**Unit One**

**1.1 Introduction of human resource management**

Resources are the financial and non-financial supplies that help to fulfill organizational needs. They include money, technical assistance, human resources, material goods and free service and facilities.

Resource is anything useful. Resource helps man to achieve a goal or fulfill a function. There are three types of resources. This are natural, capital and human resource. According to definition of Armstrong (2001) it is people working in an organization who individually and collectively contribute to the achievement of its objectives. Natural resource is a resource that occurring nature that can be used to crate .example. water, land and wind. Natural resource is divided in two; - renewable or non-renewable resources. Renewable resources are a resource that can replace itself with in areal short period of time example fish and trees. Non –renewable resource that cannot be replaced with in a human time frame. Metallic core Capital resource; are resources society uses to further the creation of wealth. In general, Resource management is the allocation of resources from resource providers to resource consumers.

**1.2 Concepts of Human Resource**

Before we define HRM, it seems related to first define the term ‘human resources. In common jargon, human resources mean the people. However, different management experts have defined human resources differently. Different management experts have different idea about the definition of human resources.

**Michael J. Jucius** has defined human resources as “a whole consisting of inter-related, inter-dependent and interacting physiological, psychological, sociological and ethical components”.

**Ghosal considers** human resources as “human capital”. He classifies human capita into three categories-intellectual capitals, social capital and emotional capital. Intellectual capital consists of specialized knowledge, tacit knowledge and skills, cognitive complexity, and learning capacity.

Social capital is made up of network of relationships, sociability, and trustworthiness Emotional capital consists of self-confidence, ambition and courage, risk-bearing ability, and resilience. Now it is clear from above definitions that human resources refer to the qualitative and quantitative aspects of employees working in an organization. According to the Leon “human resources refers to the total knowledge, skills creative abilities, talents and aptitudes of an organization’s work force, as well as the values, attitudes and beliefs of the individuals involved.

**1.3 Meaning and Concepts of Human Resource Management**

Human Resource Management is a planned approach to managing people effectively for a performance. It aims to establish a more open, flexible and caring management style. So that staff will be more motivated, developed and managed in a way that they can and will give of their best to support the organizational missions. Let us now define human resource management.

In simple words, HRM is a process of making the efficient and effective use of human resources so that the set goals are achieved. Let us also consider some important definitions of HRM.

According to Filippo “human resource management is the planning, organizing, directing and controlling of the procurement development compensation integration, maintenance, and separation of human resources to the end that individual, organizational and social objectives are accomplished”.

The National Institute of Personnel Management (NIPM) of India has defined human resource/personnel management as “that part of management which is concerned with people at work and with their relationship within an enterprise. Its aim is to bring together and develop into an effective organization of the men and women who make up an enterprise and having regard for the well-being of the individuals and of working groups, to enable them to make their best contribution to its success”.

According to Decenzo and Robbins “HRM is concerned with the people dimension in management. Since every organization is made up of people, acquiring their services, developing their skills, motivating them to higher levels of performance and ensuring that they continue to maintain their commitment to the organization are essential to achieving organizational objectives. This is true, regardless of the type of organization-government, business, education, health, recreation, or social action”.

Thus, HRM can be defined as a process of procuring, developing and maintaining competent human resources in the organization so that the goals of an organization are achieved in an effective and efficient manner. Human Resources Management (HRM) is concerned with the human beings in the management of an organization. Since every organization is made up of people, to obtaining their services, developing their skill, motivating them to high level of performance and ensuring that their efforts and commitment to the organization are quite essential for achieving the organizational objectives. Organization cannot exist without human resources. People are the essential part in all the organization to perform all kinds of activities

Human Resource Management (HRM) is concerned with the management of people at work. People at work are the essential ingredient in every organization. The way in which people are recruited, developed and utilized by management largely determines whether the organization will achieve its objectives. Therefore, the human resources available to management in the organization, need to be properly coordinated and utilized. HR management can in turn be defined as: ‘The process of analyzing and managing an organization’s human resource needs to ensure satisfaction of its strategic objectives’ (Hellriegel, Jackson, Slocum and Staude, 2009) and ‘The policies and practices involved in carrying out the “people” or human resources aspects of a management position, including recruitment, screening, training and appraising’ (Dessler, 2007). In short, HRM is an art of managing people at work in such a manner that they give their best to the organization for achieving its set goals. In general terms, Human Resource Management is concerned with the people dimension in management.

**1.4 Historical Development of Human Resource Management**

Resource Management began to develop as a field of specialization about the beginning of the twentieth century. Human Resource Management Practice is a modern term for what has traditionally been referred to as a Personnel Administration or Personnel Management. Personnel Professional focused too much on the day-to-day operations of the organization and did not see the big picture as strategic human resource management.

Human Resource Management practice differs somewhat from traditional Personnel Management. They see Personnel Management as being narrower and more clerically oriented than Human Resource Practice. Today, undoubtedly, human resource is the most important and unique asset that an organization has. Thus, the importance of managing this invaluable asset is being recognized as the most challenging task of a successful manager. Human Resource is the ‘central nervous system of any organizational set-ups and for organizations to develop and attain the desired results or profits, very much depends on the human element. Employees could be creative, resourceful, and enterprising and result oriented if they are content and satisfied with the environment in which they work.

Human Resource Management practice is directed not only to top management needs, but to the human resource, that is, the employers and employees in an organization. Human Resource Management practice is proactive and not reactive and greater emphasis is placed on planning, monitoring, supervising, training and development and performance appraisal. In an organization, solving problems does not lie with members of top management alone, but with employees (thus the human resource) or their representatives.

Human resource is a very important input and is regarded as the ultimate basis for the wealth of nations. They are the active agent of production who accumulate capital exploit natural resources, build and develop social, political and economic organizations and who plan and implement national development programmers. Therefore, the proper management of the human resource enhances the dignity by satisfying their social needs. In the corporate world today, the Human Resource Management practice function is recognized as the strategic function that advises on the professional approach to the recruitment, training, compensation and motivation of employees to assure competitive advantage.

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**1.4 Objectives of human resource management**

The primary objective of HRM is to ensure the availability of right people for right jobs so as the organizational goals are achieved effectively. This primary objective can further be divided into the following sub-objectives:

1. To help the organization to attain its goals effectively and efficiently by providing competent and motivated employees.

2. To utilize the available human resources effectively.

To increase to the fullest the employee’s job satisfaction and self-actualization.

4. To develop and maintain the quality of work life (QWL) which makes employment in the organization a desirable personal and social situation.

5. To help maintain ethical policies and behavior inside and outside the organization.

6. To establish and maintain cordial relations between employees and management.

* 1. **Purposes of human resource management**

The purpose of human resource management can be classified into two categories. These are Managerial purpose & Operative purpose

Managerial Functions:

Planning: Planning is a predetermined course of actions. It is a process of determining the organizational goals and formulation of policies and programmers for achieving them. Thus, planning is future oriented concerned with clearly charting out the desired direction of business activities in future. Forecasting is one of the important elements in the planning process. Other functions of managers depend on planning function.

Organizing: Organizing is a process by which the structure and allocation of jobs are determined. Thus, organizing involves giving each subordinate a specific task establishing departments, delegating authority to subordinates, establishing channels of authority and communication, coordinating the work of subordinates, and so on.

Staffing: TOs is a process by which managers select, train, promote and retire their subordinates This involves deciding what type of people should be hired, recruiting prospective employees, selecting employees, setting performance standard, compensating employees, evaluating performance, counseling employees, training and developing employees.

. Directing/Leading: Directing is the process of activating group efforts to achieve the desired goals. It includes activities like getting subordinates to get the job done, maintaining morale motivating subordinates etc. for achieving the goals of the organization.

Controlling: It is the process of setting standards for performance, checking to see how actual performance compares with these set standards, and taking corrective actions as needed.

**1.6 Significance of human resource management**

The significance of human resource management can be discussed by Yodder, Heneman and others, from three standpoints, viz., social, professional and individual enterprise.

**1. Social Significance**: Proper management of personnel enhances their dignity by satisfying their social needs. This is done by:

* maintaining a balance between the jobs available and the jobseekers, according to the qualifications and needs;
* Providing suitable and most productive employment, which might bring them psychological satisfaction
* making maximum utilization of the resources in an effective manner and paying the employee a reasonable compensation in proportion to the contribution made by him.
* eliminating waste or improper use of human resource.

2.**Professional Significance-.** By providing healthy working environment it promotes team work in the employees. This is done by:

* maintaining the dignity of the employee as a human being providing maximum opportunity for personal development;
* To providing healthy relationship between different work groups so that work is effectively performed;
* improving the employees working skill and capacity;

**3. Significance for Individual Initiative**: It can help the organization in accomplishing; - its goals by

 (i) creating right attitude among the employees through effective motivation.

 (ii) utilizing effectively the available goals of the enterprise and fulfilling their own social and other psychological needs of recognition, love, affection, belongingness, esteem and self-actualization. Any organization will have proper human resource management (i) to improve the capabilities of an individual; (ii) To develop team spirit of an individual and the department; and (iii) to obtain necessary co - operation from the employees to promote organizational effectiveness.

**1.7 Why are HR policies, programs and plans so important?**

The effective management of an organization’s employees (i.e. its human resources) is arguably the single most difficult, most complex, most ambiguous, yet most important task that managers face. It is an area of management policy-making that is not characterized by rigorous globally accepted professional standards. This is true for at least four reasons:

* HR policies refer to human behavior, which is complex, often conflict ridden, and culturally dependent.
* There are many different HR policy instruments and practices.
* The success or otherwise of different HR policies, programs and plans is difficult to evaluate.
* Many managers believe that people management is just common sense

**1 .HR policies refer to human behavior**

Because HR policy deals with managing people, it involves human behavior and relationships that are inherently complex, potentially conflicting and sometimes problematic. In order to understand HR policy properly, whether as an analyst or as a practitioner, you need to acquire many skills. You need to know how and why organizations make the choices they do and behave the way they do; this means you need a theory of the firm.1 But you also need to know how and why workers behave and react in the ways they do, whether as individuals or in groups; and you need to be able to judge how they might behave and react if circumstances (e.g. the HR policies) were to alter; this means, among other things, that you need effective theories of motivation.

**2. Many HR policy instruments and practices**

A second reason why HR policy is hard to get right comes from its multiplicity of policy instruments. Policy-makers in all fields have policy instruments. One problem for HR policy-makers is that there are so many HR instruments available to them: hiring policy, induction policy, training policy, employee development policy, pay and rewards policy, job design decisions, career or promotion policies, and so adding to the complexity, each area of HR policy is likely to have some impact on the others. This means that it is unwise to analyze any single policy in isolation from the others. One should instead see it in the context of the whole, which means having a sense of possible ‘HR strategies’, or groups of policies. The very multiplicity of policies makes the whole subject ambiguous.

**3. HR policies, programs and plans are difficult to evaluate**

A third reason why HR policy is so difficult is that HR policies, programmers and plans are very hard to evaluate properly, so that managers cannot easily establish whether their policy choices are wise. HR managers often distinguish between policies (local sets of rules or codes established help coordinate people management activities within an organization), programs (interventions designed by HR managers to achieve specific objectives such as a change program me following a merger or redundancy program me resulting from a prolonged decline in sales) and plans (specific instruments or tools such as an incentive plan). These three active forms of intervention can be contrasted with HR practices, which are informal rules or codes – ‘the way things are done around here’. These are helpful distinctions to use when evaluating HR activities.

**4 ‘People management is just common sense’**

The fourth reason why HR is so hard to get right is the prejudice shared. so many managers that people management can be done by almost anyone, and requires common sense rather than special training. It seems That everyone has an opinion on HR issues. HR is sometimes seen as an area of management that should be done by those who are not quite good enough to do other more demanding management tasks.

**HRM in education**

School success depends on the quality, commitment and performance of teachers.

* Improving teacher quality should include these aspect Better selection and recruitment.
* Continuous professional development,
* Introduction of appraisal scheme, Development of published performance indicator
* Links between pay and performance.
* Funding for teacher education and, graduate and post graduate

**Chapter two**

**Human Resource Planning**

Dear students this unit is about human power planning. Management as an activity is the process of doing organizational tasks through and with people. This means, managers do their activities with the help of other personnel (non-managers) and also by themselves. This way of conceptualizing management clearly indicates the roles of managers, i.e. managers mainly coordinate individual effort of workers, motivates them, communicate relevant procedures of performance. Hence, though managers in general accomplish the functions of planning, organizing, staffing, directing, and controlling, their dominant and central role is dealing with human resource management.

HRM is in general, a process that involves all the activities of acquiring, maintaining, developing, retaining and motivating workers of the organization. However, in this unit we will discuss definition of planning, planning the school human resources and explain job description and job specifications. Since an organization is ultimately the result of the quality of manpower. This unit involves steps such as: manpower planning, recruiting, selection/screening, placement and orientation. Recruitment is influencing personnel to apply for filling job positions. Selection is choosing the best applicant from the many applicants for the vacant job position; placement is assigning a task to a new job incumbent, and finally orientation is informing the whole job condition for a new job-holder**.**

**2.2 LEARNING OUTCOME**

Upon completion of this unit, you will be able to:

* Define the concept of planning, human resource planning
* List importance of human resource planning
* Explain the difference between job analysis, job specification and job description

**2. 1 Definition planning**

Plans are methods for achieving a desired result. Goals or objectives are specific results you want to achieve. Planning is thus “the process of establishing objectives and courses of actions prior to taking action. Planning provides a sense of purpose and direction. It is a comprehensive framework for making decisions in advance. It also facilitates the organizing, leading, and controlling functions of management.

Planning also helps identify potential opportunities and threats, and facilitates control. It is concerned with the end (what is to be done) as well as with means (how it is to be done).

**2.2 What is human resource planning?**

Human resource planning is the most important managerial function of an organization. It ensures three main things:

• It ensures adequate supply of human resources.

• It ensures proper quality of human resources.

• It ensures effective utilization of human resources.

Human resource planning may be defined as strategy for acquisition, utilization, improvement and preservation of the human resources.

HRP Process by which an organization ensures that it has the right number & kind of people at the right place and at the right time, capable of effectively and efficiently completing those tasks that help the organization achieve its overall objectives. or new man power requirement of an organizations and identifying the actions to satisfy these needs. Or, it is the determination in advance of the number and quality of persons to be employed to an organization.

Human Resource planning includes the estimation of ;-

* how many qualified people are necessary to carry out the assigned activities,
* how many people will be available, and
* What must be done to ensure that personnel supply equals personnel demand at the appropriate point in the future

A lot of educational literature supported HRP (Jackson and Schuler, 1990). Mills (1985) categorized HRP development into three different approaches, the traditional approach, moderate approach, and advanced approach.

**In the traditional approach**, the organization’s focus was only on a short- term staff forecasting with no attention given to long-term HR plan. Vetter viewed human resource planning or workforce planning as ‘a process by which an organization should move from its current manpower position to its desired manpower position. Through planning, management strives to have the right number and kind of people at the right places at the right time, doing things which results in both the organization and the individual receiving maximum long-run benefits.

**In the moderate approach**, there was long term HR plan for staff forecasting .

According to the advanced approach the organizations are focused on the HR plans and this should be consistent with the overall objectives of the organization and all the HR activities must be an integral part of this fit.

**Modern HRP approaches** can be categorized into three different eras after 1940’s but in the early 1970’s and 1990’s till date (Bin and Eldridge, 1998), in the first era, HRP focused on attracting suitable candidates and how the organization ability developed their skill shortage

The process of ensuring that the organization has the right talent at the right place at the right time to drive the organization strategy to achieve organizational goals and objectives. The basic purpose of human resource planning is to identify the future needs and availability of human resource with the skills required in a firm. For example Delaney and Lewin (1989) and Mills (1985) articulated that the traditional frame works that are developed for the HR planning do not focus on the business plan while developing and applying HR plans. According to the recent strategic human approach the human resource planning planning should be based on the organizational objectives. It means that we actually translate the organizational plans into particular HR plan.

According to Leon human resource planning is ‘an integrated approach to performing the planning aspects of the personal function in order to have a sufficient supply of adequately developed and motivated people to perform the duties and task required to meet organizational objectives and satisfy the individual needs and goals organisational members’.

In simple terms, human resource planning means deciding the number and type of the human resources required for each job, unit and the total company for a particular future date in order to carry-out organizational activities. HR Planning is also Planning the flow of people into (Acquisition), through (Development) and out of the organization (Departure)

 Fajana (2002) says Human resource planning deals with the systematic and continuing process of analyzing a firm as human resource needs under mutating conditions and developing workforce policies suitable to the longer-term effectiveness of the organization.

Human resource planning has been defined by various authorities on this subject as under: "It is almost as difficult to keep a first class person in a fourth class job, as it is to keep a fourth class person in a first class job." Paul H. Dunn

Human resources planning is the process by which management ensures that it has the right personnel, who are capable of completing those tasks that help the organization reach its objectives. It involves the forecasting of human resources needs and the projected matching of individuals with expected vacancies. International Labor Organization

According to Jeisler, "Manpower planning is the process including forecasting, developing and controlling— by which a firm ensures, it has the right number of people and the right kind of people and at the right places at the right time doing things for which they are economically most useful" According to Dale S. Beach, "Human resource planning is a process of determining and assuring that the organization will have an adequate number of qualified persons, available at the proper times, performing jobs which meet the needs of the enterprise and which provide satisfaction for the individuals involved."

According to Wickstron, "Human resource planning consists of a series of activities:

* Forecasting future manpower requirement either in term of mathematical projection of trends in the economic environment and development in industry or in term of judgmental estimates based upon the specific future plans of a company.
* Making an inventory of present manpower resources and assessing the extent to which these resources are employed optimally.
* Anticipating manpower problems by projecting present resources into the future and comparing them with the forecast of requirements to determine their adequacy, both quantitatively and qualitatively; and
* Planning the necessary programs of development, recruitment, transfer, promotion, motivation and compensation to ensure that future manpower requirements are properly met.

Human resource planning provides answers to such questions as:

i) How many people will be needed?

ii) What skills, knowledge and competencies will they require?

iii) Will existing human resource meet the identified need(s)?

iv) Is further training and development needed?

v) Is recruitment necessary?

**2.3 Need for Human Resource Planning**

Human resource planning is needed for foreseeing the human resource requirements of an organization and supply of human resources. Its need can be assessed from the following points:

1. Replacement of Persons: A large number of persons are to be replaced in the organization because of retirement, old age, death, etc. There will be a need to prepare persons for taking up new position in such contingencies.

2. Labor Turnover: There is always lab our turnover in every organization. The degree of labour turnover may vary from concern to concern but it cannot be eliminated altogether. There will be a need to recruit new persons to take up the positions of those who have left the organization. If the concern is able to forecast turnover rate precisely, then advance efforts are made to recruit and train persons so that work does not suffer for want of workers.

3. Expansion Plans: Whenever there is a plan to expand or diversify the concern then more persons will be required to take up new positions. Human resource planning is essential under these situations.

4. Technological Changes: The business is working under changing technological environment. There may be a need to give fresh training to personnel. In addition, there may also be a need to infuse fresh blood into the organization. Human resource planning will help in meeting the new demands of the organization.

5. Assessing Needs: Human resource planning is also required to determine whether there is any shortage or surplus of persons in the organization. If there are less persons than required, it will adversely affect the work. On the other hand, if more persons are employed than the requirement, then it will increase labour cost, etc. Human resource planning ensures the employment of proper workforce.

Human resource planning is the process of analyzing the staffing needs or new man power requirement of an organizations and identifying the actions to satisfy these needs. Or, it is the determination in advance of the number and quality of persons to be employed to an organization.

HRP has two major objectives: (Seyoum; 2002:278)

a. Ensuring optimum use of human resources currently employed/working in the organization.

b. Providing for future human resource requirements of organization in terms of skills, numbers and ages.

HRP, according to (Schermerhorn, 1996: 251) involves the following steps:

i). Review of organizational strategies and objectives (tasks to be done)

ii). Forecasts of personnel needs and labor supplies, both from within and outside the organization. (personnel who will accomplish the task)

iii) . Producing action plans to correct any actual or projected surpluses or shortages. (employing new personnel, in the case if there is shortage)

**human resource** audit - systematic inventory of the strengths and weaknesses of the existing personnel. A good human resource audit helps managers to pinpoint and plan for dealing with specific staffing needs like: promotions, training and development programs, or career enhancement activities, and personnel replacement.

**How do organizations attract a quality work force**? Human resource planning g analyzes all organization's human resource needs and how to best fill them,



**2.4 DETERMINANTS OF HRP**

There are several factors that affect HRP. These factors or determinants can be classified into external factors and internal factors.

External Factors

* Government Policies: Policies of the government like labour policy, industrial relations policy, policy towards reserving certain jobs for different communities and sons-of-the- soils, etc. affect the HRP.
* Level of Economic Development: Level of economic development determines the level of HRD in the country and thereby the supply of human resources in future in the country.



* **Business Environment :** External business environmental factors influences the volume

and mix of production and thereby the future demand for human resources.

• **Level of Technology :** Level of technology determines the kind of human resources required.

• **International Factors:** International factors like the demand for the resources and supply of human resources in various countries.

**Internal Factors**

• ***Company Policies and Strategies*:** Company’s policies and strategies relating to expansion diversification, alliances, etc. determines the human resource demand in terms of quality and quantity.

• ***Human Resource Policies*:** Human resources policies of the company regarding quality of

human resource, compensation level, quality of work life, etc. influences human resource plan.

• ***Job Analysis*:** Fundamentally, human resource plan is based on job analysis. Job description and job specification determines the kind of employees required.

• ***Time Horizons*:** Companies with stable competitive environment can plan for the long run

whereas the firms with unstable competitive environment can plan for only short-term range.

**2.5 LIMITATIONS OF HR PLANNING**

Manpower planning is not always successful, the main problems are described below:

1. Accuracy of Forecasts. Manpower planning involves forecasting the demand and supply of human resources. Thus, the effectiveness of planning depends upon the accuracy of

**2.6 Job/position Analysis**

Job may be defined as a collection or aggregation of duties, asks and responsibilities of which as a whole are regarded as regular assignment to individual employees.

Job/position Analysis: is the beginning of HRP. It is the orderly study of just what is done, when, where, how, why and by whom in jobs. (Schermerhorn, 1996: 252) It is a systematic investigation of a job in order to identify its essential characteristics and to translate these characteristics in to a written job-description and specification which can be used for different purpose. It is the process of determining the pertinent information about a specific job, or it is the total process of examining and appraising jobs that would help to determine human resource requirement of an organization (Seyoum, 2007, 279)

Job Analysis is simply collecting an information or data about a job in terms of the minimum skills, knowledge, abilities, qualifications, experiences and other competencies needed to successfully do the job and also the task, duties and responsibilities of the job holder.

Job Analysis Information.

 (1) Job Identification: title, code number.

(2) Significant Characteristics of a job. Its location, physical setting, supervision, hazard and discomfort.

(3) What the typical worker does? This part of information includes specific operations and tasks to be performed by the typical worker including their relative timing and importance, their simplicity, routine or complexity, the responsibility for other.

(4) Job duties. A detailed list of duties along with the probable frequency of occurrence of each duty.

5) What materials and equipment the worker uses?

Metals, plastics, grains, computers, milling machine testers, punch press and micrometers.

(6) How a job is performed? Emphasis here is on the nature of operations like lifting, handling, cleaning, washing, feeding, removing, drilling, driving, setting up and the like.

(7) Required Personal Attributes: This includes experience, training undertaken, apprenticeship, physical strength, co-ordination or dexterity, physical demands, mental capabilities, aptitudes, social skills etc.

(8) Job Relationship: This includes opportunities for advancement, patterns of promotions, essential corporations.

The major Components of position Analysis

Job analysis involves the explanation of the following elements: (UNISA, Mod. 3; 1994:5)

A) Mission statement of the organization/school:/what, whom, how/

* What client needs are met by the organization /school's products/services?
* For whom are they provided?
* How will school go about in providing products / services?

B) Strategic objectives of the subunit: long - term targets of the department

C) Organizational structure of the subunit: is the general form of operation and relation with other departments and the type of supervision.

D) General statement or what is expected of the position incumbent.

i. Expectations- includes Tasks to be performed by the person and his interaction with members of the subunit and outside environments.

Expectations of tasks performed: workload, involvement in decision-making and planning

Expectation in relationships with peers, subordinates and superiors-

ii. Behaviors – At workplace: flexible, cooperative, tactful, helpful, sensitive, empathetic.

In relation to other staff members: cooperative, willingness to assume extra responsibilities

In relation to other groups: professionalism, strong verbal facility and oral communication skills, enthusiasm.

iii. Screening and selection criteria

A/ Interpersonal skills –relation with others

* Shows concern for others
* Receptive to other people's ideas and sensitive about their feelings.
* strives for honest communication-avoids bias and prejudice
* Consistently maintains a cool and rational approach throughout conflict situations-unemotional, reasonable.
* Behavioral indicators: empathetic, caring, rational, tactful, cooperative, flexible.

B/ Oral communicating skills:

* ideas are well organized and clearly presented
* effective eye contact
* strong voice projection
* Easy to understand-simple and direct statements/KISS method.

C/knowledge and skills base

As discussed earlier, Careful and systematic job analysis will lead to the development of two aspects of HRP; job description and job specification.

**2.7 Manpower Inventory or personnel auditing**

It is consolidating information about and analyzing critically the current human resources available in the organization. An organization cannot realistically plan its future human resource requirements unless the current manpower status of the organization is clearly stated through skills inventory about its quantity and quality. *(Seyoum;2007,283)*

A skill inventory provides information about employees: personal data, salary and job history, past performance, their potential for growth, etc. In general, skills inventory is a process by which the skills that are available and the skills that are lacking in an organization can be revealed.

**2.8 Human Resource Need Assessment/personnel forecasting**

It is a process that attempts to determine the future human resource needs of an organization in light of its plans and objectives. For instance, Schools can provide educational authorities at woreda, zone or regional levels with reliable data on the required staff personnel based on:

* + Increased or decreased enrolment which creates a need for more teaching staff or a reduction.
	+ Changes in the educational program, which necessitates additional or differently trained staff
	+ Staff resignation, transfer or death which may create a need for new staff personnel

**Activity 8**

1. Visit a nearby secondary school and make a human resource need assessment of the teaching or academic staff and present a report to the class.

**2.9 Human Resource Transition/personnel Transition**

* + The *first phase*/step of HRP is defining the current quality and quantity of human resources available in the organization through job analysis and skills inventory.
	+ The *second phase* is identifying the human resource requirements of the organization through human resource forecasting.
	+ The *third phase* is determining how the organization can obtain the quality and quantity of human resources required to meet its objectives through human resource/ personnel transition. *(Seyoum; 2007, 284)*

The results of HRP may reveal that staff personnel are abundantly or scarcely available in school/organizational system.

* Where staff personnel are abundantly available exceeding the human resource need of the school, the plan will focus on reduction of employees through lay off, discharge or transfers.
* Where the condition is otherwise, i.e. personnel is scarcely available, the plan will focus on supplying the school with the required human resources through a system of transfer from other schools or recruitment of new personnel.

The two outcome of Job Analysis Processes are Job Description and Job Specification.

1.**Job Description** states the duties and responsibilities of a specific job

2.**Job Specification** states the minimum qualification, experiences, competencies, skills, knowledge, abilities and other traits required to successfully perform the job.

Job Description.

 Content of a Job description.

 (A). Job Title

 (B). Organizational location of the job

 (C). Supervision given and received

 (D). Materials, tools, machinery and equipment worked with.

(E). Designation of the immediate supervisors and subordinates

(F). Complete list of duties to be performed separated according to daily, weekly, monthly and casual, estimated time to be spent on each duty.

(G). Definition of unusual terms.

(H). Condition of work. Location, time, speed of work, accuracy, health hazards, accident hazards.

 (I). Training and Development facilities

 (J). Promotional chances and Channels

**Job specification**.

Job specification information.

**(1). Physical Specification.** Includes features like height, weight, chest, vision, hearing, ability to lift weight, ability to carry weight, health, age, capacity to use or operate machines, tools and equipment's.

(**2). Mental Specification**. Includes ability to perform, arithmetical calculations, to interpret data, information blueprints, to read electrical circuits, ability to plan, reading abilities, scientific abilities, judgement, ability to concentrate, ability to handle variable factors, general intelligence, memory etc. Intelligence, Ability to analyze and think critically, ability to make sound decisions

Mental alertness, etc.

1. Skills or talent/special skills: some jobs may require mechanical aptitudes; others may require specified skill such as short hand and use of computer.

2. Qualifications/educational status: Specific knowledge or skill acquired from relevant education or training programs or from practical experience.

3. Personality and temperament requirement: These requirements vary depending on the nature of the job. Different jobs require different personality and temperament; for instance, some jobs like receptionists and sales posts require bright, pleasing and enthusiastic personalities. For example;

* Money posts call for honesty & reliability.
* Some others demand for capacity to accept responsibility, ability to cooperate with others, etc.

Job analysis and the resultant job description and job specification are useful for the following purposes, in turn:

* To get and give information about jobs and their requirements and to provide necessary information for personnel recruitment, selection and placement.
* To develop job content for staff induction and in-service training programs.
* To assist in the establishment of performance standards necessary to undertake staff performance appraisal programs.
* To provide information on career opportunities and requirements for promotion and transfer.
* To grade jobs and develop a fair and equitable wage and salary programs

**3). Emotional Specification**. Important for supervisors and managers. Includes emotional stability, flexibility, social adaptability in human relationships, personal appearance including dress, posture, poise, features and voice required by the employee.

**(4). Behavioral Specification**. Behavioral specifications play an important role in selecting the candidates for higher level jobs in the organizational hierarchy. This specification seeks to describe the acts of managers rather than the trait that cause the acts. This specification includes judgements, research, creativity, teaching ability, maturity, self-reliance and dominance.

 **2.10 Uses of Job Analysis**.

1. **Recruitment**: Before recruiting the employees, the recruiters must know the job specifcation-which is a statements of knowledge, skills and abilities required to perform the job. Examples; educational qualifications, years of experiences on the job, additional training.

2. **Selection**: Managers also use Job description to select and orient employee jobs. Job description is a statement of tasks, duties and responsibilities of a job.

3. **Training and Development**. Any discrepancies between knowledge, skills and abilities by the employee in relations to the description and specification of the

job provides clues to training. Training also prepares employees for advancement in their jobs.

4. **Performance Appraisal**. This is the criteria for evaluating the performance of a job holder. The requirement reveal whether certain criteria for a job is valid. Performance appraisal must be specific and job related.

**5. Compensation Management**. To determine the rate to be paid for a job, the relative worth of a job is an important factor. The worth is based on demand of the job on the employee in terms of skills, effort and responsibility. Conditions and hazard under which a job is performed is also an important factor in compensation management

**Job Design** is the process of deciding on the content of a job in terms of its duties and responsibilities; on the methods to be used in carrying out the job, in terms of techniques, systems, procedures and on the relationship that should exist between the job holder and his superiors, subordinates and colleagues.

**Two important goals of Job Design are;**

1. To meet the organizational requirements such as higher productivity, operational efficiency, quality product and services.

2. To satisfy the needs of individuals employees like interest, challenges, achievement and autonomy.

**3. What is Recruitment?**

Recruitment is simply the practices or activity carried out by the organization with the primary purpose of identifying and attracting potential employees. Recruitment is the process of searching for prospective employees and stimulating them to apply for jobs in the organization.

Recruitment is the active pursuit for potential candidates for the purpose of influencing them to apply for vacant positions in an organization. In other words, it is a process of searching for qualified prospective employees, both beginning and experienced, from inside and outside the organization and stimulating them to apply for vacancies in the organization. (Seyoum; 2007,.285)

**3.1 Sources of Recruitment**

There are two main sources of personnel recruitment to fill vacant position in an organization: *internal* and *external sources.*

**1. Internal source of Recruitment**: is a process of filling a vacancy by personnel who are already employed in an organization. It is the main source of personnel recruitment to many organizations. In this case, a vacant position of an organization is filled through

*a. promoting* a person currently working in a section of the organization and/or

*b. Transferring* a person working in another department of the organization by job posting and personal recommendation methods.

Filling a vacant position by personnel from within the organization has both merits and demerits.

**Activity 9**

1. Discuss the advantages and disadvantages of internal recruitment in pairs and present it to your colleagues.

Good attempt, would you please then compare what you discussed with the advantage and disadvantage of internal recruitment stated as follows.

**Advantages**

1. Where promotion is regarded as a reward of hard work and loyalty, recruitment from within can serve as a factor of motivation that leads to greater job satisfactory.

2. It has the benefit of securing adequate and reliable information about the job candidates through analysis of their work histories.

3. Since employees promoted and/or transferred will have knowledge about the organization and possibly about the work to be perfumed, the induction (orientation) and training processes may be shorter or easier.

4. Most organizations have a sizeable investment in their employees, and using the employees’ abilities to their fullest extent improves the organizations' return on its investment.

5. It is less expensive than external recruitment.

**Disadvantages**

1. Recruitment from within involves “inbreeding” of ideas. People from within the organization may have their vested interest in the organization and they may prevent new innovations or fresh ideas and may hamper the growth and development of the organization.

2. Internal source is not sufficient. During periods of organizational growth or expansion, dependence on internal source may be inadvisable, because of non-availability of needed personnel both in terms of quantity and quality.

**ii/ External Sources of Recruitment:** It is the source of job applicants from outside of an organization or new personnel of required quality to fill the vacancy. If the needed human resources are not available within an organization, outside sources may be tapped. Common external recruitment sources are:

**A/ Advertisement:** Perhaps it is the most effective system to reach the largest possible audience. Advertisement could be made through: radio and /or TV, newspapers, bulletins, professional journals, etc.

The principal limitation of advertising is it may result in *unpredictable responses* from audience, i.e. Sometimes if fails to attract any significant responses/applicants, other times, it may result in over burdening of employing organization by a large number of applicants who are only marginally qualified.

**B/ Employment agencies:** Public and private employment agencies can be helpful when applicants require extensive screening. Since unemployed individuals having the required qualifications may get registered for possible employment opportunities; such agencies may have an established pool of unemployed individuals available for immediate employment.

**C/ Educational Institutions:** An organization can establish relationships with universities and colleges and other training institutions to recruit personnel in different professions & vocational/technical fields.

**D/ other external recruitment sources**: Personal contacts, walk-ins, employee referrals, People from competing organizations. *Schermerhorn(1996, 251)*

**Activity 10**

1. Analyze each source in terms of benefits and weaknesses in relation to the context of schools and educational offices of Woreda or regional bureau.

**Advantages of external recruitment**

There are some advantages in using external recruitment.

* + It brings outsiders with fresh perspectives/new ideas.
	+ It provides access to specialized expertise or work experience not otherwise available from insiders.

In *traditional recruitment,* the emphasis is on selling the organization to applicants, i.e. only positive features of the job and organization are communicated to candidates, while negative features are concealed. This will result unrealistic expectations and premature turnover.

In *realistic job previews*, all pertinent information about the job and organization are communicated without distortion. This will help a candidate to have realistic/ actual job expectations, healthy psychological contract, higher levels of early job satisfaction, less premature turnover.

**Personnel Selection:** Personnel selection comes next to recruitment process. It is a process of choosing individuals who possess the necessary skills, abilities and personality from the applicants to successfully fill specific jobs in an organization. *(Seyoum; 2007, 287)* It is a series of activities designed to give information about the job applicant that can be compared to job description and job specification for selecting the best applicant.

The ultimate objective of personnel selection is, therefore, to match requirements of the job and the qualification of the individual to job applicant. Selection is a **negative** process as it rejects more candidates than are hired, unlike the recruitment process which takes **positive** approach, as it stimulates candidates to apply for jobs in large numbers.

**Selection Procedures:** Although there are no universal series of steps in staff selection that would satisfy all types of organizations, the most common steps/procedures in many organizations are: *(Seyoum,2007, 288)*

1. ***Completing application form:*** Application form filled by a job applicant is the starting point of the selection process. It is an easy and systematic method of obtaining a variety of preliminary information about a job applicant. This information helps:
* To provide a tool for preliminary screening
* To indicate initial interest of an applicant
* Serves as a basis for subsequent interviewing, testing and background investigation

**Activity 11**

Dear students, prepare sample application form for employing to teach a course in secondary school and present to your classmate.

Application form allows determining whether a job applicant possesses minimum qualifications for a job. *Kirkpatrick & Lewis (1995:165)*

When minimum qualifications are absent, the screening process is terminated. When a person is subsequently hired, application form becomes part of employee's personal record. Application forms provide information on the following

**I/ career goals:**

* + What are the applicants' short and long-term career objectives?
	+ What types of jobs are they most interested in performing?

**II/ Educational background:**

* + What institutions did they attend and what were their major areas of study, grades earned, awards received and participatory activities?

**III/ Previous employment history:**

* + Who were their former employers and what were the periods of employment, job held or types of work performed, and reasons for leaving previous employment?

**IV/ References:**

* + Who are the persons listed as references and what types of references are provided?

Credentials of applicants will be compared with job specification and performance standard. Frequently, qualification may be excellent, but not relevant for the job. Attached to application forms will be references of former employers.

***2. Screening of application and preliminary interview:*** This is to screen out applicants who are unqualified or overqualified to the job. The person receiving the application can observe the physical condition of applicant & ask him/her job related questions.

* + Some applicants may not communicate clearly and effectively.
	+ Some may not satisfy the required size / height, legal age, etc.
	+ Others may have too much qualification/intelligence for routine jobs.

***3. Selection tests:*** Selection test involves written test for screening, a process designed to eliminate from further consideration of those persons who do not possess the minimum requirements set forth in the job specification. *(Kirkpatrick & Lewis 1995:164)*

Employment test is used to measure selected qualities and abilities of applicant in terms of job specification. It helps to gather information that will help to predict the applicant's eventual performance success. To do so, employment tests must meet two criteria: *Validity* and *reliability.*

* **Valid test** - measures exactly what it intends relative to the job specification.
* **Reliable test** - yields approximately the same results over time if taken by the same person.

Invalid or unreliable employment tests can bias selection decisions, and that is the reason why employment is subject to legal constraints. *Kirkpatrick & Lewis (1995, 164)*

Any method used to screen applicants should be valid, i.e. the information required from applicants or used in differentiating among them should be correlated to the probability of the person's success in performing a job. If a supervisor asks questions having no valid relationship to the probability of job success, the questions are not predictors. Asking such questions might also be illegal, so employers should be cautious asking questions that do not have verified validity. Even a friendly and casually asked question such as, “*Are you married?* “ can create profound problems ,because it is illegal to require this information in the employment selection process.

**2.5.2 Types of Employment Tests**

The most common types of Employment tests are: *(Seyoum; 2007,291)*

**1. Interest tests** - which measure a person's motivation toward something (job).

**2. Aptitude stets** - which measure a person's potential ability to perform a task. It is used to discover interests, existing skills and potential for acquiring skills.

**3. Intelligence tests**: measures a person's general mental abilities or specific intellectual capacities. They are designed to measure mental capacity, memory, speed of thought, reasoning, and ability to see relationship in complex problems. Since intelligence and aptitude may not guarantee the future performance of candidates, it may be necessary to conduct performance tests.

**4. Performance test:** gives candidates an opportunity to demonstrate their skills. Example: Candidates for secretarial and clerical positions may be required to take a typing test to determine speed and accuracy.

**5. Personality tests**-which measure behavioural, temperamental, emotional, and mental traits of a person. It is used to reveal candidates' personal characteristics such as confidence, emotional maturity, reactions and temperament.

**6. Achievement tests-** measure a person's present ability or knowledge of something.

For many jobs, physical exam is also required either before or after hiring.

**Activity 12**

1. Which type of tests do you think are preferable in the context of school? 2. Explain your justification and project your work to the class.

***Employment Interview:*** Interviews are extremely important in the selection process because they allow face-to-face information exchange. It is one of the most widely used staff selection tool. It is used to gain additional information abut the job a applicant which is not included in application form, such as the total personality of the perspective employee, motivation, overall attitude, etc. Despite the fact that it’s commonly used as selection tool, it is notoriously flaw. As one writer put, “the record of employment interview as a tool of selection over the years has been dismal.”

**2.5.3 Factors Affecting Interviewing**

The process of interviewing applicants is affected by: *(Kirkpatrick and Lewis, 166)* the interviewing environment, emotional states of participants, and Techniques applied to elicit information. Other factors /elements influencing interview are also: Psychological barriers, interviewing errors, non-verbal behaviour, and interviewing techniques.

A. **Psychological Barriers:** These are inherent limitations of the interviewing process, and include; unequal power, phony behavior and questions without answers

* ***Unequal power*** exists between job applicant and interviewer. Applicants are generally very interested in obtaining the job However, for interviewers interviewing is only one part of their day-to day routine. There fore, applicants may suffer stress while interviewer is relaxed and comfortable.
* Job candidates may use ***phony behaviour*** to project an image they perceive as the type of person the organization is seeking. To obtain the job, many applicants seem to feel, one must be perceived as sociable, highly intelligent, considerate, and so on. They love to work with people, never have problems with superiors, and are universally liked; they are seeking a job with challenge, responsibility and opportunity to prove themselves. Such phony behaviours can cause an applicant with the “*virtues of a saint” t*o be rejected as unreal.
* Some questions defy good answers. They can cause an applicant to become uncertain as to what the interviewer wants to know.

 eg. -Tell me about yourself; what are your life's goals and where do you want to be 5 years or 25 years from now?

The applicant ponders which of several responses would reflect what interviewer is searching for.

**B. Interviewing Errors**

1. *Previous information bias:* Previous information arises from / when we allow our opinion to be influenced by what others tell us about the applicant. We may view a person more or less favourably depending on whether we have heard supportive or critical comments about him/her.

*2. First impression error:* It is formed quickly and lasts for a long time. It may be inaccurate and misleading because the encounter with an applicant is brief.

*3. Halo effect:* Halo effect occurs where an interviewer forms opinion based or only one or two characteristics of an applicant. eg. If an applicant is late for interview, for two minutes, he may be taken as non-punctual and vice-versa.

*4. Stereotyping:* A stereotyping is an oversimplified opinion or belief about some one that is not borne out by facts. It can hurt people because the belief is not accurate presentation of an individual.

*5. Personal biases:* It arises from prior cultivation and learning experience and has great persistence or staying power.

6. *Similar- to me-effect:* We may react more favourably to persons similar to ourselves in certain aspects than those who are different. Similarity covers: Personalities, vocational interests, demographic characteristics (age, sex, physical size and religion).

7. *Asking leading question:* When interviewers want to obtain agreement from applicants to questions, they ask leading question/questio2ns that provide clue for answer. Example “Wouldn't you agree that our company would be a good area to work for?” Applicants tend to answer these questions as the interviewer is prompting them to in the questions.

**Activity 13**

1. Would you please discuss how errors in personnel selection can be avoided or minimized in group of four?

**Types of Interview:** There are four basic types of interview: Structured, Unstructured, problem-solving and Stress interviews.

a) *Structured (patterned) interview*- the interviewer follows a systematic form of questioning. The same list of questions is asked each applicant and their answers are recorded.

b) *Unstructured/unpatterned interview*- interviewer varies the questions. The interview is free -flowing and conversational in character. Different questions are tailored to each applicant,

115 Although they may cover the some general topic areas, Probing for additional information is a feature of this type of interview.

C) *Problem - solving interviews* - questioning takes the form of presenting either hypothetical or real-life problems. Applicants are asked for their solutions or how they would handle the situations.

d) *Stress interviews*: the applicant is placed in a pressured or stressful situation. The purpose is to determine the applicant's ability to retain composure and to think clearly under stress.

**Activity 14**

1. Which one of the above types of interview is the best in selecting candidates for schools? Explain your reasons and present to the plenary.

**How to Conduct Effective Job/ Employment Interviews** Schermerhorn *(1996;254)* provides the following guidelines for conducting effectively interview:

1. **Plan ahead**:- review the job specifications and job description, and candidate's application.

2. **Create a good interview climate**: allow sufficient time, choose a quiet place, act open and friendly, show interest and give the candidate your sincere attention.

3. **Conduct a goal-oriented interview**: Know what information you need and get it, don't forget to look for creativity, independence and a high energy level.

4. **Avoid questions that may imply discrimination:** Focus all questioning on the job applied for and the candidate's bona fide qualification for it.

5. **Answer the questions asked of you...... and even some that may not be asked**: do your part to create a realistic job preview.

6. **Write notes on the interview immediately upon completion**: document details and impressions for later deliberation and decision-making.

***5. Reference check and background information:*** It is an inquiry to prior employee’s academic advisors, co-workers, and/or acquaintances regarding the qualifications, experiences, and past work records of a job applicant. Although it might be biased if friends are pre-arranged, reference checks can be helpful.

 It is used

* To obtain additional information about the candidate, and
* To ascertain the correctness of the information provided by the candidate or application form

Reference check includes:

* + Letters of recommendation
	+ References and testimonials from former employers or persons who know candidate’s competence

Reference check is needed because past performance of a candidate is assumed to be a good predictor of his future performance.

***6. Physical /medical examinations:*** Some organizations ask job applicants to take a physical exam. It is to ensure that the person is physically capable of fulfilling job requirements. Physical exam/ check-up is a formality in some organizations, while in others it is a seriously accomplished task in organization, like airlines/ aviation and military service.

Pre-employment physical exam has three objectives; especially in manufacturing industries

* + To assure whether candidates' condition (eyesight, dexterity and strength) align with physical requirements of the job specified in the job specification.
	+ To protect claim of work-caused disabilities of workers.
	+ To identify candidates with communicable diseases or those on drugs.

**7. Final Analysis and Decisions to hire or reject:** Final responsibility for decision to hire or reject a job applicant rests with the manager, mostly in consultation with others like potential co-workers.

***HUMAN RESOURCE DEVELOPMENT PLAN***

**What do we mean when we say human resource development plan?**

Organizations require different resource in order to accomplish their tasks, of which the only factor that represents a potential competitive advantage is human resources and how thes competitiveness and effectiveness of organizations in meeting the challenges of the 21st century. And most of the changes and challenges facing organizations have to do with their employees.

Human resource management or HRM, for short, involves all management decisions and practices that directly affect or influence the people / workers or human resources who work for the organization. Widely speaking, the term HRM describes the wide variety of organizational activities involved in obtaining or staffing the organization with the most capable workers, and ensuring their performance potential is fully utilized. (Shermerhorn, 1996:250)

In a nut shell, HRM is attracting, employing, maintaining and retaining the most competent workers. It includes activities like:

* + Staffing (employing the right personnel which was explained in unit four)
	+ Compensation (providing fair and adequate incentives)
	+ performance appraisal (evaluating workers’ performance which was explained in unit six)
	+ workers' safety (providing security, safety and comfortable work environment and job satisfaction)
	+ training and development (improving the knowledge and skill of workers from time to time)
	+ Labor relations (good work relation between management and workers). (Shermerhorn, 1996:250)

**STAFF APPOINTMENT**

The final step in staffing is the appointment of the chosen candidate to a particular position and in a particular capacity. This appointment may be temporary or permanent. The letter of appointment which is given to a successful candidate should provide necessary information on conditions of service so that the candidate can decide whether or not to accept the appointment

Only after a position has been filled should all candidates be notified that the position has been offered to and accepted by another candidate (Webb et al 1994:179).

The reasons for doing this are:

* Candidates may want to follow up on other job opportunities as quickly as possible and
* It is important to maintain good relationships with candidates who are the pool of qualified persons for future consideration.

 **Staff Induction**

An organization can recruit, select and appoint staff, but one cannot expect new members of staff to produce their best work and achieve the objectives of the organization until they have completely adjusted to the work they have to do, the environment in which they are to work, and the colleagues they have to work with.

Staff induction is defined by Castetter (1992:186) as:

***a systematic organizational effort to assist personnel to adjust readily and effectively to new assignments so that they can contribute maximally to work of the system while realizing personal and position satisfaction.***

This definition relates not only to novices in the profession, but also to staff from other organizations who take up promotion or equivalent posts in the new organization, staff in promotion posts in their existing organization, staff who have been allocated new responsibilities, and experienced staff who return to teaching after interruption of service. Because new staffs joining an organization are always a varied group, it is to be expected that their needs will differ. In order to determine what these needs may be, it is important to consider the various categories of new staff members so that the induction programme can be designed and implemented accordingly.

**Activity: What purposes do you think staff induction serves? List two of them**

2.9 **PERSONNEL DEVELOPMENT**

**What is Personnel Development?**

Personnel development in education has many facets, as is evident from the numerous terms found in the literature (Webb et al 1994:234). Such terms include in-service training; professional growth, continuing education, on the job training, human resource development and staff improvement. Despite any possible inadequacies, it is important that personnel development should be proactive (Webb et aI1994:234), The emphasis should be on development and on the ongoing development of the-individual.

Personnel development therefore places more emphasis on the extension of personal strengths than on the remediation of personal weaknesses. Furthermore, personnel development is self-development in that growth begins with a personal need and individuals develop by taking responsibility for their own growth.

According to Guthrie and Reed (1991:346)/ the terms personnel development and in-service training are frequently used interchangeably. But in their view there is a logical distinction

**2.9.1 THE AIMS OF PERS0NNEL DEVELOPMENT**

What do you consider to be the goals of personnel development? Personnel development has a number of goals. However, the following could possibly be regarded as the principal goals of personnel development (Castetter 1986:291; Webb et al 1994:235):

* + - * to improve employees' performance in their present positions
			* to create opportunities for personal fulfillment and institutional effectiveness in order to enhance creativity and facilitate changes to the system
			* to serve the primary aims of the education system -the promotion and attainment of quality teaching and learning (educative teaching)
			* the institution of acceptable, meaningful programmes to enable staff members to cooperate in order to achieve their personal aims and those of the system
			* To develop the skills of important selected staff members so that anticipated vacancies can be filled.
			* to provide a meaningful programme in which the strengths and talents of each individual in the system can be utilized

Personnel development at school level can ensure the development of individual teachers, the broadening of the outlook, the heightening of their professionalism and, last but not least, the improvement of their effectiveness (Hodge & Martin 1984:193).

If personnel development programmes are really going to meet the needs of teachers, it is important to identify those needs.

**The following are guidelines for the effective implementation of personnel development programmes**

* Teachers are of the opinion that practical advice is of the utmost importance for the personnel development programme; in other words, the provision of suggestions for handling the recurring problems which confront them in the classroom.
* Personnel development is viewed more positively if consideration is given to the contributions of participants in deciding on the contents of the programme at the planning stage.
* The length of personnel members' experience has a definite effect, on what they want in a programme. Staff with less than four or more than eight years' experience usually take more interest in personnel development.
* Staff prefer a personnel development programme which is ongoing rather than a one-off learning experience. Personnel development is directed at the promotion of long-term professional growth rather than isolated courses which are not related.-to one another.
* Participants in personnel development want to be actively involved in learning; "... teachers do not want to be talked at" (Daresh 1987:22).
* The results .of personnel development programmes which allow participants to achieve certain personal objectives will be implemented with less resistance and for a longer time.
* Staff prefers their peers to present personnel development programmes. When programmes are prepared by staff, there is less resistance than when they are the exclusive preserve of top management. The principal should be the facilitator, not the controller. Research shows that "... teachers resist when personnel development is designed as something that is done to teachers, and not as something that teachers do for themselves" (Daresh 1987:23).

**UNIT THREE**

**STAFF PERFORMANCE APPRAISAL**

  ***3.1 INTRODUCTION***

This unit deals with the basic concept of performance appraisal. This encompasses basic functions and purposes of performance appraisal and its criteria, teaching staff performance evaluation, areas of dissatisfaction in performance evaluation and how to conduct effective performance evaluation.

***3.2 THE CONCEPT AND DEFINITION OF PERFORMANCE EVALUATION***

Performance appraisal is the process of formally assessing someone’s work performance and providing feedback on his/ her performance. It is the periodic assessment of employee job performance and behavior. It is the process of evaluating a staff member’s worth or quality of performance in terms of the requirements of the job, that is knowing how well a worker performs assigned organizational activities in the context of teaching learning at school, Staff or teachers’ appraisal; can be defined as a continuous and systematic process to help individual teachers with their professional development and career planning, and to help ensure that the in-service training and deployment of teachers matches the complementary needs of individual teachers. (UNISA, 1996, 16).

Let’s see the basic concepts used in this definition.

**Continuous:** implies appraisal should not be merely a one-off exercise. Repeated visits givea principal a better perspective on teacher’s performance.

**Systematic:** implies the process should not be haphazard or subjective, it should be based onevidence accumulated from a variety of sources.

**Professional development**: appraisal process should be about:

* reviewing current practice and performance of teachers
* structuring ways to improve them
* setting specific achievable targets
* identify training and support needs, and Considering career progression.

**Activity**

1. **Discuss how teachers’ appraisal is related with their professional development?**
2. **What is the purpose of performance appraisal?**

Performance evaluation is an important part of organizational life and major managerial activity.

It is usually conducted by an employee’s immediate supervisor. Feedback provided by supervisors during performance appraisal is the employees’ primary source of information about their performance. If conducted well, PA is an important part of improving job performance of a worker and assuring legal compliance in employment related areas.

***PURPOSES OF PERFORMANCE APPRAISAL***

Performance evaluation affects performance directly through feedback provided to the employees, because people perform better if they know how well they are doing. Information from PA also influences other HRM areas like; compensation, training and development, and staffing. It is more productive, effective and logical to reward, promote, transfer and terminate employees based on assessment of their performance. Broadly speaking, there are two purposes of performance evaluation.

***A/ Administrative purpose***; is to let people know where they stand relative to performanceobjective and standards. Here, the appraisal focuses on past performance and measurements of results against standards. Performance is documented for record, establishing a basis for allocating performance rewards and consequently the manager acts in the *judgmental role* of giving a direct evaluation of another person’s performance based on which salary increment and promotions are made.

***B/ Development purpose:*** it is the purpose of PA to assist in the training and continued personaldevelopment of the workers. Here, the appraisal focuses on future performance and clarification of success standards. It is a way of discovering performance obstacles and identifying training and development opportunities for the deficiencies. The manager acts in a counseling *role*, focusing on a subordinate’s developmental needs. This aspect of performance appraisal contributes to training and development as a HRM functions.

**Activity**

**For which of the above purpose do you evaluate your staff performance in your school?**

**What standard or criteria do you use to evaluate you staff performance in your school?**

It has been indicated that, (UNISA, 1996,) Performance appraisal should offer ***teachers****;*

* Recognition for effective practice
* Greater clarity in role
* Improved feedback on performance
* A more open working environment
* Better understanding of the requirements of job

* Improved job satisfaction
* Support in work-related issues

The ultimate worth/ use of any approach to teacher evaluation is whether or not it is judged as valuable by those who use it. That is, it must answer questions such as

* Does it provide data, insights and support that enhance professional pride, growth, curriculum revision and organizational change?
* Does it facilitate teachers and the school in attaining their goals?
* A useful teacher evaluation program yields data and judgments that can be used to;
* diagnose individual teacher’s strengths and needs
* diagnose staff’s strengths and needs
* diagnose curricular needs
* diagnose organizational/ school needs
* diagnose community needs
* Provide formative data to modify or maintain a new program, strategy, instructional material, discipline policy, etc.
* Making decisions about: staff development, curriculum change, management style, et

**PRINCIPLES OF STAFF PERFORMANCE APPRAISAL**

There are some key guiding principles for effective/successful teacher performance appraisal: (Dull; 1987, 315)

***Principle of Effective communication:*** Effective two-way communication between the teacherand the evaluator is essential for successful operation of teacher performance appraisal. A full support and commitment of teachers and evaluators can be ensured when they have mutual understanding about the purpose, criteria and process of the appraisal program. Lack of clear communication can result in uncertainty and apprehension (anxiety) particularly among teachers.

***Principle of Evaluator’s Training:*** Appraisal of teachers’ performance is a complex andsensitive task which requires evaluator’s adequate competence in human, technical and conceptual skills. Because of inadequate training in skills of performance appraisal, many evaluators approach the task with some reluctance, and with a sense of insecurity for knowing nothing or little better than their evaluates -*the teachers.* Moreover, evaluators with no relevant training often commit appraisal errors which result in subjectivity of appraisal results. It is, therefore, essential that evaluators are provided with necessary knowledge and skill of performance appraisal through pre-and in-service training programs.

***Principle of Teacher Participation:*** A system of teacher performance appraisal will succeed ifteachers, who are directly affected by the appraisal system, are made to be involved in the design and operation of the system, and when they feel that the appraisal purpose is positive, its evaluation criteria are defined and realistic, and its process is appropriate.

***Principle of contextual factors:*** School factors which are beyond the control for a teacher caninfluence his performance effectiveness. For instance;

* Availability and adequacy of instructional materials,
* Relevance of the curriculum,
* Appropriateness of the school timetable,
* Physical condition of the classroom,
* Size of the class, and

The types of students in the classroom are but a few of the factors which are not within the control of the teachers

Dull, (1987, 315) warns failure to take such factors into account in the process of appraisal will lead to inaccurate and unfair judgment of teachers’ performance.

 ***PERFORMANCE EVALUATION CRITERIA***

*Performance Evaluation criteria*: are standards against which to assess employee’s attributes, motivation, abilities, skills, knowledge, or behaviors.

Evaluation Criteria should be valid and reliable:

* *Valid evaluation criteria* -are criteria that predict employee success, match content of job orcapture essence of the job being appraised. They should be unbiased and measure only factors directly relevant (related) to job performance.
* *Reliable evaluation Criteria* -are those criteria which are consistent in yielding the sameresult over time and for different ratters.