that of a head of service—without the need for additional training.

5.3.5 The Science -Oriented School of Thought

According to this school of thought, administration is a combination of science and art. As a result, principles that can be taught and learned can be deduced from its application. According to this institution, a student with a liberal arts degree can receive specialized training in administrative procedures. With this training and internship opportunities, young people can become qualified for a job in administration. This school of thought believes that vocational administration training is possible, with the topics covered in such training being determined by an administrator's actual work. Personnel administration, budgetary theory and practice, purchasing and handling supplies, and administrative law are all covered in these programs.

5.3.6 Professionals with Administrative Training

The third school of thought aims to convert the subject-matter expert into an administrator in order to increase their level of expertise and job scope. The majority of non-clerical government jobs require technical knowledge in one or more fields. By definition, experts examine problems from a specialized perspective. The narrowness is reduced when an administrator has some training.

In Nigeria, the second and third schools of thought are now the norms for administrative training. Aside from the small number of students who choose public administration as their first major, many come from the Social Sciences. However, those with a background in the basic and medical sciences are preferred.

5.3.7 In-Service Training

In-service training begins with the application of information that a person brings to the work he is assigned. It continues by providing older workers with the tools they need to perform their current tasks more effectively and even qualify for advancement in one or more directions.

The following are the in-service training formats and delivery options available to you:

a) **Group Training:** The majority of the pre-entry trainings mentioned above are done in groups. Within the organization, however, conferences and seminars are held, as well as field trips. They are all exercises. This type of training can benefit both the subordinate and the supervisor. This format is used for initial induction courses with a large number of participants.

(b) **On –The – Job Instruction:** This is the most popular training method, especially for new recruits. The better rounds out - To provide workers with the knowledge, abilities, and cutting-edge ideas they will require in their specialized domains in order to function more successfully in their current positions.
   - To train and develop a second line of capable officers for positions of greater responsibility.
   - To counteract the narrowness of perspective caused by over-specialization, senior managers' minds should be broadened by providing opportunities for internal and external experience exchange.
   - To ensure that a department operates effectively and efficiently.
   - To ensure efficient production of required quality
   - To foster positive emotions, responsibility, cooperation, and morale on an individual and group level.

5.3.8 Need for Training

Employers should provide training to all employees, regardless of their qualifications, skills, fit for the position, and so on. Training is used continuously in every well-run business; it is not something that is done only once to a new hire. Furthermore, automation and technological advancements necessitate the updating of knowledge and abilities. As a result, the veteran employees must be retrained.

The following factors, in particular, contribute to the need for training:

- **To match the employee’s specifications with the job requirements and organizational needs.** An employee's profile may not completely match the needs of the position and the business, regardless of prior experience, credentials, abilities, expertise, and so on.

As a result, management may discover discrepancies between current workforce requirements and firm needs. Training is required to close these gaps by enhancing and molding employees' abilities, knowledge, attitudes, and behaviors to match changing organizational and job demands.

- **Organizational viability and the transformation process.** The majority of companies' main priorities are viability and efficiency. However, external factors constantly influence an organization's viability. If the company does not adapt to the changing circumstances of the environment, it will lose market share. Employees must be taught specific skills and knowledge in order to contribute to the efficiency of the organization and cope with the changing environment if the business wishes to implement these changes. It also ensures the consistency of organizational development and processes. Organizational productivity can be increased by improving the effectiveness of the transformation process, which is dependent on increasing the level of knowledge and skills that employees already have.

- **Technological Advances:** To thrive and be effective, every company must implement cutting-edge technology, such as mechanization, computerization, and automation. Technology cannot ensure success on its own without the necessary human resources and abilities. As a result, organizations should provide their employees with training to help them maintain their technical skills and knowledge.

- **Organizational complexity:** As a result of increased mechanization and automation, the production of multiple goods and byproducts, the sale of a variety of services, and the expansion of operations into other parts of the country or beyond, most organizations now have complex organizational structures.

  As a result, both the levels and types of personnel in the organizational hierarchy increase. This, in turn, causes problems with the integration and coordination of operations at various levels. In this environment, training in coordination, integration, and flexibility to the needs of development, diversity, and expansion is required. Businesses are constantly looking for new ways to improve organizational effectiveness. Training is responsible for a large portion of a company's anticipated transformation and success because it prepares employees for the future.

- **Change in the Job Assignment:** Furthermore, when an existing employee is promoted to a higher position within a company, and when a new career or vocation emerges as a result of a transfer, advanced disciplines, methods, or technology, training may be required.

Training is also needed to:

- Increase productivity
- Improve quality of the product/service
- Help a company to fulfil its future personnel needs
- Improve organizational climate
- Improve health and safely.
- Prevent obsolesce
- Effect personal growth
- Minimise the resistance to change.

To the work desk or bench and gives instruction on how a particular work is done.

(a) **Manuals and Bulletins:** These are important study materials that are distributed at work. Creating visually appealing and easily understood handbooks, procedure manuals, or monthly bulletins is an excellent way to teach employees in a business. The handling of personnel manuals in accordance with civil service rules The most important part of administrative work in Nigeria is the handbook. No administrator, no matter how long he has been with the company, has a table that does not include these documents. They go with the administrator.

(b) **Correspondence Courses:** This is the same as distance learning.

(c) **Use of Audio-Visual Aids:** This category includes still photos, models, specimen posters, maps, charts, film strips, and movies.

In Nigeria, in-service training refers to any training completed by an employee while they are still on the job, whether completed inside or outside of the organization.

Self-Assessment Exercises 1

Define and differentiate between training and staff development.

Self-Assessment Exercises 2

State the characteristics of each of the schools of thought giving rise to a pre-entry training.

5.4 Summary

In Nigeria, in-service training refers to any training that an employee receives while still on the job, whether it is done inside or outside of the company.

5.5 References/Further Readings/Web Resources

Cole, G. A. (1997). *Personnel Management Theory and Practice* (4th ed.). London: ELST Lelts Educational.

Stahl, Glenn O. (1962). *Public Personnel Administration* (5th ed.). New York: Harper & Row Publishers.

5.6 Possible Answers to SAE

Answer to SAEs 1

Definition of Training

The training process allows students to learn the essential skills required to perform their jobs. Learning while earning is referred to as training. It assists employees in fully understanding all job requirements.

Definition of Development

Development, also known as management or executive development, refers to the training provided to senior-level employees. Through an ongoing, methodical process, the managerial team learns to improve their conceptual and theoretical knowledge. It assists the individual in improving the effectiveness and efficiency of their work performance.

The goal of development is to improve a person's mentality and attitude in order to prepare them for future challenges. Development is not limited to a single activity. It changes employees' attitudes, making them more competitive or tough.

The following are the main distinctions between training and development:

1. Training is a learning process in which new employees learn about the essential skills required for the job. Development is the training process that current employees go through in order to improve themselves on all levels.

2. Training is a short-term activity that lasts three to six months, whereas development is a continuous process that lasts much longer.
3. Training focuses on acquiring the knowledge and skills required for the job. Unlike development, which focuses on acquiring skills, knowledge, and abilities to face future challenges.
4. Training is task-specific and limited in scope. Development, on the other hand, is career-oriented, so its scope is significantly limited.

Answers to SAE 2

Pre-Entry Training

Pre-entry training is the training that a new employee receives before starting work for a company. This is done to ensure that new hires have some level of pre-employment knowledge and abilities that will assist them in adapting to and fitting in with their current employment.

The Liberal Arts School of Thought

According to the liberal school of thought, "the finest administrators are those who have received a general liberal education, which produces flexibility of mind, inventiveness, and breadth of view." During its early years, this school of thought dominated the Nigerian Civil Service. For admission to the administrative class of the Nigerian Civil Service, an undergraduate degree in the liberal arts with at least a second-class standing was primarily required. This entry qualification was thought to be sufficient for advancement through the career wing to the highest position—that of a head of service—without the need for additional training.

The Science -Oriented School of Thought

According to this school of thought, administration is a combination of science and art. As a result, principles that can be taught and learned can be deduced from its application. According to this institution, a student with a liberal arts degree can receive specialized training in administrative procedures. With this training and internship opportunities, young people can become qualified for a job in administration. This school of thought believes that vocational administration training is possible, with the topics covered in such training being determined by an administrator's actual work. Personnel administration, budgetary theory and practice, purchasing and handling supplies, and administrative law are all covered in these programs.

MODULE 2

Unit 1 Performance Appraisal
Unit 2 Compensation
Unit 3 Motivation
Unit 4 Career Systems
Unit 5 Leadership

UNIT 1 PERFORMANCE APPRAISAL

Unit Structure

1.1 Introduction
1.2 Learning Outcomes
1.3 Performance Appraisal
 1.3.1 Reasons for Appraisal
 1.3.2 Difficulties with Appraisal
 1.3.3 The Appraisal Document
 1.3.4 Rating Scales in Performance Appraisal
1.4 Appraisal Interviews
1.5 Summary
1.6 References/Further Reading
1.7 Possible Answer to SAE

1.1 Introduction

Appraising the performance of individuals, groups and organizations is a common practice of all societies. According to G.A. Cole, “employee performance appraisal is one out of only three (3) of the numerous personnel functions that evaluates the employee as individuals. In the Nigerian parlance it is known as confidential report which is done by the Manager/Supervisor without the knowledge of input by the employee being appraised and at another time as “an open performance appraisal” system. While in some instances these appraisal processes are structured and formally sanctioned in-other instances, they are informal and integral part of the daily activities”.

1.2 Learning Outcomes

By the end of this unit, you will be able to:

- Discuss the concept of performance appraisal
- Analyse the reasons for which appraisals are done
- Demonstrate and recognize an appraisal form
- Evaluate and construct a rating scale for employee appraisal

1.3 Performance Appraisal

Definition: A performance evaluation of an employee's behavior in the workplace frequently takes into account both quantitative and qualitative aspects of job performance. In this context, performance refers to an individual's level of task completion. In a performance appraisal, he evaluates a worker's performance as well as his potential for advancement.

Scope: In the context of the definition provided above, performance appraisal entails a number of factors.

First and foremost, it is an assessment of the employee's current and future abilities. It is an employee trait rating.

Second, it is a data analysis of labor performed.

As a result, it is not only an assessment of a person's characteristics, but also an accurate assessment of the work that has been completed. When these two variables are considered together, performance appraisal may be viewed as involving both behavior and performance evaluation.

Its third goal is to enable decisions about training, development, promotion, and pay increases to be made.

Self-Assessment Exercises 1

Define performance appraisal and list all the factors to be considered in the appraisal

1.3.1 Reasons for Appraisal

Motivation for Performance Reviews - To provide information on the performance rankings used to determine salary, confirmation, promotions, transfers, and demotions.

- Share feedback on subordinates' performance and behavior. This information assists in reviewing subordinates' performance, correcting any flaws, and, if necessary, establishing new work standards.
- Share information that will help you advise subordinates.
- Provide data to identify knowledge and skill gaps in employees, areas in need of training, and employee development strategies.
- Provides information for proper positioning.
- To avoid complaints and to serve as a disciplinary measure.

Finally, the goal of an assessment is to highlight current work performance in order to: a. fairly compensate people; and b. identify people who could be transferred or promoted.

1.3.2 Difficulties with Appraisal

As previously stated, performance appraisal is a delicate and complex process. According to A. G. Cole, there are "three difficulties concerning both accuracy and fairness of approaches."

They are:
- The construction of the appraisal
- The style in which the appraisal is done
- The culture of the organization Cole, G. A. (1997)".

1.3.3 The Appraisal Document

The target of appraisal can either be performance or behaviour of an employee. The instrument or document use for appraisal, usually indicates what is that is being appraised. A.G. Cole gives the "characteristics of forms which seek information about the person rather than about his performance as:
- Generalized criteria.
- Generalized ratings of performance
- Individual qualities rather than results
- Box ticking as a method of performance Cole, G. A. (1997)"

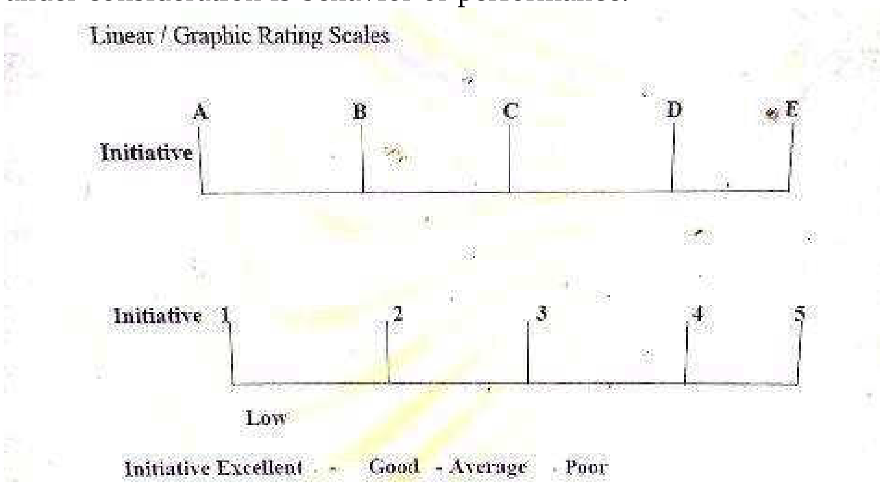
Application Styles
The following are the three main techniques for an evaluation interview:
1. **Tell and Sell Approach**: In this strategy, the manager updates his staff on his performance while attempting to persuade them to accept the decisions made to improve his performance.
2. **Tell and Listen Approach**: In this method, the manager first informs his staff of his performance before taking a seat and hearing their thoughts on the assessment and any necessary follow-up actions.
3. **Problem-Solving Approach**: The manager effectively relinquishes the position of judge in this method in order to participate in the subordinates' mutual assessment of their development and discussion of the necessary next steps.

Self-Assessment Exercise 1

List and Explain the basic approaches to appraisal interview

1.3.4 Rating Scales in Performance Appraisal

Assessors must still evaluate each individual's performance, which they do by employing one or more scales, regardless of whether the factor under consideration is behavior or performance.



1. **Behavioural Scales:** This type of evaluation seeks information about the employee rather than information about his or her performance.
2. **Free written Reports:** In this section, the appraiser writes essay-style responses to questions about document appraisal.

1.4 Appraisal Interviews

The employee and his or her boss or supervisor will be present in person. Its purpose is to go over each item on the assessment form in detail. This is due to the open appraisal process, not the private appraisal method.

It intends to accomplish several goals.

- Evaluate the subordinate's recent performance - Develop work enhancement plans
- To identify job-related issues and/or investigate potential candidates.
- To improve managers and employees
- To provide feedback to employees on how well they are performing their duties.
- To provide justification for pay increases
- Identify potential performers for promotion or transfer.
- Assess the need for training and development.

Self-Assessment Exercises 2

1. What is performance Appraisal?
2. How do you get appraised in your organization?

1.5 Summary

This chapter goes over the definition, scope, structure, and style of assessments. This section has addressed sensitive and critical personnel tasks. Evaluation in this context rates both performance and behaviour. performance appraisals' role in fostering close relationships between superiors and subordinates.

1.6 References/Further Readings/Web Resources

Cole, G. A. (1997). *Personnel Management Theory and Practice* (4th ed.). London: ELST Lelts Educational.

1.7 Possible Answers to SAEs

Answer to SAEs 1

The three fundamental methods for an evaluation interview are as follows:

1. Tell and Sell Strategy: In this strategy, the manager updates his staff on his performance while attempting to persuade them to accept the decisions made to improve his performance.
2. Tell and Listen Method: In this method, the manager first informs his staff of his performance before taking a seat and listening to what they have to say about the assessment and any necessary follow-up actions.
3. Problem-Solving Approach: In this method, the manager effectively relinquishes the role of judge in order to participate in the mutual assessment of the subordinates' development and discussion of the necessary next steps.

Answer to SAEs 2

1. A performance evaluation of an employee's behavior in the workplace often takes into account both quantitative and qualitative aspects of job performance. In this context, performance refers to an individual's level of task completion. He

evaluates a worker's performance as well as his room for advancement in a performance appraisal.

2. First and foremost, it is an assessment of the employee's current and future abilities. It is a worker's characteristic rating.

Second, it is a data analysis of labor performed.
As a result, it is not only an assessment of a person's characteristics, but also an accurate assessment of the amount of work completed. When these two variables are considered together, performance evaluation may be possible.

UNIT 2 COMPENSATION

Unit Structure

2.1 Introduction
2.2 Learning Outcomes
2.3 Compensation
2.4 Factors Determining the General Pay Level
    2.4.1 Economic Consideration
    2.4.2 Social and Ethical Consideration
    2.4.3 The Basis of Compensation and Reward
    2.4.4 Aims and Objectives of Reward Management
    2.4.5 The Nigerian Situation
2.5 Summary
2.6 References/Further Reading
2.7 Possible Answer to SAEs

2.1 Introduction

Compensation is the payment an employee receives in exchange for the services they provide. This lesson will look at how compensation is calculated as well as the factors that influence salaries and earnings. This unit will also look at the major factors that influence the amount of salaries and wages that different organizations and employees are required to pay.

2.2 Learning Outcomes

By the end of this unit, you will be able to:

- Discuss what compensation is
- Analyse the effects of economic, social and ethical factors on salaries and wages
- Demonstrate and identify reasons why some employees in organizations pay higher wages than others
- Evaluate facts to be used in establishing a pay scale.

2.3 Compensation

Definition

The term compensation has many different meanings. Its purpose and policy provide insight into what it means.

According to Edioni Flippo (1984) there are three purposes of employee compensation programmes, namely:

(1) “To attract capable employees to the organization.

(2) To motivate them towards superior performance.

(3) To retain their services over an extended period of time Edioni Flippo (1984)”.

But to A. G. Cole (1997) the fourth purpose is that compensation is to reward employees for effort, loyalty, experience and achievement Then with all these, compensation can be defined as: “The money being salaries and wages, which an employer pays an employee for the services rendered, and which is meant to keep him rendering such services for an extended period of time A. G. Cole (1997)”.

“Wages and Salaries is the most single obligation an employer owes his employees.

The most common system by which non-management employees are compensated is wages, which are based on time increments or the number of units produced. Non-management employees traditionally have been paid at an hourly or daily rate, although some are now being paid bi-weekly or monthly. Employees who are compensated on a weekly or longer schedule are paid salaries A. G. Cole (1997)”.

2.4 Factors Determining the General Pay Level

2.4.1 Economic Consideration

A critical link exists between the total amount spent on salaries and total output, or the total quantity of products and services produced.

Second, there is a significant correlation between the percentages of total income flowing to other production elements and the salaries paid. Because of how a society is economically structured, there is a practical limit to how high the overall level of all compensation can be. This limit is determined by two factors: the overall productivity of industry, and the irreducible needs of the many other production factors. A salary that considers these factors is referred to as a "economic wage," and private businesses that pay "uneconomic" rates are likely to go out of business.

2.4.2 Social and Ethical Consideration

In terms of social and ethical freedom, the government has less than the majority of competing private institutions, despite the fact that this is true economically.

This is because the government is the entity tasked with ensuring that every person in a nation has a "sufficient" life, which is accomplished by providing a salary that cannot fall below a certain level.

The reason for the social and ethical concern is that the following factors limit public employees' bargaining power:

- Ineffective labor organization among government officials.
- Restrictions on the right to strike and participate in political activities
- And the one-of-a-kind nature of much government.

2.4.3 The Basis of Compensation and Reward

Compensation and reward administration, as a management tool, is intended to achieve specific goals.

- Adequacy: Employees meet their demands by working, not so much to assist their employers in increasing profits as to do so themselves. Employees expect that the income and salaries they receive from selling their labor will "adequately fulfill their requirements" in large part. If these needs are not met, it may result in poor work habits such as absenteeism and low morale.
- Equity: A fair day's pay should follow a fair day's work. Equal labor must also result in equal pay. People with similar abilities and talents performing the same task must be compensated equally, and the organization's compensation and reward system must be perceived as fair and equitable.

2.4.4 Aims and Objectives of Reward Management

An organization's ability to achieve economic performance is heavily reliant on its reward system.

The following are the objectives of the incentive system:

- Enhance personal and organizational performance

  A performance-based or competence-based reward system is more likely to improve individual performance, which in turn will improve organizational performance. Individual performance is added together to form organizational performance in this case.
- Promote Value-Added Performance

Continuous improvement is intended to be achieved by focusing attention on areas where the most added value can be obtained from improved performance.

- Assist with Culture Management

In order to accomplish this, reward systems provide a means of changing an organization's culture as expressed by its values and norms for innovation, risk-taking, and performance.

Self- Assessment Exercise 1

1. Define compensation. How would you distinguish between salaries and wages.
2. Why can't the government not totally do without the economic consideration in fixing salaries and wages of its workers?

2.4.5 The Nigerian Situation

The 1974 Udoji Commission refers on "salaries and wages had a major impact in the Nigerian Public service. The work of the public service review commission popularly known as the Udoji Commission; the salary policy was developed based upon the following premises:

Public Service Salaries: If they are to have any economic base must be generally related to salaries for comparable work in the private sector, which reflects the economy of the market.

- In view of the super-abundance of labour at the lower level of skills, the market price of labour at these levels as reflected in private sector pay is likely to be below that which the public service should be willing to pay and below that which will support a desirable standard of living of public servants.
- Similarly, at the highest levels of management factors such as contributory pensions, security of tenure and psychic satisfaction contributes to salaries in the top management positions in the public sector being lower than those in the private sector.
- The principle of equal pay for equal work militates against establishing regional or urban rural differentials between employees in the same grade.
- Fringe benefits such as pensions and allowances which are quantifiable should be taken into account in comparing compensation between the public and private sectors. These are the salient and most relevant premises upon which compensation is based in Nigeria 1974 Udoji".

2.5 Summary

Compensation is one of the most important motivators for an employee to provide his skills to an employer, if not the most important.

2.6 References/Further Reading

Cole, G. A. (1997). *Personnel Management Theory and Practice* (4th ed.). London: ELST Lelts Educational.

Stahl, Glenn O. (1962). *Public Personnel Administration* (5th ed.). New York: Harper & Row Publishers.

2.7 Possible Answer to SAEs

Answer to SAE 1

1. There is no one singular definition of the word compensation. Its meaning is deduced from its purpose and policy.

According to Edioni Flippo (1984) there are three purposes of employee compensation programmes, namely:

- "To attract capable employees to the organization.
- To motivate them towards superior performance.
- To retain their services over an extended period of time Edioni Flippo (1984)".

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"Wages and Salaries is the most single obligation an employer owes his employees.

The most common system by which non-management employees are compensated is wages, which are based on time increments or the number of units produced. Non-management employees traditionally have been paid at an hourly or daily rate, although some are now being paid bi-weekly or monthly. Employees who are compensated on a weekly or longer schedule are paid salaries A. G. Cole (1997)”.

2. A critical link exists between the total amount spent on salaries and total output, or the total quantity of products and services produced.

Second, there is a significant correlation between the percentages of total income flowing to other production elements and the salaries paid. Because of how a society is economically structured, there is a practical limit to how high the overall level of all compensation can be. This limit is determined by two factors: the overall productivity of industry, and the irreducible needs of the many other production factors. A salary that considers these factors is referred to as a "economic wage," and private businesses that pay "uneconomic" rates are likely to go out of business.

UNIT 3 MOTIVATION

Unit Structure

3.1 Introduction
3.2 Learning Outcomes
3.3 Motivational Work of Douglas McGregor
  3.3.1 The Conventional View-Theory X
  3.3.2 A New Theory of Management Theory Y
  3.3.3 The Carrot-and- Stick Approach
  3.3.4 The Works of McClelland and Hertzberg
  3.3.5 The Works of Maslow and Victor Vroom
3.4 Summary
3.5 References/Further Reading
3.6 Possible Answers to SAEs

3.1 Introduction

This unit discusses the mechanistic human relations and behavioural science approach to motivation. The article's main focus is on employee behaviour at work.

3.2 Learning Outcomes

By the end of this unit, you will be able to:

- Discuss the Carrot-and-stick approach as a motivation Theory
- Analyse the motivational work of McClelland and Hertzberg
- Demonstrate and distinguish between Mc Gregor‟s Theory X and Theory Y
- Evaluate the works of Maslow and Victor Vroom

3.3 Motivational Work of Douglas McGregor

The Motivational work of Douglas McGregor is "classified under a movement called "Industrial Humanism‟ and it is a movement standing on human relations theory and that of the behavioural scientists. So close was industrial humanism movement to that of the behavioural scientist that McGregor's‟ Theory Y was born as a result of the work of the behavioural scientist".

3.3.1 The Conventional View–Theory X

The conventional conception of management's task in harnessing human energy to organizational requirements. According to McGregor's theory Y has three (3) propositions that are:

- "That management is responsible for organizing the elements of productive enterprise – money, materials, equipment, people in the interest of economic ends.
- With respect to people, this is a process of directing their efforts motivating them, controlling their actions modifying their behaviour to fit the needs of the organization.
- Without this active intervention by management, people would be passive, even resistant to organizational needs. They must therefore be persuaded, punished, controlled – thei r actions must be directed. This is the task management of getting things done through other people McGregor's theory".

Although less obvious, a number of underlying assumptions underpin this concept.

The average man is lazy by nature and works as little as possible.
He lacks ambition, dislikes taking on responsibilities, and prefers to be led.

He is innately self-centered, insensitive to organizational interests, resistant to change, and not particularly intelligent.

Traditional organizational structures, management policies, procedures, and programs reflect these assumptions. Using these assumptions as a guide, management has experimented with hard and frequent techniques to regulate and steer human behavior. The "hard approach" in modern Nigeria entails coercion and threat, close supervision, and strict behavioral controls. Acts such as barring latecomers from the office serve as examples.

3.3.2 The New Theory of Management Theory X

McGregor says that the issue of managing people should be change, based on more adequate assumptions about human nature and human motivation. The broad dimension of such a theory is what is known as "Theory Y".

The assumptions here include the following:

- Management is responsible for organizing the elements of productive enterprise – money, materials, equipment, and people in the interest of economic ends.

- Human beings by nature are not passive or resistant to organizational needs. They have become so as a result of experience in the organization.
- The motivation, the potential for developing the capacity for assuming responsibility, the readiness to direct behaviour towards organizational goals, are all present in people. It is the responsibility of management to make it possible for people to recognize and develop these human characteristics for themselves.
- The essential task of management is to arrange organizational conditions and methods of operation so that people can achieve their own goals best by directing their own efforts towards organizational objectives.

This process does not involve management delegation, the absence of leadership, the lowering of standards, or any other characteristics associated with Theory X's soft approach. It instead focuses on creating opportunities, unleashing potential, removing barriers, encouraging growth, and providing guidance.

3.3.3 The Carrot -and- Stick Approach

The Carrot-and-Stick theory of motivation according to McGregor "works under certain circumstances. The means for satisfying main physiological and safety needs can be provided or withheld by management. Employment itself is such a means and so are wages, working conditions, and benefits. By these means the individual can be controlled so long as he is struggling for subsistence McGregor (1906-1964)".

However, once man has reached an adequate level of sustenance and is primarily motivated by higher desires, the carrot-and-stick hypothesis ceases to exist. Management cannot provide a man with self-respect or satisfy his desires for self-fulfillment. Failure to establish these conditions may impede him or encourage and empower him to seek this fulfillment for himself. Conditions, on the other hand, are beyond our control. It is an ineffective tool for behavior modification. As a result, management finds itself in an awkward situation. The high quality of life provided by modern technology provides appropriate guidance for addressing physiological and safety concerns. However, by allowing for low levels of satisfaction.

3.3.4 The Works of McClelland and Hertzberg

"McClelland theory of motivation is a very significant motivational theory due to the research conducted on this area. This theory of motivation is based on three major motives:

- The need for achievement and fear of failure
- The need for power
- The need for affiliation

Most of McClelland research and writing is based upon the need for achievement (n-arch) The main tenet of n-arch is that "it is said that there are two basic types of people. There are those who strive for success and are challenged by opportunity and are willing to spare no effort in order to attain a desired goal. There are also those who do not really care very much at all whether or not they are successful. So much has been the work on these that there exists a test used in assessing the achievement of NEED in people. One such test is known as the Thematic Appreciation Test (TAT) McClelland **McClelland** (May 20, 1917.

The common characteristics of High N'Arch people are:

- "Setting goals that are moderately difficult to attain and pose a certain amount of challenge to their energy and resourcefulness. If goals are early achieved, they feel little sense of accomplishment.
- People with high n-arch are attracted by work situations which allow them to take personal responsibility for goal achievement.
- Concrete feedback on performance is essential for people with high n-arch, so that they know how well they are doing.
- They are more ignited about their environments.
- The final characteristics of individuals who have high needs for achievements are that they are more inclined to think spontaneously about how they might achieve this or that desired objective **McClelland** (May 20, 1917)".

The work of Frederick Hertzberg is popular for propounding a two-factor theory of motivation – the hygiene factors and the motivator factors. Here is known for the word motivating with KITA.

(a) **"Negative Physical Kita:** This is a lateral application of the term. Hertzberg notes that Negative Physical Kita has three drawbacks. It directs, and stimulates automatically the nervous system, it is not elegant and contrasts the benevolence image of the organization which often results in negative feedback.

(b) **Negative Psychological Kita:** Rather than use physical force, Psychologists had advised for the use of psychology, by rights to make the punishment more painful. Those who practice it look like saints who would not physically hurt a fly but do more damage to the „ego than physical hurt. Hertzberg concludes discussion on negative Kita by saying that if you make someone do a piece of work by kicking him, you have “motivated”, but have moved him to doing something. Since negative Kita does not lead to motivation, he therefore posted for positive Kita Frederick Hertzber.

(C) **Positive Kita:** This is where a worker is motivated in a positive manner by being rewarded maybe with promotion or overseas trip”.

Self- Assessment Exercise 1

Compare Negative Physical Kita to Negative Psychological Kita. Which of the two in your opinion and in your environment is more effective?

3.3.5 The Works of Maslow and Victor Vroom

In 1943, Abraham Maslow presented a paper titled the theory of human motivation, where he stated that a person’s motivational needs could be arranged in a hierarchical order.

- “**Physiological Needs:** These are the basic human needs to sustain life such as food, clothing, and shelter. Until these basic needs are satisfied to the degree needed, needs for the sufficient operation of the body. But once the physiological needs have been satisfied, other levels of need become important.
- **Safety or Security Needs:** These needs are essentially the desire to be free from fear of physical danger and the deprivation of basic physiological needs. There is a need for self-preservation and the concern for the future.
  Here Maslow stressed emotional as well as physical safety.
- **Social or Affiliation Need:** Social needs include the need to belong and be accepted by people, this also means belongingness, acceptance and friendship.
- **Esteem Needs:** The esteem needs represents self-esteem and recognition from others. The satisfaction of these needs produces feelings of self-confidence prestige power and control. People begin to feel that they are useful and have some effect on their environment.
- **Self - Actualization:** This is the need to maximize one’s potential, whatever it maybe 1943, Abraham Maslow”.

Self-Actualization
Esteem
Social Needs
Safety Needs
Physiological Needs

VROOM"s Expectancy Theory

In 1946 Victor Vroom the propounder of Expectancy theory of motivation defined motivation as a "process governing choice among alternative forms of voluntary activity.

To understand the individual's choice of voluntary activities, it is important to first appreciate certain concepts that are embedded in the expectancy theory". These concepts are:

- "**Outcome:** This is the result of doing a particular thing. The outcome can be first level or second level. The first level outcomes are the products of behaviour associated with doing the job such as productivity absenteeism, while the second level outcomes are the products of the first level outcome. This includes punishment and reward.

  First level outcome of students includes attendance of lectures, studying and partaking in class assignment, while the second level outcome is success or failure in examination and ultimately first class or second class degree status.

- **Instrumentality:** This is the individual's perception or belief that the first level outcome is associated with the second level outcome. E.g. do student believe that hardwork can result in examination excellence. This belief or otherwise is what is known as instrumentality. Instrumentality ranges from 1 +0 + 1

I Instrumentality is the perception that attainment of second level outcome is certain without the first level outcome and that second level outcome is impossible with first level outcome.

+I Instrumentality is the perception that first level outcome is necessary and sufficient for the second level outcome to occur.

O Instrumentality is the perception that there is no linkage between first level and second level outcome.

C Valence

This is the preference for second level outcome. Among the second level outcomes which to them do the student prefer. Does the student desire an A B C D E or F score in the examination.

An outcome is positively valent when it is preferred; it is negatively valent when the individual is indifferent to it.

D Expetancy
This refers to the individual belief concerning the likelihood or subjective probability that a particular behaviour will be followed by a particular outcome. That is an exhibited behaviour can elicit a particular outcome. Expectancy ranges from 0 to + 1

O Expectancy: This implies that there is no chance of the occurrence of an outcome after the behaviour.

+1 Expectancy: This implies that the outcome will certainly follow the behaviour.

E-Force (M): This is equalled to motivation. The intent of expectancy theory is to assess the magnitude and direction of all the forces acting on the individual. The act associated with the greatest force is most likely to occur.

F-Ability (A): This refers to a person's potential for doing a job.
Ability could be physical or mental1946 Victor Vroom".

Self-Assessment Exercise 2

Discuss the work of Maslow and Victor Vroom

3.4 Summary

In this unit, which examined industrial humanism and behavioral sciences, you were introduced to the works of the most well-known motivational theorists.

3.5 References/Further Reading

Blunt, Peters (1985). *Organizational Theory and Behaviours* – An African Perspective. London & New York: Longman.

3.6 Possible Answer to SAE

Answer to SAEs 1

i. The majority of McClelland's research and writing is motivated by the desire for "achievement" (n-arch) The central tenet of n-arch is that "there are two basic types of people." There are those who strive for success, are motivated by opportunity, and are willing to go to any length to achieve their objectives. There are also those who do not give a hoot whether they are successful or not. There has been so much work done on these that there is a test used to assess people's achievement of NEED. The Thematic Appreciation Test is one such test (TAT).

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ii.

(a) **"Negative Physical Kita:** This is a lateral application of the term. Hertzberg notes that Negative Physical Kita has three drawbacks. It directs, and stimulates automatically the nervous system, it is not elegant and contrasts the benevolence image of the organization which often results in negative feedback.

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Answer to SAEs 2

Maslow's work

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F-Ability (A): This refers to a person's potential for doing a job.
Ability could be physical or mental **VROOM**".

UNIT 4 CAREER SYSTEMS

Unit Structure

4.1 Introduction
4.2 Learning Outcomes
4.3 Career System
4.4 Classification of Career Systems
  4.4.1 Open and Closed Career
  4.4.2 Programme Careers and Organizational Careers
  4.4.3 Job – Oriented Careers and Rank in-the-Man
4.5 Summary
4.6 References/Further Reading
4.7 Possible Answers to SAEs

4.1 Introduction

A person is accepted into a group or service based on his or her occupation. The employee works his or her way up from the lowest wing to the highest, one step at a time. This progression is referred to as a career.

4.2 Learning Outcomes

By the end of his unit, you will be able to:

- Discuss what a career is list various types of careers
- Analyse what each type of career stands for
- Demonstrate and list factors used in distinguishing between one type of career from another
- Evaluate and choose between careers.

4.3 Career System

Definition
Career is defined as the progression of an individual in a field of work throughout the employable years of his life.

In his own way Edwin B. Flippo defines "career as a sequence of separate but related work activities that provides continuity, order and meaning in a person’s life. Two factors are common in the two definitions above.

Firstly, longevity both definitions allude to life-long work experience. Secondly, continuity the first definition which is more relevant to public service related careerism to a given or choose field of work. The second definition speaks of separate, bur related work activities. Such phenomena are common in the private sector Edwin B. Flippo”.

Self-Assessment Exercise 1

Define the concept of career

4.4 Classification of Career Systems

4.4.1 Open and Closed Career

An open career structure allows for military service at any or all grade levels (by rank or post). This gateway, too, has entry requirements in certain situations and locations.

However, in Nigeria, these restrictions are lifted if a person has powerful "god Fathers."

To keep other entrants out, a closed career system employs the tactic of a low maximum age for admittance and nearly complete internal filling of upper-level positions. In a closed career structure, entry at the middle or upper levels is not possible. A system like this is based on the idea that keeping upper ranks while replenishing the hierarchy with personnel from the bottom will provide ample opportunity for advancement.

Self-Assessment Exercise 2

Classify the career systems with explanations.

4.4.2 Programme Careers and Organizational Careers

An employee may accept a position in a program or as a part of a large organization with many activities and programs, whereas another person may accept a position that allows movement between programs. The former is a programming career, whereas the latter is an organizational career.

In Nigeria, an employee's participation in a particular program also determines the type of career or occupation to which the employee is assigned.

4.4.3 Job-Oriented Careers and Rank in-the-Man

Individual career progression, according to the position concept, is a sequential progression from one position of employment in an organization. This classification is also referred to as the position and personal rank conceptions. Consider a stenographer with senior and junior stenographer levels of responsibility.

People should be hired here based on their general qualifications and given assignments that are occasionally adjusted to meet the needs of the company and the individual's aptitudes, according to the rank concept. Allow their advancement and rewards to be determined by the length and overall quality of their service rather than the significance of the specific assignments they take on on occasion.

4.5 Summary

In this section, the concept of a career, which is the progression of a single employee up a professional ladder over the course of his employable life, must be used. It has also been suggested that careers be classified in various ways based on two key characteristics: one that allows mobility and the other that restricts it.

This career has covered the concept of career classification, from its definition to its various forms and approaches.

4.6 References/Further Reading

Flippo, Edwin B. (1984). *Personnel Management* (6 ed.). New York:

Stahl, Glenn O. (1962). *Public Personnel Administration* (5th ed.). New York: Harper & Row Publishers.

4.7 Possible Answers to SAEs

Answer to SAEs 1

Definition of the concept of career

A career is defined as an individual's advancement in a field of work over the course of his employable years.

In his own way Edwin B. Flippo defines “career as a sequence of separate but related work activities that provides continuity, order and meaning in a person’s life. Two factors are common in the two definitions above.

Firstly, longevity both definitions allude to life-long work experience. Secondly, continuity the first definition which is more relevant to public service-related careerism to a given or choose field of work. The second definition speaks of separate, bur related work activities. Such phenomena are common in the private sector Edwin B. Flippo”

Answer to SAEs 2

Classifications of Career with Explanations
An open career structure allows for military service at any or all grade levels (by rank or post). This gateway, too, has entry requirements in certain situations and locations.

However, in Nigeria, these restrictions are lifted if a person has powerful "god Fathers."

To keep other entrants out, a closed career system employs the tactic of a low maximum age for admittance and nearly complete internal filling of upper-level positions. In a closed career structure, entry at the middle or upper levels is not possible. Such a structure is based on the idea that maintaining higher ranks while replenishing the hierarchy with workers from the bottom will provide significant opportunity for advancement.

UNIT 5 LEADERSHIP

Unit Structure

5.1 Introduction
5.2 Learning Outcomes
5.3 Leadership
  5.3.1 Definition
  5.3.2 Concept of Leadership and Leadership Theories
  5.3.3 Trait Theory
  5.3.4 The Group Basis of Leadership
  5.3.5 The Situational Approach to Leadership
  5.3.6 Forces in the Subordinates
5.4 Summary
5.5 References/Further Reading
5.6 Possible Answer to SAEs

5.1 Introduction

When two or more people collaborate to achieve a goal, one of the actors or participants usually has a greater influence on the group's behavior than the others, and the group always looks to someone for leadership, guidance, and vision. This individual could be classified as a leader.

5.2 Learning Outcomes

By the end of this unit, you will be able to:

- Discuss leadership
- Analyse and explain a number of leadership theories
- Demonstrate and differentiate types of power in leadership
- Evaluate Leadership Positions

5.3 Leadership

5.3.1 Definition

Leadership has been defined by McKinney and Howard as "the person who can mesh divergent and conflicting forces, recognize and create opportunities, use the influence and morale basis of his or her position, and employ the minimal amount of resources to maximally achieve publicly desired ends. The concept of leadership in Business Management has been surrounded by controversy arsing not from conceptual clarification but rather the identification of who truly is a leader. Leadership is synonymous with position, authority or with the task process or the exhibition of a particular behaviour".

The use of persuasion, the aspect of interpersonal relationships, acting as a change agent, and achieving goals in prison are all aspects of leadership.

5.3.2 Study of the Concept of Leadership

Power and how it is used are critical components of effective leadership. Power is defined as the ability to influence others. In the context of an organization, power is defined as the ability to move things along or achieve one's goals through others, even in the face of opposition and resistance.

The following fundamental sources of power underpin organizational leadership:

- Legitimate Power: This type of authority is based on a specific position of authority that the holder inherits and uses to demand compliance from others. Workers are more likely to refuse orders from a supervisor who is acting outside of their authority or jurisdiction.

  Legitimate power is power derived from position authority. As an employee moves up the organizational hierarchy, their power grows.

- Reward Power: This refers to the leader's ability to offer praise.

Those who follow the rules, make an effort, or achieve organizational goals. The mere existence of this power is enough to persuade those employees who desire the reward to comply.

When rewards are determined through standard bargaining, the leader's ability to use reward power as a tool is occasionally limited.

SOURCES OF POWER

1. Authority
2. Control over Reward
3. Control over Punishment
4. Appealing Personal Character
5. Expertise

As a result of the central role played by leadership in organizational effectiveness research outcome have grouped them into three:

a. Trait
b. Behaviour
c. Situation

5.3.3 The Leaders Attributes (Trait Theory)

Leadership was traditionally discussed in terms of the qualities a leader possessed and how those qualities affected the achievement of corporate goals.

A leadership attribute is a physical or psychological characteristic that can be used to distinguish leaders from followers. The primary emphasis of trait theory, which predominated throughout the early twentieth century, was the identification of the qualities or characteristics that may be found in leaders. The main point is that leaders are born, not made.

As a result, distinguishing characteristics must exist between the group's leaders and other members. According to proponents of the trait theory, people who crave power prefer careers in the military, the clergy, and education because these fields allow them to exercise real control over others:

- **Drive:** This set of characteristics demonstrates a significant amount of effort. It included the need for success, the need for continuous progress, as well as ambition, vigor, perseverance, and initiative.

  Although some people are born with these derived characteristics, others can acquire them by changing their behavior.

- **Leadership Motivation:** There are times when people are born with the desire or inclination to influence others. from the perspective of trait theory

  Leaders prefer to lead rather than be led. Leaders place a high value on power. People who crave power try to persuade others, which keeps them interested in and satisfied with the leadership process.

- **Integrity:** This is the relationship between an individual's actions, behavior, and words and their level of trustworthiness and honesty. The moral character and adherence to ethical principles of a leader are also referred to as integrity.

Self- Confidence: This is the ability to persevere in the face of adversity and recognize that setbacks are only a temporary stumbling block. A self-assured leader can move forward in the face of challenges and obstacles, make decisions in the face of uncertainty, and inspire others to be confident.

- **Knowledge of the Business:** A leader must be highly knowledgeable about their industry or business in order to lead, show others the way, guide, direct, or motivate them.

5.3.4 Group Approach

- Broad decision-making participation
- Face-to-face group interactions
- Mutual trust is the primary integration in the organization
- Inter-Group and Intra-Group communication
- Organizational members' growth is identified as a priority goal.

As the collective approach to leadership becomes theoretically acceptable, the leader's function gradually shifts to one of assisting the group in defining and achieving its objectives. One significant effect of this adjustment was a shift in the priority of the groups' organizational goals, if not outright displacement.

Another shift in authority occurred almost unnoticedly, from executive to managerial and supervisory levels. The group method also includes:

- Created functional leadership that changed based on the needs of the group.
- Implemented legislation similar to that of the legislature after realizing the potential for group norms to change society externally;
- Implemented legislation similar to that of the legislature after realizing the potential for group norms to change society externally;
- transformed the role of the leader into that of a co-ordinator who is both leading and being led.

5.3.5 The Situational Approach to Leadership

Leadership characteristics must be determined by the circumstances, according to the situational approach. In this case, the leader is modified to meet the needs of the organization rather than the other way around.

The following situational factors are highlighted:

- Expectations of doing the following
- The technology required to complete the mission.

- The delivery environment and time constraints.
- Required levels of social interaction
- Various stages of organizational development

There are six organization growth factors that need various forms of leadership.

- Starting a new business - Maintaining an ongoing system
- Achieving stability
- Building status and reputation
- Fostering originality and adaptability
- Giving back to society

Self-Assessment Exercise 1

Differentiate trait theory and situational theory approaches to leadership as a concept.

5.3.6 Forces in the Subordinates

Before deciding how to lead a particular group, the manager should consider a number of factors influencing his subordinate's behavior. Numerous aspects of personality influence subordinates. The subordinate anticipates the boss's behavior toward such a subordinate.

The manager's ability to predict the type of behavior that will best enable his subordinates to act is determined by his understanding of these aspects.

When the following critical requirements are met, management can grant more freedom to his employees:

- When the subordinates' desire for independence is relatively strong.
- If the subordinate is willing to take on decision-making responsibilities.
- If they are tolerant of ambiguity.
- If they are worried about the situation

Self-Assessment Exercise 2

Explain what you understand by Forces in the Subordinates

5.4 Summary

We looked at leadership in terms of its conventional definition and studied it in this chapter. The three most popular theories used to study it have all been investigated: the trait, group, and situational approaches.

This unit covers the definition and theories of leadership as they are currently understood.

5.5 References/Further Reading

Edwin B. Flippo. *Personnel Management* 6th ed.). New York: Harper.

5.6 Possible Answer to SAEs

Answer to SAEs 1

Trait theory

Leadership was traditionally discussed in terms of the qualities a leader possessed and how those qualities affected the achievement of corporate goals.

A leadership attribute is a physical or psychological characteristic that can be used to distinguish leaders from followers. The primary emphasis of trait theory, which predominated throughout the early twentieth century, was the identification of the qualities or characteristics that may be found in leaders. The main point is that leaders are born, not made.

As a result, distinguishing characteristics must exist between the group's leaders and other members. According to proponents of the characteristic theory, those who crave power prefer careers in the military, the church, and education because these fields allow them to wield real power over others.

These are the main characteristics:

- **Drive:** This set of characteristics demonstrates a significant amount of effort. It included the need for success, the need for continuous progress, as well as ambition, vigor, perseverance, and initiative.

  While some people are born with these derived characteristics, others can acquire them by changing their behavior.

- **Leadership Motivation:** There are times when people are born with the desire or inclination to influence others. from the perspective of trait theory

  Leaders prefer to lead rather than be led. Leaders place a high value on power. People who crave power try to persuade others, which keeps them interested in and satisfied with the leadership process.

- **Integrity:** This is the relationship between an individual's actions, behavior, and words and their level of trustworthiness and honesty. A leader's moral character and adherence to ethical principles are also examples of integrity.

  Self-confidence is the ability to persevere in the face of adversity and the realization that setbacks are only a temporary stumbling block. A self-assured leader can move forward despite obstacles and challenges, make decisions despite uncertainty, and inspire others to be confident.

- **Knowledge of the Business:** A leader must be highly knowledgeable about their industry or business in order to lead, show others the way, guide, direct, or motivate them.

The Situational theory approaches to leadership as a concept

Leadership characteristics must be determined by the circumstances, according to the situational approach. In this case, the leader is modified to meet the needs of the organization rather than the other way around.

The following contextual variables have been identified:

- Expectations for the subsequent
- The technology needed to do the mission.
- The delivery environment and scheduling pressures.
- Necessary levels of social interaction.
- Different organizational development phases

There are six – identified organization development that calls for different kinds of leadership.

- Creation of a new organization
- Survival of a continuing system
- Attainment of stability
- Gaining reputation and prestige
- Achieving uniqueness and adaptability
- Contributing to the society

Answer to SAEs 2

Forces in the Subordinates

Before deciding how to lead a particular group, the manager should consider a number of factors influencing his subordinate's behavior. Numerous aspects of personality influence subordinates. The subordinate anticipates the boss's behavior toward such a subordinate.

The manager's ability to predict the type of behavior that will best enable his subordinates to act is determined by his understanding of these aspects.

When the following critical requirements are met, management can grant more freedom to his employees:

- When the subordinates' desire for independence is relatively strong.
- If the subordinate is willing to take on decision-making responsibilities.
- If they are tolerant of ambiguity.
- If they are concerned about the problem and believe it is important.
- If they understand and support the organization's goals.
- If they have the necessary skills and knowledge to resolve the problem.
- If they have learned to expect to be involved in decision-making.

The general sense of trust that subordinates have in their boss, whom they have come to respect and trust, will, of course, have a significant impact on the reorganization effect of many of the forces. As a result, the boss has the freedom to alter his behavior. When he makes his own decisions, he will not be perceived as a supervisor who imposes policy.

MODULE 3

Unit 1 Communication in Human Resources Management
Unit 2 Collective Bargaining and Negotiation
Unit 3 Organizational Culture and Socialization
Unit 4 Management Development
Unit 5 Decision-Making

UNIT 1 COMMUNICATION IN HUMAN RESOURCES MANAGEMENT

Unit Structure

1.1 Introduction
1.2 Learning Outcomes
1.3 Communication
 1.3.1 Definition
 1.3.2 Models of Communication
 1.3.3 Organizational Communication Patterns
 1.3.4 Barriers to effective communication
1.4 Summary
1.5 References/Further Reading
1.6 Possible Answers to SAEs

1.1 Introduction

Management is communication. Every management task, undertaking, or decision involves some level of direct or indirect communication. Management decisions and organizational policies are meaningless unless the people in charge of implementing or enforcing them understand them.

Communication is crucial in human resource management. Communication provides a means for information collection and dissemination in all aspects of human resource management.

1.2 Learning Outcomes

By the end of this unit, you will be able to:

- Discuss communication
- Analyse and state models of communication
- Demonstrate and explain communication channels
- Evaluate various barriers to effective communication in an organization.

1.3 Communication

1.3.1 Definition

Communication is the transfer of all types of information from one person to another.

The English term "communication" comes from the Latin word "Communes," which means "common." The communicator, the sender, wishes to establish a "Commune" with the recipient. This communication may be classified as knowledge transmission or knowledge and comprehension because it employs familiar symbols. These common signals can be either spoken or unspoken. Another way to consider communication is as a process in which a sender and a receiver interact to give meaning to a message.

Scott and Ordeus defined “communication as a process involving the transmission and accurate replication of ideas reinforced by feedback, purporting to stimulate actions to accomplish organizational goals Scott and Ordeus”.

- Three factors contribute to the importance of communication within an organization: - All management functions, including planning, organizing, leading, and controlling, rely on effective communication to function.
- Managers devote a significant amount of time to communication activities.
- Interpersonal and group relationships can only be sustained and grown through the communication system. Communication is essential for the organization's employees to collaborate and coordinate their tasks. Without effective communication, it is impossible to achieve corporate objectives.

1.3.2 Models of Communication

A – Sender: This refers to a person, group, or organization that attempts to convey or communicate information to another person, group, or organization.

B – The Receiver: The sender-receiver connection's goal is to persuade the recipient to behave or act in ways that the sender considers desirable. This is the individual or group with whom the sender wishes to communicate or deliver information.

C – Encoding: This is the process of converting thoughts, desires, or mental concepts into a language or code that the intended recipient understands. In the encoding process, words, figures, gestures, nonverbal factors such as facial expressions, and even photographs are used.

D – The Massage: This is the result of encoding messages, which may contain hidden intent or elicit a violent or emotional response. Messages convey what the sender has encoded.

E – Medium: The medium transports the message. It is the method by which the message is transmitted. Messages can be delivered in a variety of ways. These include phone conversations, written and verbal exchanges, in-person meetings, faxes, and memos.

The type of audience, proximity to the audience, time frame for message dissemination, personal preferences, and message content all play a role in determining the appropriate medium.

F – Decoding: To complete the communication process, the message must be decoded so that the receiver can understand it. Decoding is the technical term for the receiver's interpretive mental processes. It entails converting the vocal, audible, or visual components of a message into a form that can be understood.

G – Creating Meaning: Meaning is transmitted verbally from one person to another, according to the conduct model of communication. The perception model, on the other hand, is based on the assumption that the message's recipient invents its meaning in his or her mind.

In him, the receiver acts on his own interpretation rather than the sender's. The interpretation of a message by the receiver may differ from that intended by the sender.

H – Feed-Back: The primary component of the feedback loop is the receiver's reaction to a message. A feedback loop, which provides a channel for the receiver's response, allows the communicator or sender to verify whether the message was received and caused the desired reaction. The new message has now been encoded and analyzed, and the feedback informs the sender of how well his message was understood. At this point, the receiver takes over as the sender.

I – Noise: This refers to anything that impedes the transmission and comprehension of a message, as well as any distractions from the intended message, which can occur in any of the communication parts. These elements include physical distance, poor phone reception, illegible handwriting, and difficulty speaking. Managers can improve communication by lowering the volume.

Self-Assessment Exercise 1

State and discuss in detail models of Communication.

1.3.3 Organizational Communication Patterns

Organizational communication is not fundamentally different from interpersonal communication. Getting a clear message from one person to another in this situation also necessitates effective communication.

The four factors listed below influence how well a company communicates:

- The formal channels of communication
- The organizations authority structure
- Job specialization
- Information ownership

Formal channels have an impact on communication efficacy in two ways:

(1) They bridge the gap that frequently occurs when organizations grow and evolve.

(2) The formal channels obstruct unrestricted communication between organizational levels, particularly when moving up.

The company's power structure also has an impact on communication effectiveness. Power and position differences also have an impact on the accuracy and quality of information.

Job specialization also has an impact on communication effectiveness. Members of the same group speak the same language and understand each other more easily, but communication between groups that are significantly different is likely to be difficult for both parties. Employees' specific expertise and knowledge about their jobs are described as information ownership.

Downward Communication

This method of communication is used from the highest levels of management all the way down to the lowest level of employee. This is mostly used to direct, instruct, counsel, and evaluate subordinates. This method is also used to inform members about the organization's goals and rules.

Upward Communication

Here what is happening at the lower levels is made known to the upper levels through the upward communication.

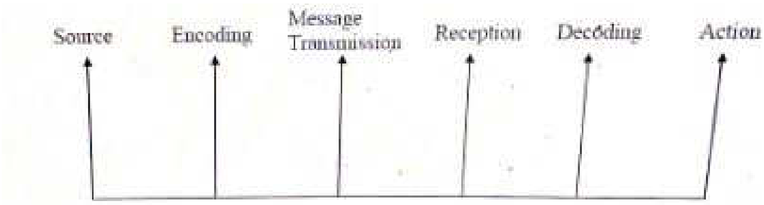

Fig 1.1
Communication Process

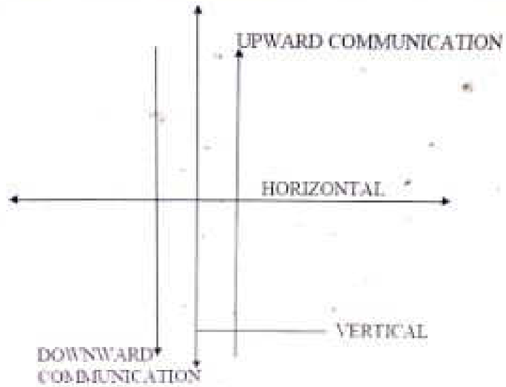

Fig 1.2
Organizational Communication Lines/Models

This is typically in the form of progress reports, suggestions, and explanations, and is especially useful for top management in aligning their policies with the attitudes of the people below.

Horizontal or Diagonal Communication

Horizontal communication occurs when two employees at the same level in the organizational hierarchy communicate, as in the case of a production manager and a marketing manager.

Horizontal communication is essential because departments within a company are linked and must coordinate their work.

Informal Communication or Grapevine

This type of communication develops as a result of social interactions. This mode of communication is not entirely under the control of management. This informal route meets the communication needs of many groups within the company. Even though everyone has the freedom to add to or subtract from the message as they see fit, the information shared on this channel is frequently fraudulent or at the very least incorrect. It is critical to remember that the manager's role includes some level of control over informal communication, allowing him to take the necessary steps to reduce it, particularly the negative effects of this channel.

1.3.4 Barriers to Effective Communication

A few factors may impede the proper flow of communication. The term "barriers to communication" refers to all of the factors that undermine communication effectiveness.

1. These impediments are categorized as follows:
2. External
3. Emotional or Psychological
4. Organizational
5. Personal

1. External Barriers

These manifest in the following ways:

- **Semantic Barriers:** Language barriers exist between the sender and the receiver. These impediments appear during the encoding or decoding phases of communication.
- **Badly Expressed Message:** The message may not be conveyed clearly and precisely, and the wrong words may be used.
- **Faulty Translation:** Managers are frequently required to translate communications into a language that their superiors or subordinates understand. One cannot perform his duties effectively unless he is fluent in the language.
- **Specialist Language:** Technical staff and other experts frequently use jargon that people outside their field do not understand.

2. Emotional or Psychological Barriers

- **Premature evaluation:** People in this town frequently jump to conclusions before the message has been fully communicated. This discourages the sender and may even make him feel useful.
- Existence of pre-concerned notions.
- Inattention due to lack of interest.
- Distrust in the communicator.
- Fears
  - (i) of misinterpretation
  - (ii) of distortion
  - (iii) of exposure to criticism
  - (iv) deliberate information holds back
  - (v) Poor retention by the receiver
  - (vi) defensive behaviour.

When they feel threatened, employees have a propensity to defend themselves. They frequently cease paying attention to the sender's message in such situations.

3. **Organizational Barriers**
   Organizational policies, rules and regulations, and status relationships all have an impact on communication effectiveness.

4. **Personal Barriers**
   Personal barriers can again be classified into two types
   - Barriers in superiors
   - Barriers in subordinate

   When there are obstacles in the supervision, the supervisors' attitude is critical. Adequate information cannot be conveyed from the subordinate to the superior if the superior has a negative attitude toward the subordinate's act of communicating; this can occur when there is a lack of trust in the subordinate, a lack of understanding of the importance of communication, or an insistence on using the proper channel.

   Barriers that subordinate face include:
   - Unwillingness to communicate
   - Lack of proper incentives.

Self- Assessment Exercise 2

Mention and explain barriers to Effective Communication

3.5 Summary

This unit covered the topic of communication, which is a managerial function. Definitions of communication models and communication impediments were successful. It has been established that communication is a management function and that no organization can function without communication. Communication is essential in both organizational settings and in everyday life.

3.6 References/Further Reading

Drunker, P. F. (1997). *Management Cases.* London: Heinemann.

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Delhi-India: Shubba Offset Printing Press.

3.7 Possible Answers to SAEs

Answer to SAEs 1

A – Sender: This refers to a person, group, or organization that attempts to convey or communicate information to another person, group, or organization.

B – The Receiver: The sender-receiver connection's goal is to persuade the recipient to behave or act in ways that the sender considers desirable. This is the individual or group with whom the sender wishes to communicate or deliver information.

C – Encoding: This is the process of converting thoughts, desires, or mental concepts into a language or code that the intended recipient understands. In the encoding process, words, figures, gestures, nonverbal factors such as facial expressions, and even photographs are used.

D – The Massage: This is the result of encoding messages, which may contain hidden intent or elicit a violent or emotional response. Messages convey what the sender has encoded.

E – Medium: The medium transports the message. It is the method by which the message is transmitted. Messages can be delivered in a variety of ways. These include phone conversations, written and verbal exchanges, in-person meetings, faxes, and memos.

The type of audience, proximity to the audience, time frame for message dissemination, personal preferences, and message content all play a role in determining the appropriate medium.

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Answer to SAE 2

A few factors may impede the proper flow of communication. The term "barriers to communication" refers to all of the factors that undermine communication effectiveness.

These barriers are classified as follows:-
1. External
2. Emotional or Psychological
3. Organizational
4. Personal

1. External Barriers

These manifest in the following ways:

- **Semantic Barriers:** Language barriers between the sender and the receiver are to blame. These impediments appear during the communication encoding or decoding phases.
- **Badly Expressed Message:** The message may not be conveyed clearly and precisely, and the wrong words may be used.
- **Faulty Translation:** Managers are frequently required to translate communications into a language that their superiors or subordinates understand. One cannot perform his duties effectively unless he is fluent in the language.
- **Specialist Language:** Technical staff and other experts frequently use jargon that people outside their field do not understand.

2. Emotional or Psychological Barriers

- **Premature evaluation:** People in this town frequently jump to conclusions before the message has been fully communicated. This discourages the sender and may even make him feel useful.
- Existence of pre-concerned notions.
- Inattention due to lack of interest.
- Distrust in the communicator.
- Fears

(i) of misinterpretation
(ii) of distortion
(iii) of exposure to criticism
(iv) deliberate information hold back
(v) Poor retention by the receiver
(vi) defensive behaviour.

UNIT 2 COLLECTIVE BARGAINING AND NEGOTIATION

Unit Structure

2.1 Introduction
2.2 Learning Outcomes
2.3 Collective Bargaining
 2.3.1 Definition and Scope
 2.3.2 Processes of Collective Bargaining
 2.3.3 Strategy of Bargaining
 2.3.4 Union Bargaining Pressures
 2.3.5 Strikes
 2.3.6 Picketing
 2.3.7 Boycotts
2.4 Summary
2.5 References/Further Reading
2.6 Possible Answers to SAEs

2.1 Introduction

Employee engagement and protection have only recently been included in the study of human resource management. However, the practice is much older than human resource management. Employee protection and the role of labor unions are discussed in collective bargaining.

2.2 Learning Outcomes

By the end of this unit, you will be able to:

- Discuss collective bargaining
- Analyse the process of collective bargaining
- Demonstrate and be able to apply the strategy of bargaining
- Evaluate Collective Bargaining

2.3 Collective Bargaining

2.3.1 Definition and Scope

According to Edwin B. Fllipo, “collective bargaining is a process in which representatives of two groups meet and attempt to negotiate an agreement that specifies the nature of future relationships between the two.

According to Flippo, subjects where bargaining is required by law the employer is no longer free to make and enforce unilateral decision. And on matters not so legally mandated, the employer is influenced by such risks as strikes, slowdown and withholding of co-operative efforts Edwin B. Fllipo”.

2.3.2 Processes of Collective Bargaining

The Pre-Negotiation Phase
This stage entails gathering information for the upcoming contract negotiation, such as facts and figures on pay, hours, pensions, and vacations. Negotiation, as a method of resolving disputes between two or more parties, entails the belligerent parties changing their demands in order to reach a mutually acceptable compromise.

Negotiations take place in industrial relations between management, who represents the means of production, and union members, who represent the workforce.

Three fundamental components make up the bargaining process. the following:

(a) Social relations between those individual and groups, which are a party to collective bargaining.
(b) The representatives and communication functions.
(c) The power relations between the parties to the negotiation.

Every negotiation has a negotiation continuum that shows the union and management's range of negotiation as well as the negotiation parameter. Typically, the goal of discussions is to reach an agreement within the parameters that have been established.

Negotiating Teams
A team or committee is usually formed by the employer. As a result, more people will be able to participate. It is also common to have legal representation present. The organization's CEO is frequently not a member of the negotiating team.

On the union's side, they typically include senior union officers, some organization employees, and a "representative of the international union." The vast majority of union negotiators work full-time as experts in the art of negotiating with various levels of management.

2.3.3 Strategy of Bargaining

Because the labor agreement is so important, management must carefully plan its strategy and tactics ahead of the bargaining sessions. Outlining the plan and selecting the policy that will guide the company during the negotiation process are both necessary steps in developing a strategy. The union does the same thing on its own, which includes developing strategies and establishing guiding principles.

Before management enters the conference room to engage in bargaining, the most significant concessions to the union's expected demands must be agreed upon. Before the meeting, the union frequently submits its requests. The corporation must be aware of the thresholds beyond which it will not risk a group strike.

- Avoiding terms that require mutual consent and would prevent management from acting. Management shall retain authority to run the company, subject to challenges from the union under the terms of the contract.
- Take into account the entire package. Eventually, a concession to a work technique may be more costly than a large salary.
- Inform the firm's staff of the status of the negotiations. Both union members and supervisors must be present.
- Make agreements that allow union leaders to claim victory on a consistent basis. To clean up their records, union leaders must prevail, whereas management can shift frequently without appearing to "lose."
- Determine the point at which the company will allow a union strike. Management must cultivate the fundamental mindset of not

Self-Assessment Exercise 1

What is Collective Bargaining? Why is it needed in any organization?

2.3.4 Union Bargaining Pressures

Labor unions' strategies and tactics for pressuring management to make more concessions are well known.

These include boycotts, picketing, and strikes, among other things.

2.3.5 Strikes

This is a deliberate and temporary withholding of employee services from the employer in order to obtain more favorable employment-related concessions than the company is willing to make at the negotiating table.

Different sorts of strikes include:

- Recognition Strike: This is intended to compel the company to engage with and recognize the union.
- An economic strike in which higher wages are demanded.
- Wild Cat Strike: This category includes unapproved, unplanned, and sudden work stoppages. These strikes are in violation of the collective bargaining agreement and are not supported by union leadership. In this case, fractional bargaining is used.

Sit-Down Strikes: These are illegal strikes in which employees go on strike while still working for the company. They are a violation of private property.

2.3.6 Picketing

Picketing is the practice of striking workers patrolling in front of a building's entrance in order to ensure a complete work stoppage.

2.3.7 Boycotts

Several companies in the same industry may participate in this type of work stoppage in an attempt to persuade the target company to give in to the union's demands.

One example is the pressure Company B and C put on Company A to stop doing business.

Self- Assessment Exercise 2

Explain the following concepts
- Economic Strike
- Wildcat Strike
- Boycott

2.4 Summary

The concept of collective bargaining was discussed in this lesson. You have been given a definition of collective bargaining as well as information on the procedures involved. It has enabled the necessary management and union preparation for successful bargaining, which is highlighted by a process of giving and taking the pressures that the union can apply and give bargaining, particularly strikes, the necessary "bite."

In this unit, one of the most important roles of trade unions has been examined: collective bargaining.

2.5 References/Future Reading

Emiola, Akin (1985). *Public Servant and the Law*. University of Ife Press.

Flippo, Edwin (1984). *Personnel Management* (6 ed.). New York:

2.6 Possible Answers to SAE

Answer to SAEs 1

Because the labor agreement is so important, management must carefully plan its strategy and tactics ahead of the bargaining sessions. Outlining the plan and selecting the policy that will guide the company during the negotiation process are both necessary steps in developing a strategy. The union does the same thing on its own, which includes developing strategies and establishing guiding principles.

Before management enters the conference room to engage in bargaining, the most significant concessions to the union's expected demands must be agreed upon. Before the meeting, the union frequently submits its requests. The corporation must be aware of the thresholds beyond which it will not risk a group strike.

- Avoiding terms that require mutual consent and would prevent management from acting. Management shall retain authority to run the company, subject to challenges from the union under the terms of the contract.
- Take note of the entire package. Eventually, a concession to a work technique may be more costly than a large salary.
- Inform the firm's staff of the status of the negotiations. Both union members and supervisors must be present.
- Make agreements that allow union leaders to claim victory on a consistent basis. To clean up their records, union leaders must

prevail, whereas management can shift frequently without appearing to "lose."

- Determine the point at which the company will allow a union strike. Management must adopt a fundamental mindset of not being perfect.

Answer to SAEs 2

a. Economic Strike

Workers who go on strike in order to get their employer to make a financial concession, such as more pay, fewer hours worked, or better working conditions, are referred to as "economic strikers." These strikers are still classified as employees. These strikers can be replaced, but they cannot be fired.

b. Wildcat Strike

A wildcat strike action, also known as a wildcat strike, is a strike called by unionized workers without the authorization, support, or approval of the union leadership; it is also known as an unofficial industrial action.

c. Boycott

Several companies in the same industry may participate in this type of work stoppage in an attempt to persuade the target company to give in to the union's demands.

One example is the pressure Company B and C put on Company A to stop doing business.

UNIT 3 ORGANIZATIONAL CULTURE AND SOCIALIZATION

Unit Structure

3.1 Introduction
3.2 Learning Outcome
3.3 Culture
 3.3.1 The Concept of Culture
 3.3.2 The Concept of Organizational Culture
 3.3.3 Characteristics of Organizational Culture
 3.3.4 Functions of Organizational Culture
 3.3.5 Socialization and Culture
 3.3.6 Socialization and Mentoring
3.4 Summary
3.5 References/Further Reading
3.6 Possible Answers to SAEs

3.1 Introduction

Modern business enterprises are viewed as social, living organisms; as a result, they have life, interact, and, implicitly, a culture, just like people.

3.2 Learning Outcome

By the end of this unit, you will be able to:

- Discuss the concept of organizational culture
- Analyse the characteristics of organizational culture
- Demonstrate the functions of organizational culture
- Evaluate socialization and monitoring.

3.3 Culture

3.3.1 The Concept of Culture

People have always believed that culture is the means by which they share, pass down, and learn about their life values. Culture is the meaning framework that influences how people perceive their experiences and decide how to behave. Culture is mostly human-made, affirmed by others, conventionalized, and transmitted for younger people or newcomers to learn. It provides people with a reason to interact with one another, with themselves, and with the outside world.

Different environments have different cultures. Culture, like everything else, has layers.

- The outer layer
- The middle layer
- The core layer.

The Outer Layer
This item advertises itself as pornographic. This is evident in the dialect, cuisine, landmarks, and clothing. Prejudices stem from this visible and symbolic level of culture, which is the outer layer of culture and the symbols of a deeper level of culture.

The Middle Layer: Norms and Values
Norms are a group's shared understanding of what is "right" and "wrong." Values, which define what is good or evil, are thus inextricably linked to the concepts that the group shares.

The Core Layer
This relates to the presumption of existence.

People are most concerned with their ability to survive. The fundamental layer of culture is the process of resolving everyday issues so that they no longer bother us.

This organizational culture is formed by how groups have arranged themselves to address issues and difficulties over time.

Self- Assessment Exercise 1

Discuss the concept of Culture

3.3.2 The Concept of Organizational Culture

As a part of organizational life, culture influences employee behavior, attitudes, and overall effectiveness.

Edgar Schun (1985, P9) defines “organizational culture as “a pattern of basic assumptions invented, discovered or developed by a given group as it learns to cope with its problem of external adaptation and internal integration that has worked well enough to be considered valuable and therefore, to be taught to new members as the correct way to perceive, think and feel in relation to these problems”.

These definitions highlight two important characteristics of organizational culture:

(1) “Organizational culture influences people’s behaviour at work.

(2) Organizational culture operates on two levels, which vary in terms of outward visibility and resistance to change. At the less visible level, culture reflects the values, shared among organizational members, these values tend to persist over time and are more resistance to change. At the more visible level, culture represents the normative behaviour patterns accepted by members of the organization. These patterns of behaviour are passed from one generation to another through the process of socialization. At these levels, culture is susceptible to change. It is instructive to note that each level of culture influences the other Edgar Schun (1985)”.

3.3.3 Characteristics of Organizational Culture

- Culture has an impact on how people act both personally and professionally.
- Organizational members are compelled to interact and socialize with one another. People frequently use a common vocabulary, terminology, and subtleties associated with defense and demeanor during these interactions.
- Norms are the accepted standards of behavior in the workplace.

  Culture has a strong influence on values. The organization encourages and anticipates that participants will adhere to these fundamental principles.

- An organization's philosophy is defined as the rules that outline its convictions about how to treat its customers or employees.
- Rules are the stringent requirements for getting along in an organization. These policies and procedures must be explained to new organization members. They (the rules) determine the participants' behavior and where behavior occurs.

Organizational Climate: The physical layout, participant interaction, and group members' interactions with consumers all contribute to the overall mood. An organization's atmosphere can be friendly or hostile.

Self-Assessment Exercise 2

Discuss Characteristics of Organisational Culture

3.3.4 Functions of Organizational Culture

Organizational culture provides members with an organizational identity. As a result, staff members can feel more committed. It improves their ability to relate to the company's goals and objectives.

Second, a positive corporate culture fosters group commitment. In this context, employee identification, loyalty, and participation in the company are all examples of commitment. When this is the case, there is a proclivity for a low rate of turnover.

It also contributes to the social structure's stability. This reflects how well conflict and change are dealt with at work, as well as how well the workplace environment is perceived.

3.3.5 Socialization and Culture

Through organizational socialization, a person learns the values, standards, and acceptable behavior, enabling participation as a member of the organization. Socialization is the primary mechanism by which businesses establish their organizational culture—a transmission of assumptions, presumptions, and attitudes from more senior to younger employees.

All the while a worker is employed by the company, socializing happens. However, it must be made clear that as the demands of the business change, the socialization process is dynamic and not static or stereotype-based. In order to comply with these new requirements and adapt to them, employees must socialize. recognizing socialization's pervasive nature as a catalyst for organizational change

3.3.6 Socialization and Mentoring

Mentoring - This is how a senior and a junior (the mentor and the protégé) develop and maintain a close, long-lasting relationship. In three ways, using mentoring as a socialization tool is essential to creating high performance cultures:

i) Mentoring contributes to the development of a sense of unity by promoting the adoption of the organization's core values.

ii) It encourages a mentoring mindset.

iii) It fosters more interactions amongst individuals inside the company.
   - Initiation
   - Cultivation
   - Separation
   - Re-definition

Initiation During the six to twelve month period known as initiation, relationships start to grow and become significant to both the mentor and the protégé.

Cultivation - The range of professional and psychological services available during this time period, which is between two and five years, was at its greatest.

Separation - after a material change in the structural role connection and/or emotional experience of the partnership, between six months and two years.

Re-definition - Following the separation phase is an undetermined time period during which the relationship ends or drastically alters, becoming more like a friendship between peers.

Mentoring roles includes the following:

a. Upholding the relationship's secrecy and proactively fostering trust.
b. Being excited about the connection and encouraging the student to advance.
c. Assisting students' personal growth and capacity for learning Building students' self-confidence.

3.4 Summary

This unit has covered the idea of culture, socialization in relation to culture, and mentoring. In this unit, you were able to observe how culture is applied to raise organizational status. Additionally, it covered organizational culture's characteristics and goals.

3.5 References/Future Reading

Cole, G. A. (1997). *Personnel Management Theory and Practice* (4th ed.).

Flippo, Edwin B. (1984). *Personnel Management* (6 ed.). New York:

3.6 Possible Answers to SAEs

Answer to SAEs 1

People have long held the belief that culture is the means by which people share, transmit, and learn about their moral principles. People's perceptions of their experiences and behavior are shaped by the cultural framework that provides meaning to their lives. Culture is largely created by humans, validated by others, conventionalized, and transmitted, which younger people or newcomers must learn. People can interact with one another, with themselves, and with the outside world in a purposeful environment thanks to it. Culture can be recognized in a variety of settings.

Answer to SAEs 2

Through organizational culture, members are given a sense of identity. As a result, staff members can feel more committed. It makes it easier for them to understand the company's goals and objectives. Second, a supportive workplace environment fosters teamwork. In this context, commitment is exemplified by employees' identification with the company, loyalty, and participation in its operations. When this is the case, there is a tendency towards a low rate of turnover. Additionally, it helps keep the social structure stable. This reflects the effectiveness with which conflict and change are managed at work and the perception of the working environment.

UNIT 4 MANAGEMENT DEVELOPMENTS

Unit Structure

4.1 Introduction
4.2 Learning Outcome
4.3 Management Development
 4.3.1 Definition and Scope
 4.3.2 Management Development Methods
 4.3.3 Formal Training/On-the Job Training
 4.3.4 Off the-Job Techniques
4.4 Summary
4.5 References/Further Reading.
4.6 Possible Answers to SAEs

4.1 Introduction

It has been customary to refer to people at various levels of hierarchy as "managers." Naturally, their actions have a significant impact on how well the organization as a whole or a specific area performs. An employee may be considered a potential manager for the purposes of management development.

4.2 Learning Outcome

By the end of this unit, you will be able to:

- Discuss management development
- Analyse management knowledge and skills
- Demonstrate, list and explain various methods used in management development
- Evaluate Management Development as a concept

4.3 Management Development

4.3.1 Definition and Scope

Definition

Managers' leadership abilities are enhanced by the methodical process of growth and development known as "management development." It is the result of both engaging in formal education programs and gaining real-world work experience. It aims to enhance the managers' performance by offering them opportunities for growth and development. Any intentional effort to improve current or upcoming management performance qualifies as well. The company's management development responsibility is to develop the program and the growth opportunities for its current and future managers.

Scope of Management Development

It is intended to define the region or scope of field management. The objective is to reduce the performance gap between actual performance and expectations.

This is it:

- The understanding of the basics
- Valuable work experience
- Constant receptivity to events
- Possessing the capacity for analysis, problem-solving, judgment, and decision-making
- Social skills and abilities
- Emotional stamina
  Pro-acting is the propensity to address issues before they arise.
- Having mental agility, creativity, and balanced learning strategies
- Self-knowledge.

To keep the manager knowledgeable and keep him from lacking in any of the aforementioned skills, management development is necessary.

This exemplifies the variety of requirements for management development.

Self-Assessment Exercise 1

Define Management Development and list the various scopes of management development.

4.3.2 Management Development Methods

Using primarily two types of strategies, managers can develop the knowledge, abilities, and attitudes required to be effective managers. One is acquired through academic study, while the other is acquired through practical experience.

4.3.3 Formal Training/on–the Job Training

It is impossible to overstate the importance of on-the-job training because only when the student applies what he has learned does real learning take place. However, it's also crucial to remember that conventional classroom instruction and pedagogical techniques have their own value in aiding students in learning new knowledge, abilities, and concepts.

Learning is haphazard without a theoretical underpinning, and theory without application can never be referred to as learning. When on-the-job training is effectively matched with classroom instruction, real learning happens.

Workplace strategies include, among others:
Coaching – In this situation, a specific supervisor is given responsibility for training the trainee and acting as an instructor, passing on knowledge and abilities related to the job. He clarifies what needs to be done and how it can be done before checking in to see if everything is proceeding as planned.

Since counseling requires a conversation between the supervisor and his employees about issues such as their hopes, concerns, and emotions, coaching should be distinguished from counseling. The therapist must have extensive training and experience in order to provide counseling. Coaching can be done through routine tasks, discussions of complex issues, and giving participants the chance to make decisions. Despite the fact that the individual's potential is constrained.

Job – Rotation - Executives are being moved methodically from position to position and from department to department in this manner. The rationale behind this approach is to provide the manager with the necessary diverse skills and a wider perspective, which are essential at the upper management levels. If management believes a candidate has the potential to advance to higher levels, they must give them a variety of work experiences before promoting them.

Through job rotation, the monitory of work is reduced and interdepartmental cooperation is increased. It prevents the executives from specializing in just one field and forces them into general management.

Under Study - A person who is preparing to eventually assume all of the duties of the position that his superior currently holds is known as a "understudy." With this tactic, the company can fill any vacancies caused by a promotion, retirement, or transfer with a person who is just as qualified as the superior.

An understanding may be decided by the department or its leader. Then he will give him a thorough explanation of his line of work and an idea of what it entails. This understudy learns how to make decisions as his superior involves him in the discussion of both immediate and long-term issues. Giving him the duty of overseeing two or three individuals will also assist him in learning how to exercise leadership.

Multiple Management: Managers participate in ongoing advisory committees that research business issues and make recommendations to senior management in a system known as multiple management. It is also known as the Junior Board of Executives System. Before meetings, these Committees discuss the pressing issues and a range of feasible solutions.

4.3.4 Off-The Job Techniques

Off-the-job procedures are seen as crucial to address the gaps because on-the-job tactics have their own constraints.

Several of the off-the-job methods include:
1. Case Study
2. Incident Method
3. Role Playing
4. In Basket Method
5. Business Game
6. Sensitivity Training
7. Simulation
8. Grid Training
9. Conferences
10. Lectures

Case Study: Here, cases are developed based on actual business events that happened in various firms. The trainees are given cases to discuss and decide on. -making. Then they are required to identify the problems—both obvious and obscure—and offer solutions.

Incident Method: This method was developed by Paul Pigors. “It aims at developing the trainee in the areas of intellectual ability, practical judgment and social awareness. Incidents are prepared on the basis of actual situations which happened in different organizations. Each employee in the training group is asked to study the incident and to make decisions **Pigors** (1900-1994)”.

Role Playing: A problem situation is simulated by asking the participants to assume the role of a specific person in the situation. While taking on various roles, the person interacts with other participants. There is no dialogue, but the character's mental attitude is described.

Role-playing exercises provide participants with beneficial vicarious experiences that aid in their understanding of others. This strategy fosters interpersonal skills through practical application. Role-playing scenarios include a sales presentation, a job interview, and a grievance discussion.

In Basket Method: The trainees are first given background information regarding a fictitious company, its product, key personnel, numerous documents, requirements, and all firm data. Practice like this enhances the following skills:

i. Situational judgment in terms of remembering details, setting priorities, etc.
ii. Social sensitivity in establishing politeness in writing, setting up meetings with those involved, and justifying decisions.
iii. The capacity for decision-making and action.

Business Game - Here, trainees are divided into various categories. Each participant must manage a fictitious organization while engaging in discussions and trying to reach conclusions about issues like production, price, research spending, and other issues. The other teams react to the choice by acting as competitors. This immediate information helps to assess how each team is performing in relation to the other. Participants are encouraged to participate more actively and gain knowledge of effective cooperative group dynamics as a result. All of this improved leadership, quick thinking, organizational skills, and the ability to work under pressure.

Sensitivity Training - The primary objectivity of this kind of training is the growth of sensitivity to and awareness of one's own and other people's behavioral patterns. This development has led to increased empathy, concern for others, tolerance for individual differences, and a decrease in racial prejudice.

Simulation - Using this method, the situation is recreated in a way that conveys a more intimate setting. The learner feels as though he is actually going through all of these situations. He is expected to take on a specific role in the scenario and make decisions to address the issues. He gets immediate feedback on how he is doing.

Management Grid - It has six phases and takes three to five years to complete. It starts with enhancing group interaction management skills, moves through corporate planning, develops implementation strategies, and ends with an assessment stage. The conclusion showcases various leadership philosophies. Each style is a special fusion of two core ideologies: concern for people and concern for output.

Conferences - There are several people present, and since everyone is building on the ideas of the others, it is possible that their contributions will be improved. This approach works best when a subject needs to be looked at and investigated from various angles. It helps participants improve their capacity for perspective shifting. Participants value this method of instruction because it allows them to express their opinions.

Lectures - It is the most fundamental strategy there is. The best way to present and explain a series of ideas, concepts, and rules is in this way. To a group of trainees, the lecturer organizes the material and presents it as a talk.

Self-Assessment Exercise 2

Discuss some of the off-the-job Techniques

4.4 Summary

The management development approaches were defined, covered, and used in this unit. In this section, we've given you a number of definitions of management development. As we've mentioned, there is a need for management development initiatives due to a number of factors, including the knowledge and skill gap among managers. In this unit, we gave you a wide range of management development techniques.

4.5 References/Future Reading

Cole, G. A. (1997). *Personnel Management Theory and Practice* (4th ed.). London: ELST Lelts Educational.

4.6 Possible Answers to SAEs

Answer to SAEs 1

List the different aspects of management development and define it.

Answer

Managers can enhance their management skills through management development, a systematic process of growth and development. It is the result of both academic coursework and practical work experience. It aims to improve managers' performance by giving them opportunities for advancement. Additionally, it describes any intentional effort to enhance current or upcoming managerial performance. The company's responsibility in management development is to set up the program and the opportunities for advancement for its current and future managers.

Scope of Management Development
Scope designates the field management definition or area of coverage. To close the performance gap between actual performance and projections.

Here are several examples:
- Knowledge of fundamental truths
- Relevant professional experience
- Persistence in susceptibility to events
- Analytical, problem-solving, decision-making, and decision-making abilities
- Social talents and capabilities
- Emotional fortitude
- Pro-acting is the tendency to fix issues before they occur.
- Creativity - Mental Agility - Learning Habits and Skills That Are Balanced
- Self-awareness.

Answer to SAEs 2

Off-The Job Techniques
Because on-the-job tactics have their own limitations, off-the-job procedures are viewed as essential to close the gaps.

Several of the off-the-job methods include:
1. Role-playing
2. Case Study
3. Incident Method
4. Basket Technique
5. Workplace Games
6. Training in Sensitivity
7. Simulation
8. Grid Training
9. Conferences
10. Lectures

Case Study: Here, cases are developed based on actual business events that happened in various firms. The trainees are given cases to discuss and make decisions about. After that, they must pinpoint the issues—both obvious and obscure—and provide solutions.

Incident Method: This method was developed by Paul Pigors. "It aims at developing the trainee in the areas of intellectual ability, practical judgment and social awareness. Incidents are prepared on the basis of actual situations which happened in different organizations. Each employee in the training group is asked to study the incident and to make decisions Paul Pigors.".

Role Playing: A problem situation is simulated by asking the participants to assume the role of a specific person in the situation. While taking on various roles, the person interacts with other participants. There is no dialogue, but the character's mental attitude is described.

Role-playing exercises provide participants with beneficial vicarious experiences that aid in their understanding of others. This strategy fosters interpersonal skills through practical application. Role-playing scenarios include a sales presentation, a job interview, and a grievance discussion.

In Basket Method: The trainees are first given background information regarding a fictitious company, its product, key personnel, numerous documents, requirements, and all firm data. Practice like this enhances the following skills:

i. Situational judgment in terms of remembering details, setting priorities, etc.
ii. Social sensitivity in establishing politeness in writing, setting up meetings with those involved, and justifying decisions.
iii. The capacity for decision-making and action.

Business Game - Here, trainees are divided into various categories. Each participant must manage a fictitious organization while engaging in discussions and trying to reach conclusions about issues like production, price, research spending, and other issues. The other teams react to the choice by acting as competitors. This immediate information helps to assess how each team is performing in relation to the other. Participants are encouraged to participate more actively and gain knowledge of effective cooperative group dynamics as a result. All of this improved leadership, quick thinking, organizational skills, and the ability to work under pressure.

Sensitivity Training - The main objective of this type of training is to increase awareness of and sensitivity to one's own behavioral patterns and those of others. Greater empathy, greater openness to others, higher tolerance for individual diversity, and fewer racial stereotypes are the outcomes of this evolution.

Simulation - Using this method, the situation is recreated in a way that conveys a more intimate setting. The learner feels as though he is actually going through all of these situations. He is expected to take on a specific role in the circumstance and handle the challenges by making a decision. He quickly learns the results of his performance.

Management Grid - It has six phases and takes three to five years to complete. It starts with enhancing group interaction management skills, moves through corporate planning, develops implementation strategies, and ends with an assessment stage. The conclusion showcases various leadership philosophies. Each style is a special fusion of two core ideologies: concern for people and concern for output.

Conferences - There are several people present, and since everyone is building on the ideas of the others, it is possible that their contributions will be improved. This approach works best when a subject needs to be looked at and investigated from various angles. It helps participants improve their capacity for perspective shifting. Participants value this method of instruction because it allows them to express their opinions.

Lectures - It is the most fundamental strategy there is. The best way to present and explain a series of ideas, concepts, and rules is in this way. To a group of trainees, the lecturer organizes the material and presents it as a talk.

UNIT 5 DECISION-MAKING

Unit Structure

5.1 Introduction
5.2 Learning Outcomes
5.3 Main Content
  5.3.1 Definition and Scope
  5.3.2 Enlarging Decision-Making Capacity
  5.3.3 Steps in Decision-Making
  5.3.4 Improving Decision-Making Ability of Executives
5.4 Summary
5.5 References/Further Reading
5.6 Possible Answers to SAEs

5.1 Introduction

Making decisions is the responsibility of the Executives. Both individuals and organizations must occasionally make decisions.

Understanding the options available to the organization and being able to evaluate them have a big impact on how the organization makes decisions. Regardless of an employee's position, one of his most critical duties is decision-making.

5.2 Learning Outcomes

By the end of this unit you will be able to:

- Discuss decision-making
- Analyse where decision-making capacity can be enlarged
- Demonstrate and list steps in decision-making process
- Evaluate and recognise how decision-making ability can be improved.

5.3 Decision Making

5.3.1 Definition and Scope

Decision is derived from the verb "decide," which denotes both the freedom to conceive of alternatives and the freedom to select among options without the influence of others. The majority of these factors are inherent and unchangeable components of the social, political, economic, and technical environments. Decisions are made within the constraints imposed by these various factors.

Viable trajectories of behavior are constrained by individual interpretations of the law, morality, ethics, and religion. The person's "culture," both inherited and learned, at least to the extent that he is unaware that many viable options are closed to him as a result of his irrational interpretation of "Custom."

Decision-making is viewed as both creative and judicial in this context. According to Smiddy, an authority on the concept of Decision – making, "Deciding is a matter of value, judgement and of wisdom". "The quality of value judgement and of wisdom, the quality of value judgement will be improved to the extent that they are influenced by factual rather than erroneous or inaccurate information Smiddy (1875–1962)".

It is a widely acknowledged fact that decisions are made based on value judgments, so effective decision-making requires that the decision-maker in question have a strong sense of their own values. One method to improve a person's sense of values is to direct them toward the goals of the organization for which they work. This will enhance their ability to make decisions and, as a result, the quality of their decisions. Each choice is stated explicitly as a function of the assigned position. The person in this position is personally and individually responsible for the results and effects of the decisions given to him.

5.3.2 Enlarging Decision – Making Capacity

While it is advised to seek the advice of others, including coworkers and inferiors, when making decisions that are solely the responsibility of one person, it is crucial to keep in mind that the decision-maker ultimately bears responsibility for the choice.

- Decisions are made by leaders and communicated to the staff as a whole. Here, the leader identifies a problem or acknowledges the existence of an existing problem, weighs the available options, and chooses one. He doesn't always pay attention to his staff.
- The leader's choice is promoted. Here, he keeps matters and judgments to himself. But now he sells it to others rather than announcing his own choice.

Self- Assessment Exercise 1

1. Define the term "decision-making".
2. What is a programmed and Non-programmed decision

5.3.3 Steps to Decision-Making

According to Peter Drunker, there are five steps in decision – making:

- "Defining the problem
- Analyzing the problem
- Developing alternative solutions
- Deciding upon the solution
- Converting the decision into effective action Peter Drunker".

It is crucial to remember that not every decision needs to go through all five of these steps in order to be made. Management scholars have divided decision-making into two fundamental categories:

- Programmes
- Non- Programmed decisions.

By allowing for the consistent use of well-defined search and selection techniques, programmed decisions address challenges. Because the issues that give rise to them are persistent, an answer may be almost invented.

Contrarily, challenges in non-programmed decisions are frequently novel and poorly defined, making it challenging to identify the factors that are important for obtaining the desired result. Such problems typically necessitate moving the decision-making focus upstairs.

5.3.4 Improving Decision –Making Ability of Executives

Because people are endowed differently, decision-making capacity may be increased so that executives can benefit. Some decisions are based on value judgment and are overly reliant on the individual.

One strategy is to ask a wise decision-maker for advice and record the steps he takes. Then, this method can be reviewed, used, and taught. This is not simple, though, as many wise decision-makers are not aware of how they developed.

Another way to strengthen decision-making skills is to make more decisions.

Removing individuals who lack the ability to make decisions is the third method to enhance the quality of decisions made in organizations rather than improving individual decision-making skills.

Self-Assessment 2

Discuss how to improve the Decision Making ability of Executives

5.4 Summary

Every organization's primary responsibility is decision-making. It is a personnel function because it is one of the most important things a worker does for the company, for which he receives additional training, and because it forms the basis of his performance assessment. In this lesson, the idea of decision-making was examined. The scope and definition of organizational decision-making were previously given. Additionally, you've been informed that decision-making isn't just the responsibility of those at the top of organizational hierarchies. Additionally, you've learned how "harnessing" the knowledge of superiors and co-workers can aid in decision-making. Additionally, you've learned decision-making techniques.

5.5 References/Further Reading

Smiddy, Harold F. “Deciding” in HB Maynard Ed. Ibid.

5.6 Possible Answers to SAEs

Answer to SAEs 1

Decision is derived from the verb "decide," which denotes both the freedom to conceive of alternatives and the freedom to select among options without the influence of others. The majority of these factors are inherent and unchangeable components of the social, political, economic, and technical environments. Decisions are made within the constraints imposed by these various factors.

Viable lines of behavior are constrained by personal interpretations of the law, morality, ethnicity, and religion. The person's "culture," both inherited and learned, at least to the extent that he is unaware that many viable options are closed to him as a result of his irrational interpretation of "Custom."

Decision-making is viewed as both creative and judicial in this context.
According to Smiddy, an authority on the concept of Decision – making, “Deciding is a matter of value, judgement and of wisdom”. The quality of value judgement and of wisdom, the quality of value judgement will be improved to the extent that they are influenced by factual rather than erroneous or inaccurate information”.

It is a widely acknowledged fact that decisions are made based on value judgments, so effective decision-making requires that the decision-maker in question have a strong sense of their own values. One method to improve a person's sense of values is to direct them toward the goals of the organization for which they work. This will enhance their ability to make decisions and, as a result, the quality of their decisions. Each choice is stated explicitly as a function of the assigned position. The person in this position is personally and individually responsible for the results and effects of the decisions given to him.

Answer to SAEs 2

Because people are endowed differently, decision-making capacity may be increased so that executives can benefit. Some decisions are based on value judgment and are overly reliant on the individual.

One strategy is to ask a wise decision-maker for advice and record the steps he takes. Then, this method can be reviewed, used, and taught. This is not simple, though, as many wise decision-makers are not aware of how they developed.

Another way to strengthen decision-making skills is to make more decisions.

Removing individuals who lack the ability to make decisions is the third method to enhance the quality of decisions made in organizations rather than improving individual decision-making skills.

MODULE 4

Unit 1 Ethics in Public Service
Unit 2 Discipline and Grievances
Unit 3 Conflict Management
Unit 4 Separation (Tenure and Turnover)
Unit 5 Separation (Retirement)

UNIT 1 ETHICS IN PUBLIC SERVICE

Unit Structure

1.1 Introduction
1.2 Learning Outcomes
1.3 Main Content
  1.3.1 Definition and Scope
  1.3.2 Elements of Ethics in Practice
  1.3.3 Discipline
  1.3.4 Good Conduct
  1.3.5 Courtesy, Co-operation, Tact, Industry
  1.3.6 Attitude to Public funds
  1.3.7 Flexibility and Decision - Making
1.4 Summary
1.5 References/Further Reading
1.6 Possible Answers to SAEs

1.1 Introduction

Man is born with an ethical sense. An ethical behaviour is one that is expected and appropriate. People management is important because of this. The development of the behavioural study of personnel management has reached an ethical stage. In this lesson, we'll talk about what ethics are and how to instil them in both the public and private sectors.

1.2 Learning Outcomes

By the end of this unit, you will be able to:

- Discuss ethics
- Analyse and identify its significance in organization
- Demonstrate and list attitudes which can be termed as good conduct
- Evaluate good conduct in an organization

1.3 MAIN CONTENT

1.3.1 Definition and Scope

The set of moral values and principles that guide people's or groups' behavior in terms of right and wrong has been referred to as ethics.

Both management and leadership are covered by the organizational ethics framework. Regarding managerial ethics according to Joseph W. Weiss, “Business ethics is the art and discipline of applying ethical principles to examine and solve complex moral dilemmas. Ethics in organization bothers on a moral way of behaviour that is expected in an organization. Issues bothering on employee conflicting interests, inappropriate gifts, sexual harassment, unauthorized payments and affirmative action issues”.

Taking into account the moral dimensions of leadership Weiss contends that successful leadership also entails moral and ethical leadership. The sense of right and wrong of leaders and followers in an organization's business operations becomes more significant as it crosses geographic and cultural boundaries.

Making ethical decisions can be challenging because morality is so "person-dependent." The limits of ethical reasoning are, however, determined by a number of factors.:

- In order to be ethical, reasoning must be logical, presumptions must be backed up by data, and conclusions must be clear.
- Facts and evidence must be accurate, pertinent, and comprehensive.
- The standards should be adjusted if the criteria used in ethical reasoning are not consistent.

The following items can be regarded as ethical guidelines:
Ethical Relationship: Moral authority is supported by personal or cultural self-interests, customs, or religious beliefs. A morally upright action is one that satisfies one's cultural needs, norms, or self-interests.

Utilitarianism: A decision or policy that is made after performing a cost-benefit analysis is one that is morally or ethically sound. For most people, the benefits far outweigh the drawbacks.

Rights: The foundation of the utilitarian concept is the belief that everyone has the right to pursue their pursuit of freedom of expression, choice happiness, and self-respect. A manager may jeopardize the implementation of a decision, policy, or procedure if they disregard the rights of just one person or group.

Universalism: In this situation, the degree to which an action respects and values all people as ends in themselves is what gives it moral authority. According to this standard, managers must treat people differently depending on their circumstances and refrain from treating them like mere numbers.

Justice: The equitable distribution of opportunity, wealth, and burdens among people is the basis for moral authority. In this case, justice and equity are what will determine the verdict.

The three components of justice:

a. Administration - (How rules, procedures and the means of distributing burden and wealth are determined).
b. Reimbursement (How people are compensated for injustices done to them).
c. Publication - (Does the crime committee equate punishment given).

Self-Assessment Exercise 1

1.	Define Ethics?
2.	What are the components of Justice?

1.3.2 Elements of Ethics in Practice

In essence, this is what distinguishes ethical conduct in public and private enterprises.

(1) Discipline All employees in the public and private sectors are urged to practice discipline and to put the needs of the service first in everything they do. It encourages all high-ranking officials to create codes of conduct that they can and ought to abide by.
(2) Virtuous conduct and concepts:
To serve the government with unwavering loyalty while receiving just compensation.

Honesty is a virtue that civil servants should uphold in their interactions with the general public.

- Courage - Courage for a valiant effort
- Courtesy - It is expected of public employees to treat service members and members of the general public with kindness and courtesy.

Collaboration - All elected officials ought to cooperate.

Tact is the capacity to manage a challenging circumstance without offending the parties involved.

Hard labor is referred to as "industry."
- Organization
- Create a tidy and clean office environment**.**

Self-Assessment 2

Explain the Elements of Ethics in Practice

1.4 Summary

The following are the accomplishments of this unit:
In terms of ethics, there are two fundamental categories: management and leadership. Ethics is used to determine whether a decision, policy, or method is right or wrong. Regarding its public service endeavors, it has offered ethical guidelines. Ethics has been a topic of discussion. Making moral decisions is a deeply personal decision.

1.5 References/Further Reading

Weiss, Joseph W (1996). *Organizational Behaviour of Change, Managing, Diversity, Cross-cultural Dynamics and Ethics*.

Minneapolis Paul: West Publishing Company.

Federal Republic of Nigeria Civil Service Handbook. Federal Ministry of Establishment and Service Matters Lagos.

1.6 Possible Answers to SAE

Answer to SAEs 1

1. The set of moral values and principles that guide people's or groups' behavior in terms of right and wrong has been referred to as ethics. Both management and leadership are covered by the organizational ethics framework. Joseph W. Weiss defined business ethics as "the art and discipline of applying ethical principles to examine and resolve complex moral dilemmas"

under management ethics. Organizational ethics are concerned with the moral standards of conduct that are expected. Conflicts of interest among employees, inappropriate gifts, sexual harassment, unauthorized payments, and issues with affirmative action are among the problems.

According to Weiss, who is talking about the ethical aspects of leadership, "leading effectively also means leading ethically and morally while businesses expand across geographic and cultural boundaries, questioning the sense of right becomes more prevalent.":

- In order to be ethical, reasoning must be logical, presumptions must be backed up by data, and conclusions must be clear.
- Facts and evidence must be accurate, pertinent, and comprehensive.
- The standards should be adjusted if the criteria used in ethical reasoning are not consistent.

The following items can be regarded as ethical guidelines:
Ethical Relationship: Moral authority is supported by personal or cultural self-interests, customs, or religious beliefs. A morally upright action is one that satisfies one's cultural needs, norms, or self-interests.

Utilitarianism: A decision or policy that has been made after conducting a cost-benefit analysis is morally or ethically sound. For most people, the benefits far outweigh the drawbacks**.**

Rights: The foundation of the utilitarian concept is the belief that everyone has the right to pursue their pursuit of freedom of expression, choice happiness, and self-respect. A manager may jeopardize the implementation of a decision, policy, or procedure if they disregard the rights of just one person or group.

Universalism: In this situation, the degree to which an action respects and values all people as ends in themselves is what gives it moral authority. According to this standard, managers must treat people differently depending on their circumstances and refrain from treating them like mere numbers.

2. **Justice:** The equitable distribution of opportunity, wealth, and burdens among people is the basis for moral authority. In this case, justice and equity will guide the decision.

There are three components to justice:

- Meticulous (How rules, procedures and the means of distributing burden and wealth are determined).
- Reimbursement (How people are compensated for injustices done to them).
- Publication (Does the crime committee equate punishment given).

Answer to SAEs 2

Elements of Ethics in Practice

In essence, this is what distinguishes ethical conduct in public and private enterprises.

(1) Discipline All employees in the public and private sectors are urged to practice discipline and to put the needs of the service first in everything they do. It encourages all high-ranking officials to create codes of conduct that they can and ought to abide by.

(2) Virtuous conduct and concepts:
To serve the government with complete loyalty while receiving just compensation.

Honesty is a virtue that civil servants should uphold in their interactions with the general public.

- Courage - Courage for a valiant effort
- Courtesy - It is expected of public employees to treat service members and members of the general public with kindness and courtesy.

Collaboration - All elected officials ought to cooperate.

Tact is the capacity to manage a challenging circumstance without offending the parties involved.

Hard labor is referred to as "industry."
Organization - Create a tidy and clean office environment.

UNIT 2 DISCIPLINE AND GRIEVANCE

Unit Structure

2.1 Introduction
2.2 Learning Outcomes
2.3 Main Content
    2.3.1 Definition and Scope
    2.3.2 Discipline
    2.3.3 Grievance
    2.3.4 Approaches to Discipline
    2.3.5 Disciplinary Procedure
    2.3.6 Types of Punishment
    2.3.7 Nature and causes of Grievance
    2.3.8 Pre-requisite of a Grievance Procedure
    2.3.9 Grievance Procedure
2.4 Summary
2.5 References/Further Reading
2.6 Possible Answers to SAEs

2.1 Introduction

The preservation of positive interpersonal relationships within an organization depends on the promotion and upkeep of discipline. Nothing can succeed in business without discipline. All businesses have always placed a high value on discipline. The most efficient and effective use of various resources, including human resources, can be achieved in a business by upholding excellent discipline.

2.2 Learning Outcomes

By the end of this unit, you will be able to:

- Discuss disciplinary action
- Analyse and identify various types of methods and processes employed in disciplinary action
- Demonstrate and recognize different forms of indiscipline leading to disciplinary action
- Evaluate and relate an offence to any appropriate disciplinary action.□

2.3 Disciplinary Action

2.3.1 Definition and Scope

Employee behavior in relation to the rules and regulations of an organization is referred to as discipline. Discipline broadly refers to orderliness, which is the antithesis of chaos. It requires meticulous technical adherence to strict standards and guidelines. It simply means acting as a responsible person would anticipate a worker to act in terms of work, cooperation, and behavior.

Another definition of discipline is a force that encourages individuals or groups to abide by the guidelines, policies, and practices deemed crucial for the smooth operation of the organization. It is the orderly conduct of business by members of a group who consent to abide by necessary rules out of a desire to cooperate amicably and advance the group.

2.3.2 Discipline

The use of warnings, penalties, and other forms of punishment as a means of enforcing compliance with orders and operating in accordance with established rules and regulations constitutes bad discipline.

2.3.3 Grievance

A grievance is a sign that a worker is unhappy with their job and how it is being done. The employee believes that the organization for which he works must fulfill certain goals or expectations of him.

Any dissatisfaction or sense of injustice with one's employment status that is brought to management's attention is referred to as a grievance.. Flippo indicates that “grievance as a type of discontent which must always be expressed. A grievance is usually more formal in character than a complaint. It can be valid or ridiculous and must grow out of something connected with company operations or policy. It must involve an interpretation or application of the provisions of the labour contract”.

Any unhappiness or dissatisfaction, whether acknowledged or not, valid or invalid, resulting from anything related to the company that an employee thinks, believes, or even feels is unfair, unjust, or inequitable, is also referred to as a grievance.

According to the aforementioned standards, a complaint may be real, made up, or dissimulated, but regardless of its validity or lack thereof, it is still a problem. When an employee raises a concern, the grievance redressing authority must investigate the circumstance, identify the root of the issue rather than simply considering it from a legal perspective, and resolve it humanely. The therapeutic approach to grievance resolution is the name given to this approach to grievance resolution. Consequently, a grievance may be viewed as a challenging psychological issue.

Self-Assessment Exercise 1

Distinguished between Discipline and Grievance

2.3.4 Approaches to Discipline

The different approaches to discipline include:

- Human Relation Approach
- Human Resources Approach
- Group Discipline Approach
- Leadership Approach
- Judicial Approach

The employee will be treated as a person, and his acts of indiscipline will be addressed in light of modern human values, ambitions, issues, needs, objectives, and behavior, among other things.

The human relations approach helps the employee make amends for his errors. The employee is treated as a resource under the human resource approach, and actions of indiscipline are addressed in light of deficiencies in the areas of development, maintenance, and utilization of human resources.

Discipline standards are established by the group as a whole, along with penalties for violations. Individual employees are disciplined under the group discipline system for their transgressions. Under the leadership style, each superior enforces the disciplinary standards and guides, instructs, and supervises the subordinates regarding the disciplinary rules.

2.3.5 Disciplinary Procedure

The staff discipline procedures used by an organization are as follows.

Reviewing the justification, sending a show-cause notice, and giving the employee another chance to respond - Carrying out a thorough investigation - Reviewing the investigative methods - Continuing

2.3.6 Types of Punishment

When a responsible employee is disciplined, the type of punishment administered should be appropriate given the seriousness of the error or misconduct. Examples of penalties for different types of mistakes or misconduct include the following:

- Oral warnings - An official's superior or subordinate may reprimand a subordinate verbally.

  Written warnings are the first formally recognized stage of progressive discipline and may be used if verbal warnings are ineffective in getting the desired response from the employee. Written warnings, also known as "pink steps," warn an employee that certain rights may be withdrawn if he or she continues to act improperly.
- Loss of privileges and monetary penalties
- Potential suspension
- Deferral of increments
- Demotion - Appointment termination, which can occur in two ways
  a. Dismissal
  b. Discharge

2.3.7 Nature and Causes of Grievance

A grievance is a concern brought up by an employee that may have an impact on the conditions and terms of employment for one or more employees. It is outside the purview of the grievance procedure and typically falls under the purview of collective bargaining when a problem is related to and supported by all or the majority of employees, or when a trade union files a problem as a general claim. As a result, if a problem is too general or broad in scope, the grievance system will not be able to address it.

A grievance has a narrower focus and is concerned with how a contract or award should be interpreted in relation to a single worker or a small group of employees from different categories. As a result, issues with policies are not addressed.

2.3.8 Pre-Requisite of a Grievance Procedure

Certain prerequisites must be met for a grievance procedure to be effective. They are as follows: - Adherence to current legislation, including full consideration of existing statutory provisions when developing the grievance procedure.

- Clarity - All aspects of the grievance procedure should be made clear. A disgruntled employee must be informed of the purpose for which a complaint may be filed. The filing method (written or oral) and the time limit for resolving grievances. Similarly, the redressing authority's responsibilities should be crystal clear. What steps he can take and the boundaries he should respect.
- Simplicity - The complaints procedure should be straightforward.

2.3.9 Grievance Procedure

First and foremost, the complaints must be filed with the appropriate authorities. If the department head does not respond favorably, the worker may approach the grievance committee, which is comprised of both employer and employee representatives. Within seven days of receiving the grievance, this committee must make recommendations to management. Management must carry out decisions reached by consensus. If no majority decision is reached, the union and management may refer the matter to voluntary arbitration within nine (9) weeks of the worker receiving the management decision.

Self-Assessment 2

Discuss the nature and causes of grievances

2.4 Summary

The unit has investigated the concepts of punishment and retaliation. It has also looked into discipline techniques, disciplinary processes, different types of punishment, and the nature and causes of grievances. This section examined the concepts of punishment and grievance. The reward for disciplinary action is a penalty or punishment. It is a harsh punishment, but it is an essential part of organizational life. Giving it in the most non-offensive way possible can increase acceptance and speed up the process of behaviour reformation.

2.5 References/Further Reading

Flippo Edwin B. (1984). *Personnel Management.* (6 ed.). New York:

2.6 Possible Answer to SAEs

Answer to SAEs 1

Discipline

Discipline is beneficial when it shapes excellent behavior, but it is detrimental when it compels and constrains employees to obey commands and function in accordance with defined rules and regulations through warnings, penalties, and other forms of punishment.

Grievance

A grievance expresses an employee's dissatisfaction with the work and its nature. The employee has specific goals or expectations that he believes the company for which he works must meet.

A grievance is defined as any dissatisfaction or sense of injustice with one's job status that is brought to management's attention. Flippo indicates that “grievance as a type of discontent which must always be expressed. A grievance is usually more formal in character than a complaint. It can be valid or ridiculous and must grow out of something connected with company operations or policy. It must involve an interpretation or application of the provisions of the labour contract”.

Grievance is also defined as any unhappiness or dissatisfaction, whether disclosed or not, legitimate or invalid, arising from anything related to the company that an employee thinks, believes, or even feels is unfair, unjust, or inequitable.

According to the above criteria, a grievance may be true, fictitious, or disguised, and it is an issue, whether stated or not, valid or invalid. When an employee raises a grievance, the grievance redressing authority must investigate the situation, identify the root cause of the problem rather than looking at it from a legal standpoint, and resolve it in a humane manner. The therapeutic approach to grievance resolution refers to this method of resolving grievances. As a result, a complaint may be viewed as a complex psychological issue.

Answer to SAEs 2

Nature and causes of grievances

A grievance is a concern raised by an employee that has the potential to affect the terms and conditions of employment for one or more employees. If a problem is linked to and supported by all or a majority of employees, or if a trade union files a problem as a general claim, it is outside the scope of the grievance procedure and usually falls under the purview of collective bargaining. As a result, if an issue is too broad or too general in nature, it will be excluded from the grievance system.

A grievance is of a narrower scope; it concerns the interpretation of a contract or award as it relates to an individual or a small group of workers.

UNIT 3 CONFLICT MANAGEMENT

Unit Structure

3.1 Introduction
3.2 Learning Outcomes
3.3 Conflict
 3.3.1 Definition
 3.3.2 Discovery of Conflict of Interest
 3.3.3 Types of Conflicts
 3.3.4 Conflict Resolution/Management
3.4 Summary
3.5 References/Further Reading
3.6 Possible Answers to Self- Assessment Exercise

3.1 Introduction

Conflicts and their resolution are a negative feature of an organization's inter-personal and inter-group relations. It describes conflict, whether it is dysfunctional, and how to manage or resolve it. A number of management theorists regard it as unnecessary and completely negative, and what is bad and what could be good are discussed here.

3.2 Learning Outcomes

By the end of this unit, you will be able to:

- Discuss Conflict
- Analyse and list a number of conflict situations
- Demonstrate how to manage conflicting situation to prevent it getting worse
- Evaluate how to resolve conflicts

3.3 Conflict

3.3.1 Definition and Scope

Conflict arises when two or more individuals or groups perceive their own interests to be threatened by another, and when intense emotions may ensue.

Conflicts arise when supervisors, organizational units, or staff divisions disagree with one another, either because the principles that divide labor and prescribe their relationships are unclear, or because the prescribed rules are followed by some but not by others, or because differences of interest, point of view, or personalities must be reconciled.

Conflicts are also defined as any dissatisfaction or discontent that has an impact on organizational performance. As such, it could be said or unsaid, written or spoken, legal or absurd.

3.3.2 Discovery of Conflicts Interest

Organizations are communicating more than ever before for a variety of reasons, including the human relations movement and labor union activity.

The following methods can be used to identify conflict:
Direct Observation: A competent supervisor is aware of his or her subordinates' normal behavior, and when significant variations occur, he or she is concerned with probable motivations, observations that may indicate deterioration. Statistics such as grievance rates, accident rates, transfer requests, resignations, and disciplinary cases may also point to the presence of unspoken tensions.

Suggestion Box: Employees may register their grievances anonymously on this site.

Open Door Policy: This is where executives allow employees of all levels to freely communicate with them. Most of the time, this does not happen because the executives are "too busy" to give the younger workers such an audience. However, where it works, they are capable of identifying and eliminating problems before they become serious.

Exit Interview: A departing employee conducted this interview. If the truth be told, it is an excellent source for determining the root causes of dissatisfaction in businesses.

The Ombudsman: The CEO now has an additional ear. Although he is meant to hear and settle complaints, he is used in this section to find disputes. Complaints that an employee cannot bring to his direct boss serve as a data source for the types and prevalence of conflicts in the organization.

Group Meeting: Some Chief Executives or supervisors openly beg or complain during group meetings. During such sessions, people who are unable to protest on their own gain courage and uncover underlying issues. Some executives use this method of solicitation to identify sources of difficulty in individual interviews with current employees.

Self-Assessment Exercise 1

1. Define Conflicts.
2. List four (4) ways which you would use to discover the existence of conflicts in an organization.

3.3.3 Types of Conflicts

There are five types of conflict.

Structural: It happens as a result of cross-functional departmental differences in goals, time horizons, rewards, authority, line and staff activities, status, and resources. Disparities in rank and power can cause conflict between staff and line positions.

Intra Personal: This occurs within a single individual. There are three types of disputes in this category:

- Intra-role Conflict
- Inter role Conflict
- Person role Conflict

When a person receives contradictory information about a particular position from others, intra role conflict occurs.

Inter-role conflict occurs when a person feels obligated to play multiple roles in their career or life, such as a single mother who also works.

Person-role conflict occurs when a person is pressured to conform to norms other than his own.

Inter-Personal Conflict: When two or more people disagree, this type of conflict arises. One of the causes of this type of conflict is when someone is tough. Some people are hostile, even violent. The second category is "know it all," which is divided further into "Bulldozers" and "Balloons."

Bulldozers are people who are knowledgeable about a subject but use their knowledge to intimidate others.

Balloons, on the other hand, are people who bluff because they don't know much about a subject.

Inter-Group Conflict: This occurs as a result of disagreement on a wide range of fundamental issues. Furthermore, fundamental differences in group formations can frequently be sources of conflict among groups.

Inter-Organization Conflict: Strikes on a large scale occur between enterprises and external stakeholders, such as the one that occurred between ASSU - Academic Staff Union of Universities and the Federal Government of Nigeria.

Self-Assessment 2

Explain intra-personal conflict and its types

3.3.4 Conflict Resolution Management

There are five types of conflict management.
Competing: This is used when making quick decisions is required, such as in an emergency.

When unpopular action is required in critical situations. When a person believes he or she is correct on issues that are critical to the company's success. And against those who take advantage of non-competitive behaviour.

Collaborating: When the goal is to learn, to blend ideas from people with different points of view, an integrative solution is required when both sets of concerns are too important to compromise. Concerns should be incorporated into consensus in order to obtain commitment. to work through emotions that have hampered a relationship.

Compromising: When opponents of comparable strength devote themselves to mutually incompatible goals, the goals are important but not worth the work or potential description of more forceful approaches. To find a short-term solution to difficult problems. Find quick solutions when time is of the essence. In addition, if collaboration or competition fails.

Avoiding: When an issue is stuck or when there are more pressing concerns, this is used. When the benefits of settlement outweigh the benefits of potential description, it appears that there is no hope of pleasing the offended parties. Allowing individuals to relax and regain perspective, and when acquiring knowledge takes precedence over immediate needs, and when others can more successfully resolve the problem.

Accommodating: Allow a superior stance to be heard, learned, and demonstrated your rationality when you discover you are incorrect. When the concerns of others outweigh your own. To gain social credit in preparation for future crises. It is critical to limit loss when you are outmatched and losing when harmony and stability are extremely important in order to allow workers to progress by learning from mistakes.

3.4 Summary

This course has gone over conflict and conflict resolution in great detail. It also gave you definitions and methods/procedures for detecting and dealing with conflicts. This unit has provided several conflict definitions, methods for detecting the existence of a conflict, the various types of conflicts, and a conflict management scheme.

3.5 References/Further Reading

Cole, G. A. (1997). *Personnel Management Theory and Practice* (4th ed.). London: ELST Lelts Educational.

3.6 Possible Answers to SAEs

Answer to SAEs 1

Definition of Conflict
Conflict occurs when two or more individuals or groups perceive their own interests as being threatened by others, and strong emotions can arise as a result.

Ways that conflict can be discovered:
Direct Observation: A competent supervisor is aware of his or her subordinates' normal behavior, and when significant variations occur, he or she is concerned with probable motivations, observations that may indicate deterioration. Statistics such as grievance rates, accident rates, transfer requests, resignations, and disciplinary cases may also point to the presence of unspoken tensions.

Suggestion Box: Employees are free to submit anonymous complaints here.

Open Door Policy: This is where executives allow employees of all levels to freely communicate with them. Most of the time, this does not happen because the executives are "too busy" to give the younger workers such an audience. Where it is effective, however, they are capable of detecting and removing grievances even before they mature.

Exit Interview: A departing employee conducted this interview. If the truth be told, it is an excellent source for determining the root causes of dissatisfaction in businesses.

The Ombudsman: The CEO now has an additional ear. Although he is meant to hear and settle complaints, he is used in this section to find disputes. Complaints that an employee cannot bring to his direct boss serve as a data source for the types and prevalence of conflicts in the organization.

Group Meeting: Some Chief Executives or supervisors openly beg or complain during group meetings. During such sessions, people who are unable to protest on their own gain courage and uncover underlying issues. Some executives use this type of solicitation in one-on-one interviews with current employees to identify root causes of problems.

Answer to SAEs 2

Intra Personal: This occurs within an individual. This type of conflict is divided into three:

- Intra-role Conflict
- Inter role Conflict
- Person role Conflict

When a person receives contradictory information about a particular position from others, intra role conflict occurs.

Inter-role conflict occurs when a person feels obligated to play multiple roles in their career or life, such as a single mother who also works.

Person-role conflict occurs when a person is pressured to conform to norms other than his own.

UNIT 4 SEPARATION (TENURE AND TURNOVER)

Unit Structure

4.1 Introduction
4.2 Learning Outcomes
4.3 Tenure and Turnover
    4.3.1 Tenure
    4.3.2 Turnover
    4.3.3 The significance of Turnover
    4.3.4 The Control of Turnover
4.4 Summary
4.5 References/Further Reading
4.6 Possible Answers to SAEs

4.1 Introduction

Job stability is referred to as tenure, whereas turnover is the act of leaving a job. This unit defines each concept and explains how, despite being at opposite ends of the spectrum, they are treated together.

4.2 Learning Outcomes

By the end of this unit, you will be able to:

- Discuss tenure and turnover
- Analyse various types of tenure
- Demonstrate and list various reasons and types of turnover
- Evaluate the methods of controlling turnover.

4.3 Tenure and Turnover

4.3.1 Tenure

Tenure is defined as the employment attribute that specifies the circumstances and duration of an employee's employment if all other factors remain constant.

The various types of appointments available in a given service determine the length of tenure.

Trainee/Pupil: When an applicant for a job requires additional professional experience before being considered fully prepared for admission to a specific job, he may be appointed as a trainee or pupil in the role for two years." In this regard, the employee's term is two years, and the employee is required to obtain additional professional certification.

Probation: Except in the case of transfers, all new recruits to the service are on probation for the first two years, during which their performance is monitored and assessment reports are generated. If their performance is deemed unsatisfactory at the end of the second year, they may be discharged.

Contract Appointment: This is a scheduled meeting for a specific time. It is not eligible for a pension. Contract appointments expire on the date specified in the appointment, unless extended.

Pensionable Appointments: Employees have full-time jobs that allow them to pursue their careers.

4.3.2 Turnover

The movement of employees into and out of a company is referred to as turnover. Turnover refers to the voluntary and involuntary permanent removal from an organization. There's a link between tenure and turnover. Tenure has been found to be a consistent negative predictor of turnover and has been proposed as one of the best predictors of turnover.

Self-Assessment Exercise 1

Define turnover and tenure as a concept in personnel management.

4.3.3 The Significance of Turnover

Turnover is an indicator of a company's personnel stability, and excessive mobility is both undesirable and expensive. The following costs are incurred when an employee leaves a company:

i. Hiring Cost, which includes the time and resources spent on recruiting, interviewing, testing, and replacing employees.
ii. Training costs, which include the time of the supervisor, personnel departments, and trainees.
iii. A learner's remuneration exceeds his or her output.
iv. The accident rate is always higher among new employees.
v. Production loss between the departure of the previous employee and the arrival of the new.
vi. Production equipment is not fully utilized during the turnover and training periods.

vii. When new employees are hired, scrape and waste rates rise.
viii. Extra time

The turnover rate should give insight into:

a. organizational issues; and
b. the relationship between different types of separation and:
    - Employment Types
    - Salary Classes
    - Service Duration
    - Performance
    - Job Conditions Compatibility in various firms or at headquarters vs field service
    - Identifies irregularities throughout the hiring process, with a focus on rules affecting recruiting, selection, placement, and remuneration.

Self-Assessment 2

Discuss the significance of turnover

4.3.4 The Control of Turnover

The turnover control issue can be divided into two parts:
First, ascertain the causes of the various separation forms.

Second, adjust and develop the personnel program in light of the reasons that have been identified.

Finding the reasons for turnover can be done in part by conducting a departure interview. This is the procedure for interviewing any employee to find out his or her reason for leaving the company. Exit interviews are used to clarify issues and prevent needless divisions. Because efforts could be made to prevent the departure if the cause was known. Additionally, even if it is too late to change the retiring employee, the leave reason may still be improved so that it no longer exists.

Workplace dissatisfaction may result from: -.

4.4 Summary

The section on tenure and turnover covered a wide range of topics. It provided techniques for turnover control, outlined the guiding principles, pointed out and covered the various employment arrangements. Tenure and employee turnover are crucial aspects of human resource management. Turnover is the act of leaving an organization, whereas tenure refers to working conditions. There will be a low rate of labor turnover if working conditions are good; otherwise, there will be a high rate of labor turnover.

4.5 References/Further Reading

Flippo, Edwin B. (1984). *Personnel Management* (6 ed.). New York:

4.6 Possible Answers to SAE

Answer to SAEs 1

Tenure
The employment characteristic known as tenure describes the conditions and length of time an employee will work, assuming all other factors remain constant.

The various types of appointments available in a given service determine the tenure length.

Turnover
Employee movement into and out of a company is referred to as turnover. Turnover refers to both permanent voluntary and involuntary departures from an organization. There is a link between turnover and tenure. One of the best predictors of turnover is tenure, which has consistently been found to be negatively related to turnover.

Answer to SAEs 2

The Significance of Turnover
An organization's staff stability is measured by turnover, and too much mobility is both undesirable and expensive. The following costs are incurred when an employee leaves a company:

i. Hiring expenses, which consist of the time and money spent on recruiting, interviewing, testing, and replacement.
ii. Training costs, which comprise the time of the supervisor, human resources, and the trainee.
iii. A learner receives compensation that goes beyond what is produced.
iv. New employees consistently experience higher accident rates.
v. Production loss from the time the old employee is let go until the new one is hired.

vi. Production equipment is not fully utilized during the training and turnover periods.
vii. Scrape and waste rates rise when new employees are involved.
vii. Extra time

The turnover rate should give insight into:
Organizational issues, and how different types of separation relate to: - Employment Types - Salary Classes

- Service Duration - Performance - Workplace conditions that are compatible between different companies or between headquarters and field service.
- Looks for irregularities in all aspects of the hiring process, but particularly those involving hiring, selection, placement, and compensation rules.

UNIT 5 SEPARATION- RETIREMENT

Unit Structure

5.1 Introduction
5.2 Learning Outcomes
5.3 Main Content
 5.3.1 Definition and Scope
 5.3.2 Types of Retirement
 5.3.3 Mandatory/Voluntary Retirement
 5.3.4 Pension and Gratuity
 5.3.5 Contributory versus Non-Contributory Pensions
 5.3.6 Qualifying Periods for Pensions
5.4 Summary
5.5 Tutor-Marked Assignment
5.6 References/Further Reading
5.7 Possible Answer to SAEs

5.1 Introduction

Retirement is an age-related terminal exit from an organization. It might also be connected to conditions like sickness and diminished capacity.

5.2 Learning Outcomes

By the end of this unit, you will be able to:

- Discuss Retirement
- Analyse distinguished between retirements from other "movements out" of service
- Demonstrate and explain causes that lead to retirement
- Evaluate and identify programs instituted to benefit those in retirement.

5.3 Retirement

5.3.1 Definition and Scope

The end of an employee's working career is referred to as retirement. The passage of time is the most important component of retirement. Retirement takes a lot of time. Governments set a worker's working life's duration in advance.

Working life lasts from the beginning of employment for men until the age of 65 and from the beginning of employment for women until the age of 60. In Nigeria, there is no gender discrimination in the time restriction. It is very industry-specific. The mandatory 65-year-old retirement age is not applicable to judges or university professors. Men and women are required to retire at the age of 65 or after 35 years of service under this statutory retirement age.

5.3.2 Types of Retirement

There are two main types of retirement:

- Mandatory
- Voluntary

5.3.3 Mandatory/Voluntary Retirement

Mandatory Retirement Age: The mandatory retirement age is 65 based on the average lifespan today.

Many organizational managers think it's advantageous to make everyone retire at a certain age. The following are the arguments made: - It is simple to administer and has no repercussions for proving that the older employee no longer meets the work criteria.

- Younger employees are given opportunities for advancement.
- Knowing when people will retire makes it much easier to plan for human resources.
- In the final few years of declining production, the company grants a graceful leave of absence to employees who are no longer qualified.
- It encourages workers to make retirement plans before a specific date.

Arguments against a set and compulsory. According to Flippo “forced retirements would result in insignificant losses of real talents Flippo, Edwin B. (1984)”.

Consider treating each case separately as a potential solution to the age-related retirement conundrum. Some people can start their retirement at the age of sixty (60), while others can work until they are well past seventy (70). The current belief is that academics with the rank of Associate Professor and above must retire when they reach the age of sixty-five (65), which appears to be consistent with academic staff at Nigerian universities who were required to retire at the age of sixty-five (65). Production is now used as a retirement indicator rather than chronological order.

In Nigeria, where civil servants must now retire at age 60, the cost of the pension wage has increased.

5.3.4 Contributory and Non-contributory Pensions

In some businesses, employees are required to make contributions to their pension plan. even if they don't seem to be intended to contribute. It's not out of the question that they contribute. Although the employing agency theoretically bears the entire cost in so-called non-contributory systems, employees may still bear some of it through higher wages. The following benefits pertain to the contributory pension system: - It prevents excessive requests from employees because it is clear that they will bear a portion of the cost. - It is simpler to implement because the burden is shared.

The employee accepts a joint responsibility to pay for a system that plans for the retirement of his faculty in the best interests of the organization and themselves.

A contributory system allows the employee to make his or her own contributions.

Self-Assessment Exercise 1

Discuss Contributory and non-Contributory pension and its advantages

5.3.5 Qualifying Periods for Pensions

Some companies stipulate how many years an employee must work to qualify for a pension or gratuity.

Particularly in non-contributory plans, this is common. Your eligibility for a pension in Nigeria is 15 years of service. Although it has since been shortened to ten and five years, the service and gratuity period is still ten years. This action has the result of enabling an earlier termination of the service. On the other hand, if the service or any specific organization wants to keep its staff for a longer period of time, it can do so by lengthening the eligibility period for pensions and benefits.

Self-Assessment Exercise 2

Discuss the qualifying periods for pensions

5.6 Summary

Retirements and all of their implications, as well as pensions and gratuities, were covered in this section. This lesson examined bonuses, pensions, and retirements. Since retirements take place when an employee's faculties and energy have been fully depleted by the work, they are meant to be a period of relaxation. However, because the retirement is on the low side, employees may be able to retire with their faculties and strength intact depending on the policy in place in the company or service.

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5.8 Possible Answers to SAEs

Answer to SAEs 1

Contributory and Non-contributory Pensions

In some businesses, employees are required to make contributions to their pension plan. even if they don't seem to be intended to contribute. It's not out of the question that they contribute. Although the employing agency theoretically bears the entire cost in so-called non-contributory systems, employees may still bear some of it through higher wages. The contributory pension plan has the following advantages:

Since the burden is shared, creation is simpler. Because it is clear that employees will bear some of the cost, it reduces overly high expectations on their part.

The employee accepts a shared responsibility to pay for a system that accounts for the retirement of his faculty in the organization's best interests.

Answer to SAEs 2

Qualifying Periods for pension

Some companies stipulate how many years an employee must work to qualify for a pension or gratuity.

Particularly in non-contributory plans, this is common. Your eligibility for a pension in Nigeria is 15 years of service. Although it has since been shortened to ten and five years, the service and gratuity period is still ten years. This action has the result of enabling an earlier termination of the service. Instead, the service or any particular organization could do so by lengthening the qualifying term for pensions and gratuities for its employees if it wants to keep its staff for a longer period of time.

MODULE 5

Unit 1 Recruitment and Retention
Unit 2 High Performance and Work System (HPWS) and Instructional System Design
Unit 3 Performance Appraisal System
Unit 4 Compensation, Salary and Wages
Unit 5 Human Resources and Audit, Future, Challenges and Prospects

UNIT 1 RECRUITMENT AND RETENTION

Unit Structure

1.1 Introduction
1.2 Learning Outcomes
1.3 Recruitment and Retention
   1.3.1 Employee Recruitment and Retention
   1.3.2 Strategy and Training (A case study of Quebecor World *Inc.*)
   1.3.3 Issue Assessment Process
   1.3.4 High-performance, Team-based, Customer-oriented Culture
   1.3.5 Employee Benefits
   1.3.6 Intrinsic Benefits
   1.3.7 Extrinsic Benefits
   1.3.8 Societal Benefits
   1.3.9 Educated Population
   1.3.10 Standard of Living
   1.3.11 Training and Development in other Commonwealth Nations
   1.3.12 Training Investment by other Institutions
   1.3.13 Taking a look at other Countries Payroll Training Legislation
   1.3.14 Using Training in Provision of Training Grants
1.4 Summary
1.5 References/Further Reading
1.6 Possible Answer to SAEs

1.1 Introduction

In this unit, we will learn a lot about staff development and retraining as well as the benefits to society as a whole that extend beyond the workplace. Organizational training and development also aid in the development of a skilled workforce, which is advantageous to the economy and our way of life. The knowledge and skills that employees acquire through on-the-job training help to create a workforce that is educated and skilled. For instance, some organizations offer literacy and numeracy training to employees who did not receive it through traditional educational channels but who still need it to perform their jobs. Additionally, this training enhances employee performance in the workplace, which benefits society in a variety of ways.

1.2 Learning Outcomes

By the end of this unit, you will be able to:

- Discuss and explain the meaning of issues assessment process, the terms performance management, training and strategic development
- Analyse and describe the organisational, employee, and societal benefits of training and development
- Demonstrate the intrinsic, extrinsic benefits of training to employee and state its benefit to society, educational population and standard of living
- Evaluate the role of high-performance, team-based, customer-oriented culture in personnel management
- explain the meaning of strategic human resources management (SHRM) and strategic training and development • state the importance of training grant and investment in training and development of employee towards achieving organisational effectiveness.

1.3 Recruitment and Retention

1.3.1 Employee Recruitment and Retention

Organizations can use training to increase their appeal to potential new hires while also keeping their current workforce. For many organizations today, training is the most effective tool for attracting and keeping employees.

1.3.2 Strategy and Training (A case study of Quebecor World Inc.)

One of the biggest industrial printers in the world is Quebecor World Inc. It has 130 printing facilities in 17 countries and 31, 000 employees worldwide. Its headquarters are in Montreal. The company began its most successful training initiative to date in 1998. After thorough research and an in-depth examination that lasted a full year, the corporation came to understand some important and pressing business realities. The printing industry has experienced some significant changes recently. The company was no longer able to compete on the basis of price and quality alone, and gaining a competitive advantage was measured in hours and minutes rather than weeks and months.

1.3.3 Issue Assessment Process

Following the evaluation process, the company discovered that the most important issue to concentrate on was customer service, which was the key to gaining a competitive advantage and distinguishing itself from its rivals. The company's All Star Customer Service training program was developed as a result. The program's goal was to teach the company's North American account and customer service representatives cutting-edge customer service methods.

1.3.4 High-performance, Team-based, Customer-oriented Culture

Increasing their understanding of customer needs, improving account management skills, and creating a high-performance, team-based, customer-focused culture were among the program's objectives. Three intense three-day sessions with a maximum of 25 participants each make up the nine-day program. Customer service representatives had to create, prepare, and serve a banquet dinner in two hours without any coaching as part of a team-building cooking exercise that was done with the staff. Employees were encouraged to work together during the exercise to quickly produce targeted solutions. Additionally, the application provides role-playing scenarios involving "customers" and "plant staff." Participants in a low-ropes exercise are challenged to scale a 15-foot wall. Additionally, trainees are required to present to senior management on what they have learned and how they intend to use it.

1.3.5 Employee Benefits

Training and development are beneficial to employees as well. Benefits to employees can be classified as extrinsic (also known as external) or internal (also known as intrinsic to an individual, such as knowledge and attitudes).

1.3.6 Intrinsic Benefits

Employees who receive training gain new skills and knowledge that help them perform their jobs more successfully. Training personnel increases their knowledge and skills while also boosting their confidence in their capacity to carry out their duties. They express feelings of increased utility and kinship within the company, and they actively look for chances to make the most of their newly acquired abilities. After receiving training, employees are more positive about their jobs and the company.

1.3.7 Extrinsic Benefits

Along with the intrinsic benefits that training has for employees, there are extrinsic benefits as well. Better marketability, increased job stability, higher pay as a result of improved knowledge and skills, and more opportunities for advancement are examples of extrinsic benefits. According to a number of studies, corporate training initiatives increase employees' salaries by 4% to 11%. Employees who have improved their knowledge and skills as a result of training will undoubtedly have more and better job opportunities, and those who work for companies that offer extensive training will have an advantage over those who do not.

1.3.8 Societal Benefits

Beyond the workplace, training and development also benefits society as a whole. Additionally, organizational training and development helps to create a skilled workforce that benefits the economy and our way of life.

1.3.9 Educated Population

The knowledge and skills that employees acquire through on-the-job training help to create a workforce that is educated and skilled. For instance, some organizations offer literacy and numeracy training to employees who did not receive it through traditional educational channels but who still need it to perform their jobs. Additionally, this training improves daily performance for workers, which has many positive social effects. Participants in corporate-sponsored training initiatives report that they are using their new skills to better manage their personal lives. They are more capable of understanding product assembly instructions and performing cost and bill calculations. If they are fired or laid off, they have a better chance of finding employment.

1.3.10 Standard of Living

The level of living, wealth, and general success of a nation depend heavily on productivity and productivity growth. Canada is currently producing less than the United States. Enhancing employee training and skills is one of many strategies for increasing productivity. The economy and our way of life in Canada will both benefit from an increase in productivity. The federal government believes there is a strong link between an educated workforce and a high-wage economy, investing billions of dollars each year in education and training. Increased corporate training spending also generates new jobs. Given the benefits of education and training, you may be wondering what benefits Canadian employees receive.

Self-Assessment Exercise 1

Explain The Following Terms a. Employee Benefits b. Intrinsic Benefits c. Extrinsic Benefits d. Societal Benefits

1.3.11 Training and Development in other Commonwealth Nations

To reap the benefits, organizations must invest in training and development. However, Canadian organizations have never kept up with global trends in training and development research. In actuality, employees in Canada only get 8 hours of training per year on average. The highest training is given to professional and technical staff (34 hours), while the least is given to tradespeople (19 hours) and non-technical staff (20 hours). Compared to workers in small (21 hours) and large (25 hours) organizations, main industry employees (31.5 hours) receive more training. According to the Conference Board of Canada, Canadian companies underinvest in employee training and development. For instance, a record was made of the overall average investment in training and development made across all Canadian industries. In fact, Canada is currently ranked 20th out of 60 countries.

1.3.11 Training Investment by other Institutions

For instance, BMO Bank of Montreal invests at least seven days' worth of training annually and spends an average of $1,800 per employee on training, which is more than double the national average.

More than twice as much as the national average is earned by Labatt Breweries of Canada employees, who also get at least seven days of training annually. Beer school is attended by staff members from various departments in order to learn how beer is made as well as to develop a deeper understanding of and appreciation for the company's products. A leader in ethics training is Molson Coors Brewing Company, which was mentioned in the unit's introductory vignette.

Self-Assessment 2

Discuss Training Investment by other Institutions

1.3.12 Taking a look at other Countries Payroll Training Legislation (A case study of Quebec)

For businesses that invest at least 1%, training is used to provide training subsidies. The only payroll training tax in North America is this one, and it is thought to be helping Quebec's staff training. According to research done by the authors of this article, businesses in Quebec that must abide by the law invest significantly more in training than businesses that are exempt from it. They also spend more on training than businesses in Ontario, where there is no training tax law. Additionally, the typical Quebec business spends much more than the 1% mandated by law. Although the only province in North America with a training tax is Quebec, countries like;

(a) Businesses are required to submit documentation each February showing how they allocated 1% of their entire payroll to training.
(b) If they haven't invested at least 1% of their total payroll in training, they must pay the government the difference, and that money is then used to fund training initiatives at businesses that have.
(c) Companies must use instructors, training organizations, and services that uphold moral standards. Any type of training is acceptable.
(d) It is necessary to provide general information about how employees participate in training exercises.
(e) Companies can apply for provincial training subsidies if they meet the 1% training investment requirement.

1.3.13 Using Training in Provision of Training Grants

Businesses that invest at least 1% in training are eligible for grants. It's believed that Quebec's staff training has improved thanks to the one and only payroll training tax in North America. In fact, research conducted for the Quebec companies subject to the law by the authors of this text reveals that these businesses invest significantly more in training than businesses that are exempt from the law. Additionally, companies in Quebec spend more on training than companies in Ontario, where there is no training tax law. The typical Quebec business also invests much more than the minimal 1% required by law. Quebec is the only province in North America with a training tax.

1.4 Summary

Given that the amounts invested by the country's organizations have remained largely stable over the last ten years, these findings imply that the gap in training investments between Canadian and American organizations appears to be widening and that a plateau in Canadian training investment may have been reached. In other words, Canadian companies may be reluctant to spend significantly more on learning and development. In fact, the majority of organizations (62 percent) expect their training expenditures to remain constant in the coming year. This item summarizes information about training and development in Canada. You can use this information to see how your company and training program compare to the competition.

Canadian organizations spend less on training and development than organizations in other parts of the world, such as Europe, Asia, Africa, and the Pacific Rim. According to a Conference Board of Canada report, in order for Canadian organizations to compete successfully, they must increase their investments in training and development. This underinvestment in training and development may result in a knowledge and skill gap.

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1.7 Possible Answers to SAEs

Answer to SAEs 1

a. Employee Benefits

Employees benefit from training and development as well. Employee benefits are classified as extrinsic benefits, which are more external to individuals, and internal or intrinsic benefits, which include knowledge and attitudes.

b. Intrinsic Benefits

Employees who receive training gain knowledge and skills that enable them to do their jobs more effectively. In addition to gaining new knowledge and skills, trained individuals frequently gain increased self-efficacy or confidence in their ability to do their jobs well. They talk about feeling more useful and a part of the organization, and they look for opportunities to put their new skills and talents to use. Furthermore, trained employees are more enthusiastic about their jobs and employers.

c. Extrinsic Benefits

In addition to the intrinsic benefits that exist within employees, there are extrinsic benefits associated with training. Extrinsic benefits include increased wages as a result of improved marketability, increased job stability, and improved opportunities for advancement and promotion. Several studies have found that company-sponsored training programs increase employees' pay by 4 to 11%. Employees with more knowledge and abilities as a result of training will undoubtedly have more and better job opportunities, and those who work for companies that provide extensive training have an advantage over those who work for companies that do not provide extensive training.

d. Societal Benefits

Beyond the workplace, training and development benefits society as a whole. Employers' education and training programs also contribute to the development of a skilled workforce, which benefits the economy and our standard of living.

Answer to SAEs 2

Training Investment by other Institutions

BMO Bank of Montreal, for example, provides at least seven days of training per year and invests an average of $1,800 in training per employee, which is more than double the national average.

Employees at Labatt Breweries of Canada are required to complete at least seven days of training per year, which is more than double the national average. Employees from all departments attend beer school to learn how beer is made as well as to gain a better understanding of and respect for the company's products. Molson Coors Brewing Company, as mentioned in the unit's introductory vignette, is a pioneer in ethics education.

UNIT 2 HIGH PERFORMANCE WORK SYSTEM (HPWS) AND INSTRUCTIONAL SYSTEM DESIGN (ISD)

Unit Structure

2.1 Introduction
2.2 Learning Outcomes
2.3 Instructional Systems Design
- 2.3.1 ISD Concept and Model of Training and Development (MTD)
- 2.3.2 Need Analysis
- 2.3.3 Solution to Performance Gap
- 2.3.4 Training Evaluation
- 2.3.5 Purpose of all Training and Development Efforts
- 2.3.6 The Instructional System Design Model of Training and Development
- 2.3.7 ISD Model Approach for M T and Development
- 2.3.8 The Application of the ISD model
- 2.3.9 High-performance Work Systems
- 2.3.10 Terrorism in the US and the Environmental Context of TRD
- 2.3.11 Counter terrorism Training and RTD Program
- 2.3.12 Goal Competition 3.3 The Labour Market
- 2.3.13 Change in Technological Revolution and Increasing Globalisation
- 2.3.14 The Organisational Context of Training and Development
- 2.3.15 Strategy
- 2.3.16 Structure
- 2.3.17 Culture
- 2.3.18 Human Resources Management System
- 2.3.18 Achieving Objective HRMS
- 2.3.19 Aligning T & D with an Organisation's Business Strategy and HRMS

2.4 Summary
2.5 References/Further Reading
2.6 Possible Answers to SAEs

2.1 Introduction

Environmental and organizational factors influence high-performance work systems. Environmental factors such as laws, the economy, competitiveness, demography, and social values all have an impact on organizations. For example, if a competitor launches a product at a lower price, the organization must decide whether to imitate the rival's activities or compete in other ways, such as by providing better service. This strategic decision will have an impact on the cost, the capacity to pay personnel, and the requirement to train and reward employees for good performance. Events and concerns both inside and outside of an organization can necessitate the acquisition of new knowledge, skills, talents, and training programs. We'll look at the technique and idea behind instructional system design (ISD) and training in this lesson.

2.2 Learning Outcomes

By the end of this unit, you will be able to:

- Discuss instructional systems design (ISD) model and its application to real life
- Analyse and explain the terms need analysis, training design and performance management, training, and training evaluation and development
- Demonstrate and describe the organisational, employee, and societal benefits of training and development
- Evaluate why and how to conduct an organisational analysis, a task analysis, and a person analysis as appropriate

2.3 Instructional Systems Design

2.3.1 ISD Concept and Model of Training and Development (MTD) Development

Training is presented as a logical and scientific procedure in the instructional systems design model of training and development (MTD), with three main steps: training requirements analysis, training design and delivery, and training assessment.

The first step in the process that leads to improved performance is to analyze current performance.

The process is triggered by an itch or a performance gap. A company "itch" is something that someone notices isn't quite right. Perhaps there are too many customer complaints, poor product quality, a loss of market share, or employees who are dissatisfied with management or the use of technology. Perhaps there is a performance issue that makes it difficult for employees or departments to meet objectives or requirements.

2.3.2 Need Analysis

A requirements analysis is a critical first step in the instructional systems design paradigm for determining the nature of the problem and whether training is the best solution. A requirements analysis is performed to identify the discrepancy or gap between the current state of affairs and what should be happening. A needs analysis has three layers: an organizational analysis, a task analysis, and a person analysis.

Each level of the requirements analysis is carried out in order to translate difficulties and the need for training. An organizational analysis identifies the areas of an organization where training is required, whereas a task analysis specifies the type of training required, and a person analysis identifies the individuals in the organization who need training.

2.3.3 Solution to Performance Gap

Strategies for closing the gap are considered based on data collected from the manager, employees, customers, and/or corporate documents. Alternatives must be evaluated before training is determined to be the best solution to the problem. The following interventions may be used to close the performance gap: (a) feedback, (b) incentives, or (c) other human resource interventions.

If it is determined that training is the best solution, objectives—or measurable goals—are written to improve the situation and close the gap. The analysis of needs, the consideration of alternative strategies, and the establishment of objectives require trainers to focus on performance improvement rather than the delivery of a training program. Training is only one solution to performance issues, and it is not always the best one.

2.3.4 Training Evaluation

Training evaluation follows the creation and delivery of a training program. The requirements analysis and training goals provide critical information about what should be evaluated to determine the success of a training program. Among the critical evaluation questions are: Did the training program meet its objectives? What did workers learn? Has employee work performance improved? Is the company becoming more productive? Was the cost justified?

2.3.5 Purpose of all Training and Development Efforts

All training and development initiatives should aim to increase employee productivity and organizational effectiveness. It is critical to determine whether training has resulted in changes in employee job performance and organizational improvements. At this point, the trainer must decide what to assess as part of the evaluation of a training program and how to organize an evaluation study. A training assessment can be used to determine whether components of a training program should be retained, modified, or removed.

Figure 2.1 depicts a condensed version of the instructional systems design paradigm for training and development. The first step is a needs assessment, and as previously stated, each stage feeds into the next.

2.3.6 ISD Model Approach for M T and Development

Despite the fact that the ISD model is the preferred method for administering the training and development process, many organizations do not accept all of its components. In other words, many organizations fail to conduct a requirements analysis, implement poorly planned training programs, and fail to assess their training programs. Furthermore, in recent years, the ISD model has come under fire from training experts who have questioned its value. It is still the best method for managing the training and development process when used correctly. Training initiatives frequently fail because critical steps such as conducting a thorough needs analysis are skipped.

2.3.7 The Application of the ISD Model

When a performance gap in an organization is discovered, the instructional systems design paradigm is initiated. The ISD model states that "recognition of a performance gap should result in the following sequence of activities."

1. Conduct an organizational analysis to examine the performance gap and determine whether training will help (when the cause of the problem is a lack of knowledge or skills).
2. Conduct a task analysis to determine how the work or occupations in question should be performed, as well as the items that a skilled employee must know and be able to accomplish if training is a possibility.
3. Conduct a person analysis to compare how people are currently performing on the job to how they should be performing in order to determine the most effective training techniques.

Self-Assessment Exercise 1

What do you understand by the Instructional systems design (ISD) concept and model of training and development?

2.3.8 High-performance Work Systems

consist of an interconnected network of HR practices and regulations that frequently include stringent hiring and selection processes, performance-based incentive pay, performance monitoring, a commitment to employee participation, and significant training and development initiatives. A growing number of studies have found that businesses with high-performance work systems outperform their competitors in terms of profitability and productivity. Environmental and organizational factors influence high-performance work systems. Environmental factors such as laws, the economy, competitiveness, demography, and social values all have an impact on organizations. For example, if a competitor launches a product at a lower price, the organization must decide whether to imitate the rival's activities or compete in other ways, such as by providing better service. Both costs and decision-making capacity will be reduced.

Human resource policies and procedures may occasionally change due to sudden and unexpected changes in the environment. Consider how the September 11, 2001, terrorist attacks in the United States influenced airport and airline security training. The Transportation Security Administration in the United States developed new criteria for training baggage handlers and flight attendants, as well as fully federalizing airport security. Metal detectors, X-ray scanners, bag searches, and stress management techniques are now part of the technical training for baggage screeners. The training duration was increased to 60 hours of on-the-job instruction and 40 hours of classroom instruction. Pilots and flight attendants receive training on how to recognize and respond to potentially hazardous situations.

2.3.9 Terrorism in the US and the Environmental Context of TRD

Global competition, technology, the labor market, and change are some of the major environmental factors influencing human resources, training, and development.

Cities such as Toronto responded to the September 11, 2001 terrorist attacks in the United States by upgrading their equipment, improving coordination among police, fire, and medical personnel, and training at a new counterterrorism center at Canadian Forces Base (CFB) Suffield. CFB Suffield recently attracted a Toronto emergency response team as well as a group of US Marines who later served in Afghanistan because it is NATO's only location where troops can train outdoors with live chemical agents.

2.3.10 Counter terrorism Training and RTD Program

Municipal emergency response teams are practicing for bio-terrorist attacks as part of a counter-terrorism training program at a base in southeast Alberta that was once known as a top-secret hub for biological and chemical warfare research. To simulate a chemical attack on a major Canadian city, Toronto dispatched a team of police, firefighters, and paramedics to Suffield, where they handled liquid sarin and mustard gas in a series of simulated terrorist attacks. Similar exercises have been carried out in Calgary and Ottawa-Carleton. In the sweltering heat, the Toronto units practiced finding and decontaminating the blistering agent as well as treating mass casualties while wearing sealed protective suits and respirators.

2.3.11 Goal Competition

As a result of rising global competition, businesses have been forced to increase their productivity and the quality of their products and services. Employee skill development is almost always required to improve the manufacturing process and quality objectives. Furthermore, when Canadian companies send employees abroad to work, they must provide cross-cultural training to help them adjust to and succeed in a new culture. Thus, global competitiveness may impose the need for training and development, as well as multiple changes to human Fe-source processes. Technology has drastically altered how businesses operate and compete. New technology may boost productivity and give businesses a competitive advantage. These advancements, however, are contingent on personnel training.

The Labour Market Changes in the labor market can have a significant impact on training and development. Consider the impending skilled labor shortage in Nigeria. According to estimates, Nigeria may have a million qualified employees shortage by 2020. To deal with this impending issue, the country's approach to education and training will need to change. If organizations cannot find employees with the necessary knowledge and skills, they will need to provide more training in order to compete and survive. Because of changes in the labor market and worker availability, the type and amount of training will need to change.

2.3.12 Change in Technological Revolution and Increasing Globalisation

The product of the technological revolution, growing globalization, and competitiveness is a highly unpredictable and dynamic environment. Organizations must adapt and adjust in order to survive and remain competitive. As a result, managing change has become a regular part of organizational life, with training and development playing an increasingly important role. This frequently includes both training programs tailored to the change process and training that is part of the change program. Employees will require team training, for example, if a company implements a transformation program that includes a team-based work structure.

2.3.13 The Organisational Context of Training and Development

Figure 2.1 shows that, in addition to external influences, internal organizational events have an impact on training and development. Some of the most important internal elements are strategy, organization, and culture.

2.3.14 Strategy

Strategy is an important factor in training and development. As previously stated, when training and development are aligned with a company's strategy, they can help that company achieve its strategic goals and gain a competitive advantage. The coordination of human resource policies with a company's corporate strategy is referred to as strategic human resource management (SHRM). HR practices and initiatives are more aligned in organizations with higher performance. Training is considered strategic when it supports business strategy and assists an organization in achieving its strategic goals and objectives. Whether a company has a quality, innovation, or customer service strategy, training and other human resource procedures must be developed to support and reinforce the strategy.

2.3.15 Structure

Organizational structure has an impact on training and development activities as organizations become flatter and have fewer layers of management. Employees must be trained in traditional managerial activities such as problem solving, decision making, teamwork, and other similar activities because they will be performing tasks that were previously considered managerial. Many organizations' structures have undergone significant changes, which frequently result in changes to workers' duties and obligations.

2.3.16 Culture

The culture of an organization refers to the common assumptions, attitudes, and beliefs that exist within it. An organization's culture is critical because it establishes its standards and expectations for behavior. Through training programs, employees are frequently informed of an organization's culture, as well as its conventions and expected behaviors. For example, the Molson Coors Brewing Company's ethics training programs inform employees about the company's ethical norms, which are firmly established in the company's culture and are visible in the employees' daily behavior. The company's training programs reflect an integrity culture and the importance of operating in an honest and trustworthy manner based on corporate ethics and moral conviction.

2.3.17 Human Resources Management System

The human resources management system and other human resources activities have an impact on training and development in organizations. In reality, human resource practices should be coordinated and linked to one another, as well as tied to company strategy. As a result, there are two types of linkages in strategic human resource management. First and foremost, as previously stated, human resource practices should be linked to corporate strategy. Human resource practices must be linked to one another in order to support an organization's strategy. Instead, the entire system of HRM practices, not just these regulations, must be considered.

2.3.18 Achieving Objective HRMS

Human resource management aims to attract, motivate, develop, and retain personnel whose performance is critical to the organization's achievement of its strategic goals. The human resources management system accomplishes this through the implementation of HR planning, recruitment and selection, orientation, training and development, performance assessment, remuneration and benefits, health and safety, and employment equality practices. These procedures interact to form a high-performance work system that is an integrated and linked HRM system. To support the organization's strategic goals, each function should be coordinated with the others. For example, if a company wants to provide excellent customer service, it must hire employees who possess the necessary skills.

2.3.19 Aligning T & D with an Organization's Business Strategy and HRMS

Finally, external variables influence how an organization manages its strategy, structure, and human resources, which in turn influences how training and development programs are developed and delivered. A company's business strategy and HRMS should be closely related to training and development. In other words, there should be a strong alignment between the strategy and training and development practices, as well as other HRM activities. As a result, training and development are critical components of a high-performance work environment that may improve employee performance and, as a result, organizational effectiveness.

Self-Assessment Exercise2

What is strategic human resources management and can it enable superior performance?

2.4 Summary

In reality, human resource practices should be coordinated and linked to one another, as well as tied to company strategy. As a result, there are two types of linkages in strategic human resource management. First and foremost, as previously stated, human resource practices should be linked to corporate strategy. Human resource practices must be linked to one another in order to support an organization's strategy. In this regard, the system of HRM practices as a whole, rather than specific HRM practices and rules, is most important. We also talked about training and development as part of a high-performance work system that is integrated into the organizational and environmental context. To ensure maximum effectiveness, we specifically mentioned the need for planned training.

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2.6 Possible Answer to SAEs

Answer to SAEs 1

The Application of the ISD Model When a performance gap in an organization is discovered, the instructional systems design paradigm is initiated. According to the ISD model, identifying a performance gap should result in the following series of actions.

1. Conduct an organizational analysis to examine the performance gap and determine whether training will help (when the cause of the problem is a lack of knowledge or skills).
2. Conduct a task analysis to determine how the work or occupations in question should be performed, as well as the items that a skilled employee must know and be able to accomplish if training is a possibility.
3. Conduct a person analysis to compare how people are currently performing on the job to how they should be performing in order to determine the most effective training techniques.

Answer to SAE 2

Strategy is an important factor in training and development. As previously stated, when training and development are aligned with a company's strategy, they can help that company achieve its strategic goals and gain a competitive advantage. The coordination of human resource policies with a company's corporate strategy is referred to as strategic human resource management (SHRM). HR practices and initiatives are more aligned in organizations with higher performance. Training is considered strategic when it supports corporate strategy and assists an organization in achieving its strategic goals and objectives. Whether a company has a quality, innovation, or customer service strategy, training and other human resource procedures must be developed to support and reinforce the strategy. (See also Training.).

UNIT 3 PERFORMANCE APPRAISAL SYSTEM

Unit Structure

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3.3 Performance Appraisal System
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3.1 Introduction

When it was decided that customer service would be a major approach, the Allstar training program was developed, which was critical in achieving its strategy. As a result, strategy frequently plays a critical role in determining the type of training and development that is required in organizations. Training becomes strategic when it is linked to corporate strategy rather than being a separate and autonomous activity, increasing the likelihood of success. In fact, there is some evidence that poorly targeted training may reduce an organization's market value.

3.2 Learning Outcomes

By the end of this unit, you will be able to:

- Discuss the manager's and HR department's role in performance appraisals
- Analyse and explain the uses of halo and recent effect of performance appraisals system and its significance to HR role
- Demonstrate the strengths and common shortfalls of most performance appraisal systems
- Evaluate MBO, Future Oriented Appraisals, Behavioural anchored ratings, ranking methods and other commonly used appraisal methods and their challenges
- articulate the importance of training Raters and Evaluators and how to evaluate performance appraisals, and its advantages in the perspective of other HR tools.

3.3 Performance Appraisal System

In order to help our employees, internalize our principles, we provide 360-degree assessments that include feedback from peers, bosses, and subordinates. They are the most brutal assessments you can receive because people learn things about themselves that they have never known before. 3.3.1 Performance Evaluation

This procedure is used by organizations to evaluate each employee's work performance. Employees, supervisors, the HR department, and, ultimately, the organization will benefit when individual activities contribute to the strategic goal of the business. Other organizational activities have an impact on the organization's success, which in turn has an impact on performance evaluations. They frequently play a role in how a business executes its strategy. “When IBM spun off its PC-printer and typewriter business. "We concluded that we had to change nearly everything in our business.” says Marvin Mann, CEO of the new company, Lexmark International. It parted ways with roughly half its workers, reorganised the rest into new, customer focused units, gave every employee stock options, and created a strict system of performance measurements that forced accountability. “The Mann revolution at $1.8 billion-a-year Lexmark has produced a 5 %-point increase in gross profit margins and a huge reduction in debt ahead of schedule. Noe, R.A. (2000)”. IBM Lexmack Subsidiary, Columbus Ohio, 2007. Performance “appraisals are about employee performance and accountability. In a globally competitive world, companies need high performance". At the same time, employees want performance feedback to influence future conduct. This is especially true for newbies who are learning about their professions and the workplace. Longer-term employees prefer positive feedback on the wonderful things they perform, but they may detest corrective input that appears to be criticism. Supervisors and managers must assess performance to determine what steps to take. They can use specific comments to assist with career planning, training and development, salary raises, promotions, and other placement decisions. Upon arrival as the CEO of Allied-Signal, Lawrence A. Bossidy assigned his three executive vice presidents to improve key HR activities, which led the HR department to redo its employee appraisal process. Starting in January, a "boss must offer subordinates help such as special training or outside courses to improve weaknesses he or she identifies. Salaried workers will fill out a form listing their skills, describing their career goals, and naming other divisions they would like to work for". "This information will create a database of people who might fill various openings through the company and will become an agenda for an annual, informal, but mandatory 'How in I doing?' chat with the boss separate from appraisals. Colquitt,J (2000) in Allied Signal Coorporation, Paramus, New Jersey, (2000, p. 59)"

Human resource departments use performance assessment data to evaluate the effectiveness of recruiting, selection, orientation, placement, training, and other activities. Although informal and ongoing day-to-day assessments are necessary for a successful operation, these approaches are insufficient to meet the demands of the HR department. Formal evaluations are required to assist managers with personnel placement, remuneration, and other human resource decisions.

3.3.2 Feedback to Human Resources

Overall organizational performance, whether good or bad, reveals how well the human resource function is performing. Spend time completing a form created by the HR department. Furthermore, as happened in one section of Xerox, the system's design may encourage undesirable behavior by employees and managers. As demonstrated by this example, an organization cannot have just any assessment system; it must be successful, widely recognized, and effectively implemented. If certain requirements are met, performance assessment systems can highlight critical changes in HR information relating to job analysis and design, human resource planning, staffing, orientation and placement, training and development, and career planning. Performance evaluations are critical for focusing personnel on strategic goals and objectives, as well as preparing replacement summaries.

3.3.3 Elements of Performance Appraisal Systems

To be effective, an assessment system and appraisal methodologies must establish performance-related standards, measure those standards, and then provide feedback to employees and the human resources department. When performance criteria or metrics are not job-related, the assessment may produce inaccurate or biased results, causing managers' relationships with their employees to suffer and potentially violating equal employment opportunity laws. Without feedback, it is unlikely that human behavior will improve, and the department will lack reliable records in its HR information system on which to base decisions ranging from job design to remuneration.

The HR department typically develops and manages the company's performance evaluation system. Centralization guarantees consistency. Although the HR department may develop different approaches for managers, professionals, employees, and other groups, consistency within each group is critical**.**

3.3.4 Performance Standards

Appraisal systems must include performance standards, which serve as benchmarks against which performance is measured. To be successful, standards must be linked to the desired outcomes of each task. As previously stated, job analysis identifies precise performance requirements by analyzing current employee performance. United Parcel Service (UPS) is perhaps the best example of precise work standards, with over 1000 industrial engineers evaluating and timing every aspect of worker performance. Consider the following Wall Street Journal quote, “Joseph Polise ... bounds from his brown delivery truck and towards an office building .... A few paces behind him”, “Marjorie Cusack, a UPS industrial engineer, clutches a digital timer”. She counts his steps and times his contact with customers, traffic, detours, doorbells, walkways, stairways, and coffee breaks. "We don't use the standards as hammers, but they do give accountability," says Larry P. Breakiron, the company's senior vice president for engineering. "Our ability to manage labour and hold it accountable is the key to our success."" To hold employees accountable, a written record of the standards should exist and employees should be advised of those standards before the evaluation occurs. Ideally, the appraisal of each employee's performance should be based on actual performance of the critical elements identified through job analysis”. The Xerox example earlier mentioned meets these standards.

3.3.5 Performance Measures

Credible performance measurements, which are the ratings used to assess performance, are also required for performance evaluation. They must be simple to use, dependable, and capable of reporting on the important behaviors that define performance in order to be useful. Dependable measurements also allow others to reach the same conclusions about performance using the same measures and criteria, increasing the system's reliability. A telephone company supervisor, for example, must monitor each operator's performance:

As millions of workers use video-display workstations, new methods of objectively monitoring employee performance emerge. Approximately one-third of these workers work in jobs that computers can automate. Most master computers can "not only process information from each employee's terminal but also measure, record, and tabulate dozens of details about how efficiently the worker is putting information into the machine" with program modifications. Airline reservation computers, for example, closely monitor how long it takes individual clerks to handle each customer and how much time passes... between calls." Having "Big Brother" constantly monitor performance can, of course, be psychologically oppressive. HR professionals must consider the impact on morale. Otherwise, legislation or union actions may be necessary to compel change. Subjective performance metrics are ratings that are based on the personal standards or judgments of the individuals evaluating them and cannot be independently verified by others. This metric compares the precision of objective and subjective measurements.

3.3.6 Performance Appraisal Challenges

The performance assessment system's architecture frequently contributes to the difficulties that HR professionals face. Legal constraints, rater biases, and evaluation acceptability are all important considerations.

3.3.7 Legal Constraints

Performance appraisals must be free of illegal discrimination. As described in this lesson, any type of evaluation chosen by the HR department must be both reliable and legitimate; otherwise, placement decisions may be challenged because they violate equal employment legislation or other regulations. Such claims are more common in cases of "wrongful discharge," which occurs when an employee is wrongfully terminated. They also occur when decisions about layoffs, demotions, or failure to promote are made.

3.3.8 Leniency and Strictness Bias

Liability bias occurs when raters are lenient in judging employee performance. Such raters believe that all employee performance is good and favourable. The strictness bias is the inverse; it occurs when raters make overly harsh decisions. When a rater wants others to believe he or she is a "severe judge" of people's performance, strictness bias can occur. When performance standards are ambiguous, both leniency and strictness errors occur more frequently.

3.3.9 Reducing Rater Bias

Biases can be reduced by using subjective performance measurements, which can be accomplished through training, feedback, and the appropriate selection of performance assessment methodologies. Training raters should take three steps. To begin, prejudices and their causes must be addressed. Second, the importance of performance evaluations in employee decisions should be emphasized in order to emphasize the importance of objectivity and impartiality. Third, if subjective measures are to be used, raters must be trained in their use. For example, classroom exercises may necessitate the evaluation of the trainer or the use of videotapes depicting workers and working conditions. Errors discovered during simulated evaluations can then be corrected through additional training or counseling.

3.3.10 Rating Scales

The rating scale, in which the rater is asked to provide a subjective judgment of an individual's performance on a scale from low to high, is perhaps the oldest and most widely used type of performance appraisal. The rating, as the name implies, is entirely dependent on the rater's judgments, and the criteria are not always directly related to work performance. Although subordinates or peers may use it, the form is typically filled out by the supervisor, who checks the most acceptable response for each performance dimension. Responses can be assigned numerical values, allowing for the calculation and comparison of an average score. Earning points may be linked to wage increases, so that a certain number of points equals a percentage increase.
Dependability

- Initiative
- Overall output
- Attendance
- Attitude
- Cooperation

3.3.11 Accomplishment Records

Accomplishment records, as they are commonly used by professionals, are inextricably linked to the critical incident technique. These are lists of professional accomplishments created by employees, such as publications, talks, leadership roles, and other activities. This information is frequently used to create an annual report that details the professional's activities throughout the year. Supervisors use the report to decide on raises and promotions, as well as to coach employees on future performance. The interpretation of the items listed is likely to be subjective, and the items are likely to be biased because they only include the person's "good" actions.

3.3.12 Behaviourally Anchored Rating Scales Behaviourally anchored ratings

Are a class of assessment methods that detect and evaluate critical job-related behaviors. Specific identified behaviors are used to provide the rater with evaluation reference points. Over bipolar rating scales or the forced choice approach, the use of job-related behaviors increases the likelihood of validity. Behavioral expectation scales and behavioral observation scales are the most commonly used methods.

Behavioural Expectation Scales (BES) Provide specific specified behaviors as benchmarks to assist the rater. This strategy aims to reduce some of the subjectivity and biases that are inherent in other methods of measuring performance. Based on descriptions of excellent and poor performance provided by incumbents, peers, and supervisors, job analysts or knowledgeable workers classify behaviors into broad areas of job performance. A list of job-related behaviors for a bartender in the area of client interactions, for example, appears in the unit. Other rating sheets would be assembled for other aspects of the bartender's job, such as the ability to maintain equipment, keep the bar area clean, and mix drinks. As specified in the specification, the analyst or a group of knowledgeable employees rate specific actions on a scale of 1 to 7.

3.3.13 Field Review Method

Wherever subjective performance measurements are used, differences in rater perceptions cause bias. Some companies use the field review method to improve review consistency. A competent HR professional travels into the "field" to assist supervisors with their evaluations in this strategy. The HR professional requests specific information about the employee's performance from the employee's immediate supervisor. Based on this information, the expert creates an assessment. The evaluation is sent to the supervisor for review, changes, approval, and discussion with the rated employee. The expert enters the rating on whatever rating form the company uses. Because the form is filled out by a qualified expert, dependability and comparability are more likely, and rater biases are common.

3.3.14 Performance Tests and Observations

When there are only a few open positions, performance evaluations may be based on a knowledge or ability test. These exams are especially useful when a company employs a pay-for-knowledge or pay-for-skills compensation model, which pays employees primarily on the skills or job knowledge they have acquired. The exam could be paper and pencil or an actual demonstration of abilities. The test must be trustworthy and confirmed in order to be useful. Nonetheless, potential is more likely to be assessed than performance. For the method to be job-related, observations should be made in conditions that are likely to be encountered. If the costs of developing or administering the test are prohibitively expensive, the test's practicality may suffer. Pilots from all major airlines are affected.

3.3.15 Comparative Evaluation Approaches

Analyses Comparative Approaches are a collection of various strategies for comparing one's performance to that of co-workers. Typically, the supervisor conducts comparative analyses. They can result in a personnel rating ranging from best to worst, which is useful when deciding on merit pay increases, promotions, and organizational awards. The most common types of comparative assessments are the ranking technique, forced distributions, the point allocation method, and paired comparisons. These approaches, while practical and easy to standardize, are biased and provide little job-related feedback. They are frequently based on the rater's subjective overall assessment of the employee's performance. Businesses can mitigate these disadvantages. For example, Florida Power and Light has a complicated group evaluation process. At this utility, biases are reduced.

3.3.16 Ranking Method

The rating method requires the rater to rank each employee from best to worst. The human resources department is aware that some employees are superior to others, but it is unsure by how much. The employee ranked second could be nearly as good as the one ranked first, or significantly worse. Although rankings from two or more raters can be averaged to help reduce biases, the approach is sometimes vulnerable to the halo, regency, and recent effects. Its advantages include ease of administration and explanation. Supervisors can attend "roll-up" meetings with their common boss to explain why their assessments should be allowed to deviate from the intended distribution.

3.3.17 Future-Oriented Appraisals

- Using past-focused tactics is analogous to driving a car while looking in the rearview mirror; you only know where you've been, not where you're going. Future-oriented assessments are concerned with future performance by evaluating an employee's potential or setting future performance goals. Many past-oriented techniques, in fact, include a section for the supervisor and employee to write down future goals. There are four common methods for predicting future performance:
- Self-appraisals
- Objective-based management
- Psychological evaluations
- Testing facilities

3.3.18 Self-Appraisals

If the goal of the assessment is to promote self-development, having employees complete a self-appraisal could be a useful evaluation tool. Employees who examine themselves are less likely to engage in defensive behavior, which increases the likelihood of self-improvement. When used to identify areas for improvement, self-appraisals can help users set personal goals for the future. The employee may be overly patient or overly critical of his or her own work. When using self-assessments in a diverse or foreign workforce, home-office HR personnel must be aware of cultural differences that may result in evaluations that overstate or understate performance and future goals. Obviously, self-appraisals can be used in conjunction with any assessment method, whether retrospective or prospective.

Self-Assessment Exercise 1

What do you understand by Self-Appraisal

3.3.19 Management by Objectives

The management by objectives (MBO) strategy is based on objectively quantifiable goals that are jointly agreed upon by the employee and manager. Employees are expected to be motivated to achieve their goals because they are allowed to help set them. Employees may also modify their behavior to ensure that the goals are met because they can track their progress. Employees, on the other hand, must receive timely performance feedback in order to adjust their efforts. Objectives also help the employee and supervisor discuss the employee's unique smart" development needs, which may make future training and development initiatives appear more relevant to the employee. When done correctly, performance reviews focus on professional goals rather than personality traits. Biases are reduced to the point where goal achievement is possible.

3.3.20 Assessment Centres

Assessment centers, which do not rely on the findings of a single psychologist, are another method of assessing future potential. Assessment centers are standardized employee appraisals that employ a variety of evaluation methods and raters. They are typically given to managers who show the potential to take on additional responsibilities. Members of the group frequently congregate at a hotel or training facility first. During their stay, they are examined individually.

Select personnel are subjected to in-depth interviews, psychological tests, personal background histories, peer reviews by other participants, leaderless group discussions, ratings by psychologists and managers, and simulated work activities to assess future potential. It is common to conduct in-basket exercises, decision-making exercises, computer-based business games, and other simulated work experiences. Assessment centers are both time-consuming and costly. Not only are the applicants absent from their jobs because the company pays for their travel and lodging, but the evaluators are frequently corporate executives who are sent to the assessment centers for brief periods of time. Psychologists and human resource specialists who administer the center and conduct assessments frequently assist these administrators. Some critics question whether the techniques used are objective and job-related, especially given the possibility of rater bias.

S. C. Johnson & Son, Inc.'s Consumer Products Division served as a traditional assessment center for many years. Select managers from each division were tested on a variety of abilities at the assessment center twice a year for five days. On the fourth day, the applicants attended a debriefing and professional development workshop while the raters prepared their final evaluations. On the fifth day, participants received a performance evaluation as well as some counseling. The assessment procedure was effective in assisting in the promotion of personnel. However, the findings of the center were exaggerated; individuals were regarded as having "passed" or "failed" the procedure. Those who "failed" were dissatisfied because they believed their professional opportunities had been severely limited. Many people attended.

3.3.21 Implications of the Appraisal Process

An effective performance evaluation system necessitates more than just good methodology. It is predicated on a consistent approach to outcome comparability, clear criteria and metrics, and bias-free evaluations. Using a large number of raters, even peers, indicates a variety of perspectives, which may reduce bias and provide a more accurate review. Employees may believe the procedure is fair, but being graded can still be unpleasant. AT&T, GM, GE, Monsanto, Massadl Usetts Mutual Life Insurance, and other companies are testing employee evaluations of their bosses. "Who better to tell you what kind of manager you are than your subordinates," observed the Waldorf Corporation's chief operating officer. Whatever method is used, it must be implemented, which is often difficult among operations and staff management who have other responsibilities. Formal evaluations may appear unimportant or urgent to these managers because they believe they already know who their good and bad employees are. Nonetheless, for a successful evaluation, management involvement and assistance are almost always required. Building participation through a task force at Xerox, or using multiple raters in an assessment center at Johnson Wax, for example, reaches only a small number of people in such large organizations. To ensure general knowledge and support, training may be required.

3.3.22 The HRM Process with Performance Appraisal Feedback

The information for each employee can be accessed by clicking on a series of buttons on the page that correspond to their objectives, progress, feedback, review, recognition, development, commitment, calendar, details, and notes. To keep the information private, a simple password protection system is used. The performance review process also reveals how well the HR department is doing. As demonstrated, performance evaluation serves as a "quality control check." If the assessment process reveals widespread poor performance, many employees are excluded from internal placement options. They will not be promoted or transferred, and they may even be fired.

Unacceptably high numbers of poor performers could indicate issues with other HR management processes. Professional aspirations, for example, may not be realized as a result of development. Or the HR strategy could be flawed because the job analysis data is incorrect or the affirmative action plan objectives are incorrect. The HR department may occasionally work toward the wrong objectives. The rating system itself may be flawed due to managerial opposition, flawed performance criteria or metrics, or a lack of helpful feedback. HR professionals must closely monitor the outcomes of the organization's performance evaluation process, regardless of the issue. These findings could serve as a barometer for the entire HR department. Furthermore, performance evaluations are used to determine pay.

3.3.23 Training Raters and Evaluators

Regardless of whether a simple comparative approach or a sophisticated assessment center is used, the evaluators must be familiar with the system and its goals. Because different factors may be weighted for different uses, the rater's assessment may change simply by knowing whether the appraisal is to be used for remuneration or placement. Two critical issues are evaluator comprehension and evaluation consistency. In one survey, 18% of organizations' HR departments provided written instructions to raters, while 60% provided training. Assessment guidelines and feedback instructions are frequently provided, in addition to definitions for important words like "shows initiative" and "provides leadership".

Bechtel and the Glendale Federal Savings and Loan Association are two of the 60% of businesses that use training to fill this knowledge gap. The purpose of the technique, the details of "how to do it," any risks or biases, and answers to raters' questions are frequently explained in training seminars. To gain some supervised experience, training may include evaluation trials involving fellow students. To give raters knowledge and experience of the evaluation process, Bechtel and Glendale even use videotapes and role-playing rating sessions. The training covers the timing and planning of assessments. The majority of businesses hold formal evaluations around the employee's anniversary of employment.

Self-Assessment Exercise 2.

Explain in detail, Training Raters and Evaluators

3.3.24 Guidelines for Effective Performance Evaluation Interviews

a) Draw attention to an employee's performance's positive aspects.
b) Remind each employee that the evaluation is intended to improve their work, not to discipline them.
c) Hold the performance review in private with as few interruptions as possible.
d) Officially evaluate performance at least once a year, more often for inexperienced employees or those performing poorly.
e) Be specific in your criticisms rather than general and vague.
f) Focus criticism more on actions than on characteristics.
g) Remain composed and refrain from arguing with the person who is being examined.

h) Describe specific actions the employee could take to improve performance.
i) Emphasize the eagerness of the assessor to assist the employee's efforts and improve performance.
J) Highlight the employee's performance's positive aspects

3.4 Summary

The assessment process is typically created by the HR department, with little input from other organizational divisions. Employees who conduct the rating may not be familiar with the appraisal process or its objectives when it is time to implement a new evaluation strategy. The HR division should design and offer evaluation seminars to managers to address this deficiency. An evaluation interview is a necessary step in the appraisal process for obtaining employee feedback. In order to give the employee a fair evaluation, the interviewer makes an effort to balance areas of strong performance with those of poor performance. Perhaps the most significant challenge identified by performance reviews is the feedback provided on the performance of the HR department.

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3.6 Possible Answers to SAEs

Answer to SAEs 1

Self-Appraisals Employee self-appraisals could be a useful evaluation tool if the assessment's goal is to advance self-development. Examining oneself makes employees less likely to act defensively, which increases the likelihood of self-improvement. Self-assessments can help people set personal goals for the future by highlighting areas that need improvement. The employee might be overly forgiving or overly critical of their own work. The home-office HR staff must be aware of cultural differences that could lead to evaluations that overstate or understate performance and future goals if self-assessments are used in a diverse or foreign workforce. Self-appraisals can, of course, be used in conjunction with any assessment technique, whether it is past- or future-focused.

Answer to SAEs 2

Training Raters and Evaluators Regardless of whether they use a straightforward comparison approach or a sophisticated assessment center, evaluators must comprehend the system and its purpose. Since different factors may be weighted differently for different uses, the rater's opinion may change depending on whether the assessment will be used for placement or remuneration. Two significant issues are the evaluators' comprehension and the uniformity of evaluations. According to one study, only 18% of the organizations had written instructions for raters, while 60% provided training. Definitions for crucial terms like "shows initiative" and "provides leadership" are frequently provided, as well as instructions on how to complete the assessment or provide feedback to raters.

Among the sixty percent are Bechtel and Glendale Federal Savings & Loan Association.

UNIT 4 COMPENSATION, SALARY AND WAGES ADMINISTRATION

Unit Structure

4.1 Introduction
4.2 Learning Outcomes
4.3 Compensation, Salary and Wages Administration
  4.3.1 Objectives of Compensation Management
  4.3.2 A Model of the Consequences of Pay Dissatisfaction
  4.3.3 Objectives Sought through Effective Compensation Management
  4.3.4 Job Analysis and Evaluations
  4.3.5 Job Evaluations
  4.3.6 Job Ranking
  4.3.7 Job Grading
  4.3.8 Factor Comparison
  4.3.9 A Point Manual Description of “Responsibility: Equipment and Materials”
  4.3.10 Pricing Jobs
  4.3.11 Pay Levels
  4.3.12 The Compensation Structure
  4.3.13 Challenges Affecting Compensation and Strategic Objectives
  4.3.14 Industrial Relations and Union Power
  4.3.15 Comparable Worth and Equal Pay
  4.3.16 International Compensation Challenges
  4.3.17 The Top Six Issues Facing HR Managers of Global Firms
  4.3.18 Productivity and Costs
4.4 Summary
4.5 References/Further Reading
4.6 Possible Answers to SAEs

4.1 Introduction

This unit examines various forms of direct pay, including wages and salaries, as well as incentives and gain-sharing.

The vast scope of compensation management adds to its adaptability and responsiveness. It covers both indirect compensation, which includes fringe benefits, and direct pay, which comprises wages and salaries as well as bonuses, incentives, and gain-sharing.

This unit also covers indirect compensation, which primarily consists of benefits and services supplied by employers as well as those that are mandated by the government and serve to support direct and indirect pay for a variety of objectives.

4.2 Learning Outcomes

By the end of this unit, you will be able to:

- Discuss the critical conditions needed for a well-managed compensation system.
- Analyse job analysis and evaluation, job ranking and objectives of effective compensation management
- Demonstrate and explain apportion current wages for key jobs, the major policies, laws and other challenges that affect pay plans
- Evaluate key factor comparison with equal pay and concerns in international compensation

4.3 Compensation, Salary and Wages Administration

4.3.1 Objectives of Compensation Management

The overarching goals of compensation management are to support the company's achievement of strategic success while ensuring internal and external equity. Internal equality ensures that those with higher qualifications or in roles with greater difficulty are paid more. External equity makes sure that jobs are compensated fairly when compared to other jobs with similar responsibilities on the labor market. Trade-offs must be made because these goals, as shown in Figure 4.1, are incompatible. For example, wage and compensation experts advise paying comparable wages for comparable work in order to keep employees and ensure fairness. However, a recruiter may decide to make an outlandishly high offer of compensation in an effort to draw in a qualified applicant. The compensation plan must now decide between the consistency and recruitment objectives.

4.3.2 A Model of the Consequences of Pay Dissatisfaction

GE Bayamon, 2007; HR Classification of Pay Dissatisfaction Indicators Periodic Manual, p. An HR department may support the strategic objectives of the company through the pay structure. One instance is a General Electric plant in Puerto Rico.

In the early 1990s, General Electric (GE) built a new surge protector facility in Bayamon, Puerto Rico. There are two main job categories at the facility, in addition to the plant manager: roughly 200 associate producers, and 15 paid associate advisors. Associates must enroll in the appropriate vocational training and switch jobs twice a year. They receive commensurate compensation as they gain competence and understanding in their new jobs.

4.3.3 Objectives Sought through Effective Compensation Management

Additionally, pay and salary programs should be designed to be efficiently administered, making the most of the HRIS; however, this should be a secondary priority to other goals. The main objective, despite the trade-offs, is to continue to be compliant with the law. For instance, the Fair Labor Standards Act of 1938 mandates that businesses pay their employees overtime at the rate of time and a half. Congress frequently increases the minimum wage, and businesses are obligated to comply regardless of their other objectives. Similar to this, the Equal Compensation Act requires businesses to pay workers equally for equal work regardless of their gender. The Age Discrimination in Employment Act and Title VII both forbid wage discrimination against workers 40 years of age and older.

Phase 1: Assess each job in order to ensure internal equality based on the relative merit of each position using job analysis data.
b. Conduct pay and salary surveys in Phase 2 to assess external equity in light of labor market rates.
c. Phase 3: Determine the rate of pay for each position based on internal and external equity by pricing each position. The three basic phases of compensation management are depicted in this diagram and are discussed in the sections below.

1.3.4 Job Analysis and Evaluations

In order to create job and position descriptions, job analysis, as covered in the unit, gathers information about employment (through surveys, observation, and discussions among workers and supervisors). Pay analysts have the bare minimum of information to conduct more thorough job evaluations due to the lack of job analysis data in the department's HR information system.

Phase 1: Identify and research jobs
JOB EVALUATION Descriptions of Positions Descriptions of Jobs Job Expectations Jon Ranking JOB Evaluation System of Job Grading Factor Comparison Points

External equity in Phase III
SURVEYS OF WAGE AND SALARY
United States of America state unemployment offices
Employer-based businesses organizations with expertise
Phase IV independent study Internal and external values are equal.
JOBS IN PRICING Value of a job evaluation x Market value Rates are displayed each task. 2. Key phases of compensation management 2nd Phase Review Catalogue for the GE Compensation Strategy, 2008, p. 135.

4.3.5 Job Evaluations

These are methods for evaluating the relative merit of an employment opportunity. Although there are many approaches, each one takes into account the responsibilities, abilities, efforts, and workplace. It identifies the jobs that are more beneficial to the organization than others. Without job assessments, the HR department would be unable to create a practical compensation strategy. Because evaluation is subjective, it is done by properly qualified people known as compensation specialists or job analysts. When a group of managers or specialists is enlisted for this purpose, a job evaluation committee is created.

The committee examines the results of the job analysis to gain knowledge of the tasks, obligations, and working conditions. Using this information, a job rating system is used to rank professions according to their relative merit.

4.3.6 Job Ranking

The simplest and least precise method of job evaluation is job ranking. Specialists examine the data from the job analysis before evaluating each position subjectively according to its relative relevance in comparison to other jobs within the company. These are general rankings, and raters may take into account specific elements like the degree of responsibility, aptitude, and effort required for each position, as well as the working environment. Key aspects of some employment may be overlooked by subjectively determined global rankings, while trivial features may be overemphasized. And to make matters worse, these rankings make no distinction between professions based on their relative worth. For instance, office manager positions might be ranked third, while secretarial positions might be ranked second.

4.3.7 Factor Comparison

Using the factor comparison approach, the job evaluation committee compares crucial or compensable job factors. These compensable components are aspects of employment that are common to all of the positions being considered, such as accountability, competence, physical exertion, mental effort, and working conditions. The committee combines the individual evaluations to determine the relative importance of each job after comparing each factor one at a time with the same factor for other important jobs. The five stages of this strategy are as follows:

Step 1 is to identify the crucial components. Analysts must first identify the components that are common and pertinent to a wide range of professions.

The most frequently used components are those highlighted. Certain organizations employ various standards for.

4.3.8 Standard Description

Work is simple and repetitive, done under close supervision, with little training, and requires little initiative or responsibility. Examples include file clerk and janitor. Work is simple and repetitive, done under close supervision, and requires some skill or training. Rarely are workers expected to exercise initiative or assume responsibility. Machine cleaner and clerk-typist I are two examples. Simple tasks with little variety are carried out under extensive supervision. required expertise or training. Employee has few tasks to complete and must exercise significant initiative to perform well. Examples include clerk-typist II, machine oiler, and parts expediter. The work is relatively complex and varied when under general supervision. High levels of expertise are required. a worker is in charge of the tools or the security.

Step 2: Identify the most crucial tasks. Key occupations are those that are frequently employed in the company and on its labor market. Because it is simple to estimate their market value, common jobs are chosen. These benchmark tasks should, in theory, be widely regarded as essential roles by employees and contain a wide range of important requirements.

Step 3: Distribute current earnings among pertinent professions. Nigeria's current minimum wage is 18,000 naira. The job evaluation committee then distributes a portion of the current wage rate for each essential job to each critical component, as shown in Figure 4.3. The importance of the specific factor determines the percentage of each salary allotted to the various compensable components.

4.3.9 A Point Manual Description of "Responsibility, Equipment and Materials"

The upkeep of the company's tools and resources is the responsibility of every employee. In order to do this, broken or damaged materials or equipment must be reported. maintaining, repairing, or changing tools and supplies in accordance with specific job requirements, including keeping tools and supplies organized. The company is aware that there are significant differences in how much responsibility each department has for its tools and supplies.

Level 1 employees report defective equipment or materials to their immediate superior.

Level 2 employees are responsible for maintaining the appearance and order of equipment or supplies, as well as the security of such equipment or materials.

Level 3 jobs include performing preventative maintenance and minor repairs on equipment, as well as correcting minor material flaws.

Level 4 jobs entail performing extensive maintenance or overhauls on equipment or deciding on the type, quantity, and quality of materials to be used. Once the total points for each task are determined, the jobs are ranked. Department managers should review this relative rating, as well as the job ranking, job grading, and factor comparison systems, to ensure that it is appropriate. Large organizations frequently modify standard procedures to create unique in-house variants. For example, the Salt River Project, a massive quasi-government utility in Arizona, has been attempting to improve the objectivity of its employment evaluation procedures beyond the standard point system. The "Hay Plan," which is used by businesses in the United States and Canada, is another popular form. This proprietary method, marketed by Hay and Associates, is based on a committee's evaluation of critical job factors to determine the relative worth of each job. Although other approaches to job evaluation exist, all effective job evaluation schemes seek to determine a job's relative worth in order to ensure internal equity.

4.3.10 Pricing Jobs In pricing jobs

The value of a job evaluation is linked to the value of the labor market. There are two steps involved: determining the appropriate pay level for each position and organizing the various pay levels into a structure that can be successfully administered.

4.3.11 Pay Levels To set the right pay level

The internal rankings and survey salary rates are combined using a scattergram graph. Salary rates are depicted on the vertical axis. The horizontal axis is used to represent points in the point system. The scatter gram is created by charting the total points and pay level for each major job. As a result, each dot represents the point value and market wage rate for a specific important position. In the illustration, essential job A, for example, is worth SOO points and pays $6 per hour.

4.3.12 The Compensation Structure

Although GE divided their workforce into two categories, associate producers and advisers, it is not uncommon for a company with 200 employees to have scores of distinct job titles, with larger companies having hundreds. A pay and compensation analyst would face difficult challenges in compensating hundreds, if not thousands, of positions. The presence of hundreds of different pay rates would be pointless because the differences between jobs could be as small as a few cents. It is more convenient for compensation analysts to categorize employment. Jobs classified using the job grade method are already classified into predefined groups. Other work evaluation techniques group employees by producing job grades based on previous ranking, salary, or points. A job worth 105 points. The problem with flat rates for each job class is that giving a worker a merit raise (a pay raise for performance) necessitates moving the employee into a higher job class. This disrupts the previously established internal equity balance. To address these issues, most businesses use rate ranges for each class. Rate ranges are the pay scales for each job category. Assume the wage-trend line shows that the average hourly wage for a specific job is $8.

Self-Assessment Exercise 1

Explain in detail, the Compensation Structure

4.3.13 Challenges Affecting Compensation and Strategic Objectives

In a difficult situation, even the most reasonable methods of determining pay must be tempered by sound judgment. The consequences of these demands may force analysts to make additional pay adjustments.

Internal equity and external equity are just two aspects of compensation management. It can also be used to advance an employer's goals, as evidenced by GE's use of highly cross-trained work teams. Employee remuneration at GE's Puerto Rican operations may have been initially anchored by the relative worth of positions and the local labor market's prevailing wage rates. However, GE, Polaroid, Steelcase, and a growing number of other companies use "pay-for-skill" and "pay-for-knowledge" systems to award raises based on employees' abilities and knowledge rather than their performance. "The FLSA requires that most employees in the United States be paid at least the federal minimum wage for all hours worked and overtime pay at time and one-half the regular rate of pay for all hours worked over 40 in a workweek." Employees employed as bona fide executive, administrative, professional, or outside sales employees are exempt from both minimum wage and overtime pay under Section 13(a)(1) of the FLSA.

Further information: Salaryman

This section needs to be expanded. Owners in Japan would notify employees of pay raises via "jirei." In larger companies, the concept has been replaced by an electronic form or email. India's Salary Structure In India, salaries are typically paid on the last working day of the month (Government, Public sector departments, Multinational organizations as well as majority of other private sector companies). Several more firms pay after the month is over, but usually by the 5th. Some businesses, however, pay after this. For example, pay for the previous month is paid on the 9th of the month for enterprises in the 'Godrej Group.' If the 9th is a holiday, it is paid on the 10th, and if both the 9th and the 10th are holidays, it is paid on the 11th. More information can be found at http://labourbureau.nic.in/wagetab.html. Employees in India are notified of pay increases through hard copy letters [citation required]. Wages and salaries include in the national accounts the values of any social contributions, income taxes, etc., payable by the employee, even if they are withheld by the employer for administrative convenience or other reasons and paid directly to social insurance schemes, tax authorities, etc., on the employee's behalf. Wages and salaries can be paid in a variety of ways, including monetary compensation as well as items or services provided to employees in lieu of or in addition to monetary compensation. Wages and salaries paid in cash include wages or salaries paid at regular weekly, monthly, or other intervals, including performance-based pay and piecework; and allowances such as:

- Companies develop competitive recruiting processes, and job seekers should conduct salary research before deciding on a professional path or accepting a job offer.
- Career practitioners give their clients the most accurate and complete picture of a career.
- Researchers and policymakers work together to create public policy.
- Resources Visit the British Columbia Wage and Salary Survey for the most up-to-date information. You'll find searchable information on part-time and full-time pay, working hours, hiring challenges, and job openings.

- The top 100 jobs in each of British Columbia's three major economic regions: Vancouver Island/Coast, Mainland/Southwest, and Thompson-Okanagan, as well as the top 35 jobs in each of the province's other regions: Kootenay, Cariboo, North Coast, Nechako, and Northeast. Highlights from the British Columbia Wage.
- Earnings and Employment Trends provide a comprehensive picture of the labor market in British Columbia. It includes statistics for the United States of America and other parts of Canada for comparison. See our Employers section for more information on salaries and other types of employee pay. Wages and salaries Wages and salaries, in accordance with the System of National Accounts, include the amounts owed by the employee for social contributions, income taxes, and so on, even if they are withheld by the employer. Wages and salaries in kind are payments in the form of items and/or services that are not required for work and can be used by employees at their discretion to meet the needs of themselves or other members of their families.
    i. Foster a high-performing culture by aligning performance, goals, and rewards across an organization.
    ii. Reduce the cost and complexity of compensation administration by optimizing rollups, exception handling, and approvals.

Key Integration Points:

- Sum Total is the only company that provides native interfaces from Compensation Management to other key talent management processes, allowing it to provide an end-to-end talent management approach.
- HRMS: Historical compensation information can be used to influence future pay and award decisions.
- Learning Management: Incentives and compensation can be linked to program completion.
- Performance Management: Performance ratings can be used as inputs into compensation decisions, allowing for the implementation of consistent pay-for-performance systems.
- Hiring & Recruiting: New roles and job descriptions can be linked to pre-defined remuneration schemes.
- Succession Planning: The financial consequences of succession plans can be calculated and analyzed.
- Workforce Management: SumTotal Workforce Management, which is integrated throughout the SumTotal strategic HCM solution, offers powerful tools for managing labor rules, ensuring compliance, and controlling labor costs.

Types of Compensation

Employee compensation can be either direct (monetary rewards) or indirect (non-monetary benefits such as perks, time off, and so on). Compensation includes all awards and allowances given to employees in exchange for their efforts, not just pay. When remuneration is properly managed, it contributes to high organizational productivity. Find Out More About Direct Compensation

Learn More About Indirect Compensation

Need of Compensation Management

i. A competitive remuneration plan is critical for motivating employees and increasing organizational efficiency.
ii. Until remuneration is provided, no one will come to work for the organization. As a result, compensation contributes to an organization's efficiency and achievement of its goals.
iii. Salary is only one aspect of the compensation system; employees must also meet psychological and self-actualization criteria. As a result, compensation achieves the objective.
iv. The most competitive salary will help the company attract and retain top talent. The pay package should be in line with industry standards.

HRPA, Ottawa, p.92, 2009. Employee Motivation Cycle Compensation Plan The process of determining and delivering compensation packages to employees that are aligned with the company's goals is known as strategic compensation.

4.3.14 Industrial Relations and Union Power

When unions represent a portion of the workforce, they may be able to negotiate salary rates that are out of proportion to the relative worth of the occupations. Wage and pay studies, for example, may conclude that a nurse should be paid $17 per hour. If the nurses' union insists on $19, the human resources department may decide that paying the higher wage is less expensive than going on strike. Higher salaries may lead to increased automation, fewer benefits, or a loss of a company's competitive position. When a union controls the majority or all of a specific skill, such as carpentry or plumbing, it has the authority to raise the prevailing wage for those jobs. Unions may also limit management's flexibility in implementing merit raises. If the sector is threatened by foreign companies or nonunion start-ups, unionized businesses may be forced to reduce labor costs through automation, layoffs, or manufacturing in another country. Child labor, overtime, and other FLSA rules are enforced by the Wage-Hour Division of the United States Department of Labor, which can launch an investigation without receiving complaints. Failure to comply may result in expensive back-pay demands. The United States Postal Service, for example, agreed to pay $400 million to 800,000 current and former employees after underpaying them for a period of time.

4.3.15 Comparable Worth and Equal Pay Beyond

"Equal compensation for equal effort" is an extension of "similar remuneration for comparable work," also known as comparable value. It requires businesses to pay comparable wages for comparable jobs. Male and female nurses, for example, would have to be paid the same if their seniority and merit matched under the Equal Pay Act, but a female nurse and a male electrician could be paid differently. However, if a nurse and an electrician both receive roughly the same number of points under a job evaluation point system, they must be paid the same, presumably subject to merit and seniority differences. Comparable worth is used to close the historical wage gap between men and women. (In the United States, women earn 71% more than men. This disparity persists in part because women have traditionally worked in low-wage occupations such as teaching, retail, and nursing. Part of the wage disparity is likely due to women leaving the labor force to have and care for children or parents, while the other part is due to discrimination. Although techniques based on comparable worth may aid in closing the gap, this compensation paradigm ignores the marketplace. If, in the previous example, nurses were paid $34,000 per year and electricians were paid $42,000, paying the nurses $42,000 would be equivalent worth, despite compensation surveys indicating that the market rate was $34,000.

Self-Assessment Exercise 2

What do you understand by Comparable Worth and Equal Pay Beyond?

4.3.16 International Compensation Challenges

Pay management is impacted by the company's globalization. Analysts of compensation must consider not only equity but also competitiveness. Firms that compete globally may discover that while using local area salary surveys in the home country—even for compensating home-country employees—may ensure equity in the home labor market, benchmarking wages and salaries among home-country competitors, especially if they are all in a developed country—may result in labor costs that are too high to compete with foreign operations that have lower compensation costs. Jobs may need to be reformed to use less expensive labor, automated, or relocated to lower-cost countries in order for the organization to continue.

Increased internationalization of business also means more cross-border personnel migration. When employees are transferred, their pay increases.

4.3.17 The Top Six Issues Facing HR Managers of Global Firms

A quick poll was conducted by the Institute for International Human Resources, and the following issues were prioritized:

- managing expat expectations - improving remuneration packages for "acceptable" value expats
- Expatriate compensation cost minimization and "localization" - International pension plans
- Including expatriate compensation in human resource planning.

4.3.18 Productivity and Costs

Employers, regardless of corporate or social policies, must make a profit in order to exist. They are unable to attract enough investors to remain viable in the absence of revenues. As a result, a company cannot pay its employees more than they provide in terms of output. If this were to happen (due to a labor shortage or the influence of unions), the company would have to restructure those roles, hire more people to expand supply, automate, innovate, or go out of business. In the 1980s, innovations such as two-tiered pay and bonuses proliferated. As the term implies, employers typically built two compensation systems: one for current employees and one for potential hires. Future employees, on the other hand, are usually paid less to begin with; current employees are frequently paid more. Companies using this strategy may reduce their labor costs while allowing union leaders to keep their current (and voting) members' salaries. Because certain two-tiered systems allow recruits to catch up to first-tier rates over the course of two, five, or ten years, these savings may only last a few years. Because employees and scholars have questioned the equality of varying pay rates for the same task, the two-tiered wage model's use has recently declined. Other advancements benefit the employer's cost and productivity. A little more than one-fifth of businesses offer lump-sum incentives in lieu of salary increases, which permanently raise employees' pay levels. These incentives do not qualify. If sales, productivity, or profits fall, no bonuses are given.

4.4 Summary

Employee remuneration, when managed effectively, can support business goals and be a useful tool for recruiting, retaining, and maintaining a productive team. Individual productivity can be significantly influenced by compensation because it can indicate which actions are most valued. Poor management may result in high turnover, increased absenteeism, more complaints, increased employee discontent, poor productivity, and unmet strategic initiatives. For the pay component of compensation schemes to be appropriate, wages and salaries must be distributed equally both within and outside the organization. Job evaluation techniques are used to estimate the relative value of occupations. This ensures internal equity. External equity is calculated using wage and salary surveys. Once internal and external equity has been established, jobs are valued to determine their exact pay levels, which may be challenged by factors such as strategic goals, market salary rates, union clout, compensation practices, governmental restrictions, corporate globalization, and employee productivity. The Fair Labor Standards Act is the primary federal statute affecting compensation management. It regulates overtime, minimum wage, and child labor. The Equal Pay Act seeks to eliminate gender pay disparities.

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4.6 Possible Answers to SAEs

Answer to SAEs 1

The Compensation Structure

Despite the fact that GE divided its workforce into two categories—associate producers and advisers—it is common for employers with 200 employees to have dozens, if not hundreds, of distinct job titles. When compensating hundreds or even thousands of workers, a pay and compensation analyst will face complex issues. Because the differences in pay between jobs may be only a few cents, having hundreds of different pay rates would be pointless. It is more convenient for compensation analysts to categorize employment. When using the job grade technique, jobs are already classified into predefined groups. The grouping is accomplished using various techniques of work evaluation by formulating job grades based on prior ranking, salary, or points. Giving a merit increase to a worker—a. This completely upsets the developed internal equity balance. To address these issues, the majority of businesses use rate ranges for each class. Rate ranges are the pay scales for each job class. For example, suppose the pay-trend line shows that the average hourly wage for a specific job class is $8. Each employee in that class receives $8 if a flat rate is paid. A new or marginal performer can be paid $7.50 at the bottom of the rate range, with each class having a rate range of $1.

Answer to SAEs 2

Comparable Worth and Equal Pay Beyond "Equal remuneration for equal labor" is the concept of "similar compensation for comparable work," also known as comparable value. Employers are required to pay comparable wages for comparable jobs. According to the Equal Pay Act, male and female nurses, for example, must be paid equally if their seniority and merit are equal, but a male electrician and a female nurse may be paid differently. Under equivalent worth, however, if an electrician and a nurse receive nearly equal work assessment scores, they must be paid equally, subject to merit and seniority distinctions. Comparable worth is used to address the historical disparity in earnings between men and women. (Women in the United States earn 71% more than men on average. Historically, women have found work.

UNIT 5 HUMAN RESOURCES AUDIT, FUTURE, CHALLENGES AND PROSPECTS

Unit Structure

5.1 Introduction
5.2 Learning Outcomes
5.3 Main Content
- 5.3.1 The Scope of Human Resource Audits
- 5.3.2 Audit of the Human Resource Function
- 5.3.3 Major Area Covered by HR Function Audits
- 5.3.4 Audit of Managerial Compliance
- 5.3.5 Research Approaches to Audits
- 5.3.6 Interview
- 5.3.7 Grievance Audits
- 5.3.8 External Information
- 5.3.9 International Audit
- 5.3.10 Audit Report
- 5.3.11 Globalisation, Diversity and Environmental Context Benefits
- 5.3.12 Employee Rights
- 5.3.13 Employee Performance, Productivity and Future
- 5.3.14 The Challenging Role of HRM and the Prospects
- 5.3.15 Organisational and Functional Challenges
- 5.3.16 Key Drivers of HR Future Prospects

5.4 Summary
5.5 References/Further Reading
5.6 Possible Answers to SAEs

5.1 Introduction

This unit implies that the HR department has a wide range of responsibilities. HR departments conduct a thorough audit of the overall model's components. An effective audit, on the other hand, does more than just evaluate the subsystems; it also ensures that they work together to provide a logical strategy for service development and delivery.

More than ever, a company's HR department must strategically boost its competitive edge. Because of the increasing diversity of the workforce, challenging legal and ethical challenges, and domestic and international competitiveness, the role of human resource management is changing at the same time.

This section examines the scope, methods, and resources used in HR audits and research. A review of potential future issues reaches a conclusion.

5.2 Learning Outcomes

By the end of this unit, you will be able to:

- Discuss Audit of HR and the valuation of a human resource audit.
- Analyse and outline what interview is, research approach to audit and common approaches to audits
- Demonstrate and describe the benefits of HR management audit and role of research in human resource audit
- Evaluate the Audit Report, Grievance Audit, and future challenges facing human resource management practitioners

5.3 MAIN CONTENT

5.3.1 The Scope of Human Resource Audits

A human resource audit evaluates an organization's HR activities with the goal of improving such operations. The audit may cover the entire corporation or a single segment. It provides feedback on the HR function to those operating and managing their HR obligations. In essence, the audit is a general quality control examination of how HR operations within a division or business contribute to the organization's overall goal. The HR division must fulfill social, functional, and individual goals in addition to advancing the organizational goal of competitive advantage. To ensure equal treatment and legal compliance, societal goals (often expressed as laws) must be met. The professional and ethical demands of functional objectives exacerbate the department's limitations.

According to top executives, differentiating one company from another is becoming increasingly dependent on its employees. As a result, many people now consider human resource management to be critical to a company's success.

CEOs are requesting assistance from their human resources teams with "people" issues such as cultural change, succession planning, and productivity development. Some CEOs are attempting to change the mission of the human resource function to meet the future business needs of their organizations. These dynamics have significantly increased the relevance of the HR function, and this trend is expected to continue. The value and dignity of people must be respected in order for modern HR departments to achieve other goals and make a strategic contribution; this was referred to as the "human rights" principle. Furthermore, it may highlight outdated assumptions that should be revised to reflect the organization's goals and potential future challenges. Naturally, any self-audit implies that department employees are objective in their assessments of their own performance and line management compliance.

Benefits of Human Resource Management Audit

- Identifies the contributions of the HR division to the organization.
- Improves the professional image of the HR department.
- Encourages employees in the HR department to be more accountable and professional.
- Specifies the HR division's obligations and liabilities.
- Promotes uniformity in personnel policies and procedures.
- Recognizes critical personnel issues.
- Makes certain that all legal obligations are met on time.

By implementing more efficient personnel procedures, it:

- reduces the cost of human resources;
- increases the HR department's tolerance for necessary adjustments;
- necessitates a thorough review of the HR department's information system.

5.3.2 Audit of the Human Resource Function

Audits are used to logically review the work of the HR department; Figure 5.1 highlights the key topics examined. An audit touches on almost every topic covered in this lesson. Examining the HR management system in only a few areas may result in omissions. Audits, of course, take a long time. As a result, small businesses frequently rely on ad hoc solutions that limit the review to a few key areas. In large organizations, audit teams similar to those used for financial audits are present. These teams are extremely useful when a department is decentralized into regional or field offices, as it is at State Farm Insurance Companies.

SELF- ASSESSMENT EXERCISE

What is an Audit of Human Resources?

5.3.3 Major Areas Covered by Human Resources Function

Audits Human Resources Technology of information Affirmative action and human resource plans Affirmative action objectives, estimations of supply and demand, underutilization and concentration, skill inventories, goal-setting progress, replacement charts, and summaries information regarding job analysis Compensation management, Job Standards, Wages, Salary, and Levels of Ingenuity, Job Description, Fringe Benefit Package, Job Specifications, and Employer Provided Services are all examples of compensation management.

Employment applications, staffing and development, recruitment sources, recruitment availability, recruitment selection ratios, recruitment selection techniques, and equal opportunity Induction and instruction Advancement in one's career, an orientation program, and successful internal placement

- Training objectives and techniques
- Career Planning Program
- Learning Rates
- Effort to Improve Human Resources Organizational control and evaluation

Evaluation of performance Workplace-management relationships Compliance with the law, performance benchmarks, and standards Performance Evaluation Techniques, Management Rights, Evaluation Interviews, and Dispute Issues Human resource resolution controls Human resource audits; contact with employers.

5.3.4 Audit of Managerial Compliance

How well do managers follow human resources policies and procedures? If managers violate employee relations laws or fail to follow regulations, the audit should reveal this so that corrective action can be taken. The importance of following the law cannot be overstated. The government holds the firm accountable when rules governing equal opportunity, safety, remuneration, or labor are broken. In addition to ensuring compliance, the audit can improve the department's reputation and value to the company. When an audit team asks operating managers for input, they may have a higher regard for the department. If managers' recommendations are followed, the department will be perceived as more responsive to their needs. Furthermore, because it is a service department, these efforts may contribute to the achievement of organizational goals.

5.3.5 Research Approaches to Audits

a. A comparative method. In order to identify areas of poor performance, the audit team compares one business (or division) to another. This method is commonly used to compare the results of various activities or programs. It aids in identifying areas for improvement.

b. Approach from outside authority. The audit team evaluates activities or programs against the expertise of a consultant or published research findings. The findings of the consultant or research findings may aid in the diagnosis of problems.

c. Statistical method. Based on existing records, the audit team develops statistical criteria for activities and programs. Using these mathematical criteria, the team may discover flaws while they are still minor**.**

d. Compliance plan**.** The audit team searches for violations of laws and corporate policies. When an MBO technique is used in the human resources department, the audit team can compare actual results to projected targets. Performance issues can be identified and reported. The comparative strategy is the most fundamental type of research, in which another division or organization with better processes or outcomes is chosen as a model. The audit team then compares its findings or methods to the "best practices" of the other organization. With data on absenteeism, turnover, staffing numbers, and remuneration, this "best practices" method is frequently used. It also makes sense when trying out a new technique for the first time. For example, if a company implements an alcohol rehabilitation program**,** A statistical method is based on performance metrics derived from the current information system of the company. For example, company records frequently track turnover and absence rates from one period to the next. Changes in these data points could help determine how well HR activities and operational management regulate these issue areas. This technique is frequently supplemented with comparable data from other businesses or industry sources, such as surveys conducted by industry associations. This information is frequently presented in ratios, which are easy to compute and apply. For example, if 8 employees leave work on a given day out of a total workforce of 200, the absenteeism rate is 4%. Similarly, every month, a company with 200 employees.

SELF-ASSESSMENT EXERCISE 2

Discuss in detail, Research Approaches to Audits

5.3.6 Interviews

Employee and management interviews are a valuable resource for audit teams in gathering information about HR practices and identifying areas for improvement. When the turnover problem at Roy Rogers was discovered, the director of resources and a consultant conducted interviews with field managers to learn more about the situation. Interview criticisms and remarks can help identify perceptions and causes that can be used to guide departmental action. Similarly, ideas from managers may point to ways to improve service. If the criticisms are valid, the classification, location, supervisor, employee seniority, age, gender, and type of infraction should be changed. These modifications may reveal targets for additional safety training or equipment. Insurance companies or outside experts may be able to assist the audit team in analyzing these data.

5.3.7 Grievance Audits

The audit team may also notice a pattern in employee complaints made either internally at the company or through the union-management grievance process. Patterns may emerge based on employment classification, supervisor, union representative, age group, or contract clause. If patterns are discovered, HR professionals investigate the source of the complaints. And, if union representatives are involved in identifying such patterns, they may agree with management's recommendations for change, which typically include training or rewriting the union management agreement.

5.3.8 External Information

Is the primary tool used by the audit team. External comparisons provide a framework for the team to evaluate the firm's operations. While some of the information you require is straightforward, others may not be. The federal government is arguably the most important source of information from outside sources. The Department of Labor compiles a large number of statistics and reports. This department publishes data on potential job openings, employee churn rates, workforce projections, local wage and salary surveys, and accident severity and frequency rates on a regular basis, which can be used to compare internal data. State unemployment offices and industrial development commissions frequently release data that can be used to make comparisons. Age, gender, education, and racial demographics of the workforce are frequently available from state agencies and are useful in evaluating affirmative action initiatives. Industry associations typically provide specialized data to their members. Statistics on industry standards, such as turnover, absenteeism, standard salary rates, growth, standardized job descriptions, accident rates, fringe benefit expenses, and model union management agreements, are especially useful to audit teams. Professional organizations frequently provide similar information to members of the profession. The association may conduct research such as demographic profiles, salary and benefit surveys, and other studies that can be used as benchmarks to evaluate the department's performance. Furthermore, consultants and university research centers may have information.

5.3.9 International Audits

Human resource audits in international organizations are becoming more critical and sophisticated. Different countries' laws, languages, cultures, traditional practices, and expectations make it more difficult to audit HR operations across borders. An audit team from the home country is more likely to conduct the review using its own experiences and norms as a starting point. Different standards may appear to be incorrect simply because they do not correspond to the auditors' experiences. Discrimination based on gender, race, tribe, social class, religion, caste, or any other unjustified standard, for example, may violate company policies, but it may also be a common and even required practice in some foreign countries. The audit team's biggest challenge is identifying areas where company practices differ. Changes to firm policies, practices, and procedures, on the other hand. It is critical to document variations so that policymakers can decide whether to keep them. Investigating the causes of the variances may reveal good management practices or valid reasons. Deviations from accepted practice in a foreign country that violate domestic laws are especially significant. Bribing government officials, for example, is common practice in some countries, but it is illegal in the United States under the Foreign Corrupt Practices Act. Because there is such a wide range of variation within a global organization, international audits are especially important. Differences in education, experience, culture, and other variables may result in different HR methods that are at best inefficient and at worst ineffective.

5.3.10 Audit Report

The audit report is a comprehensive account of HR operations that includes both praise for successful practices and suggestions for improving those that aren't. The report will be accepted by a larger audience because it is more balanced in acknowledging both positive and negative behaviors. An audit report frequently contains multiple components. The first section should be read by line managers, the second by managers of specific HR functions, and the third by the HR manager. The paper summarizes the roles and responsibilities of line managers in relation to HR objectives. Tasks include interviewing potential hires, training staff, monitoring performance, inspiring employees, and attending to their needs. The study takes into account people issues as well.

5.3.11 Globalisation, Diversity, and the Environmental Context and Benefits

The North American Free Trade Act essentially eliminated all trade restrictions and established a North American trading bloc between the United States, Canada, and Mexico. Simultaneously, the European Union is deepening its integration and establishing new free-trade zones. Brazil, Argentina, Uruguay, and Paraguay are actively working to establish a new trading bloc. East Asia, which is led by Japan, also has some of the world's top exporters. The level of competition in such sectors has also increased as a result of deregulation in the banking, aviation, and transportation sectors in the United States. Even at the federal, state, and municipal levels, governments are under significant fiscal pressure. Pressures have risen.

Consider these developments and how they may affect human resource management.

- An estimated 14.5 million Americans work nonstandard hours. Evenings, overnight, rotating shifts, and split shifts are more common in today's globalized business and culture than ever before.
- 63% of all women over the age of 16 will be employed by the year 2000, up from 57% in 1990.
- "The Hispanic labor force is expected to grow four times faster than the white labor force, while the black labor force is expected to grow twice as fast."
- "Average annual immigration into the United States will be 600,000 during the 1990s."
- "Immigrants, women, and non-Caucasians are expected to account for more than 56%, or 83%.".

5.3.12 Employee Rights Beginning in 1842

Employee rights have been expanded as a result of the decision by the Commonwealth of Massachusetts' highest court that union membership is not a criminal conspiracy. Even the ability of an employer to fire employees is limited by the Worker Adjustment and Retraining Act (WARN). Employee terminations have also been limited under the "at-will" theory by decisions made by the EEOC, OSHA, NLRB, and courts. Expansion of employment-related rights is also expected to be aided by legislative and judicial actions, based on past experience.

Employee protection is always a good idea in a culture where most people make a living through wages, but as these restrictions increase, HR managers are faced with more responsibility and complexity. Mandatory benefits and services are being blamed for Europe's high and persistent unemployment.

5.3.13 Employee Performance, Productivity and the Future

Real wages cannot rise faster than productivity. The productivity of a society's workers determines its prosperity and well-being. Over the last two decades, the United States has improved its productivity more slowly than any other major industrial country, including Japan, Germany, Italy, France, and, most emphatically, the United Kingdom. Although the United States remains the world leader in both overall and per capita productivity, the consequences of losing that position in sectors such as consumer electronics, steel, shipbuilding, and automobiles have resulted in significant economic disruptions for both companies and employees. These disruptions will spread if productivity does not rise in comparison to that of our trading partners. Competitive advantage is increasingly influencing employee creativity.

5.3.14 The Challenging Role of Human Resource Management and Prospects

"Downsizing" used to indicate that the economy was deteriorating. However, today's downsizing occurs even as the economy grows. By reengineering workplace processes and procedures, many businesses are realizing increased efficiencies that allow them to compete in the global economy. Unfortunately, those savings sometimes include personnel reductions at a company, which causes significant financial and emotional stress for those affected. More challenges and a greater emphasis on HR effectiveness are unavoidable aspects of HR management. This increased significance will result in additional responsibilities. In addition to the traditional responsibilities of recruiting, hiring, and retaining qualified employees, additional roles will be added, necessitating even higher levels of professionalism from the department head and support staff. HR managers are increasingly expected to contribute to the strategic thinking of the company. The ability of the company's employees to carry out these plans is critical to the marketing, manufacturing, and financial initiatives' success. In order to assist with the "people side" of implementation, HR directors will be expected to continually uncover the causes and solutions to people-related problems through audits and research. They and their staffs will need to be prepared as they increasingly serve as internal consultants to others dealing with HR-related issues.

5.3.15 Organisational and Functional Challenges

HR managers are increasingly expected to contribute to the company's strategic thinking. The ability of the company's employees to carry out these plans is critical to the success of the marketing, manufacturing, and financial initiatives. HR directors will be expected to continually uncover the causes and solutions to people-related problems through audits and research in order to assist with the "people side" of implementation. As they and their staffs increasingly serve as internal consultants to others dealing with HR-related issues, they will need to be able to diagnose both current and potential human issues. They will then be asked to assist the organization's managers in maximizing human contribution. Diagnostic, assessment, consultative, and facilitative abilities, in other words.

5.3.16 Key Drivers of Human Resource and Future Prospects

Employee rights, globalization, diversity, and the environment, as well as employee performance and productivity, are just a few examples of the difficult position of HR management.

5.4 Summary

The audit report is distributed to top management, operations managers, HR specialists, and the HR manager. With this knowledge, the HR manager can devise strategies to ensure that actions benefit the organization. If HR management is to be held accountable, it must conduct audits and research to assess previous performance. It also necessitates a forward-thinking mindset in order to anticipate potential difficulties. Finally, a proactive mindset motivates HR professionals to support both employee and business goals. Given the challenges they face, HR professionals' roles will undoubtedly broaden and become more important. How well businesses assist their employees in contributing more effectively to their organizations determines how quickly they expand.

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5.6 Possible Answers to SAEs

Question 1 What is an Audit of Human Resources?

Answer:
The audit report is distributed to top management, operations managers, HR specialists, and the HR manager. With this knowledge, the HR manager can devise strategies to ensure that actions benefit the organization. If HR management is to be held accountable, it must conduct audits and research to assess previous performance. It also necessitates a forward-thinking mindset in order to anticipate potential difficulties. Finally, a proactive mindset motivates HR professionals to support both employee and business goals. Given the challenges they face, HR professionals' roles will undoubtedly broaden and become more important. How well businesses assist their employees in contributing more effectively to their organizations determines how quickly they expand.

SELF-ASSESSMENT EXERCISE 2

Discuss in detail, Research Approaches to Audits

Answer

a. **Comparative approach.** The audit team searches for areas of underperformance by comparing one firm (or division) to another. This method is commonly used to assess the outcomes of various initiatives or plans. It aids in identifying areas that need to be improved.

b. **Outside authority approach.** The audit team measures the effectiveness of various activities or projects using published research findings or the knowledge of a consultant. The findings of the research or the consultant may be useful in determining the cause of the problem.

c. **Statistical approach.** The audit team develops statistical benchmarks from existing data to evaluate operations and initiatives. The team may be able to detect flaws using these mathematical criteria while they are still minor.

d. **Compliance approach.** By sampling various components of the HRIS, the audit team looks for violations of regulations, corporate policies, or processes. Through its fact-finding activities, the team can determine whether corporate rules and legal requirements are being followed.

e. **MBO approach.** When an MBO technique is used in the human resource department, the audit team can compare the actual results to the planned objectives. Poor performance can be identified and reported. The comparative method, in which a different division or business is chosen as a model because it has superior procedures or results, is possibly the most straightforward type of research. The audit team then compares its findings or methods to the "best practices" of the other organization. This "best practices" method is commonly used to collect information about staffing levels, absenteeism, attrition, and salaries. Furthermore, it makes sense the first time a procedure is used. When a company launches an alcohol recovery program, it may be a successful program from another company or division. A consultant or extensive industry study, for example, may suggest that the typical HR expenditure is between 3/4 and 1% of total sales. The entire budget of the department can then be roughly evaluated using this amount as a benchmark. A statistical approach uses performance measurements from the company's current information system. Corporate records, for example, frequently chart the rates of turnover and absence over time. Changes in these data points may be useful in determining how well operational management and human resource activities handle these problem areas. This method is frequently supplemented with comparable data from other businesses or industry sources, such as surveys conducted by industry associations. This data is frequently presented in ratios because they are easy to compute and understand.