Human Resources

Bott Chapter 9
What are Human Resources?

• Hiring the right people
• Keeping the balance of skills and expertise right for the work of the organisations.
• Administration relating to employment
• Complying with the law
Legal Context: HR Responsibilities

- ensuring that recruitment, selection and promotion procedures comply with anti-discrimination legislation;
- staff training and development;
- setting up and monitoring remuneration policy;
- setting up and monitoring appraisal procedures;
- administering dismissal and redundancy procedures;
- contracts of employment;
- workforce planning;
- designing and administering grievance procedures;
- being aware of new legislation affecting employment rights and advising management of what the organisation must do to comply with it;
- health and safety;
- administering consultative committees.
Recruitment and Selection

• Preparing a job description and further particulars
• Disseminating the description
• Selecting:
  – Individual Interviews
  – Panel Interview
  – References
  – Psychometric tests
  – Situational assessment
  – Task assessment
• Drive is to more” evidence-based” approaches that avoid bias (unconscious or otherwise)
Edinburgh University JD Template

• **1. Job Details:** Job title; School/Support Department; Unit (if applicable): Line manager:

• **2. Job Purpose** (*Normally no more than 2 or 3 sentences*)

• **3. Main Responsibilities** (*Normally between 4 and 10. Percentages should total at least 95% (and no more than 100%)*)

• **4. Planning and Organising**

• **5. Problem Solving**

• **6. Decision Making**

• **7. Key Contacts/Relationships**

• **8. Knowledge, Skills and Experience Needed for the Job**

• **9. Dimensions**

• **10. Job Context and any other relevant information**

• **Verification** (*JDs should be agreed by the relevant manager and individual job-holder or representative. Further verification may also be specified in some cases.*)
Staff Training and Development

- Job descriptions often are derived from role descriptions.
- Role descriptions relate to a bureaucratic structure and identify the skills necessary to fulfill a particular role.
- Training and development in part are oriented to fit people to more senior roles so they are eligible for promotion.
- Training can also be linked to development plans for the organisation to take account of the changing environment.
Administrative Role Profiles at Edinburgh University

• **Grade 5:** Roles at this grade will be responsible for providing or contributing to the provision of support services to an agreed quality standard or specification, within clear procedures or practices. There will be minimal day to day supervision, but clear guidance. The roles require an understanding of the allocated workload but also to react to changing priorities. Initiative is needed to handle processes and resolve problems and queries based on procedures plus experience and judgment, mainly without reference to others. May involve supervision of other staff.
Administrative Role Profiles at Edinburgh University

• **Grade 6:** Roles at this grade will be providing advice and support based on a detailed understanding of methods, systems and procedures gained through significant practical experience and/or formal training. They will exercise initiative and judgement to resolve daily problems within a range of established policies/procedures, seeking advice on more complex issues. There is discretion to determine short-term priorities and if applicable the priorities of a team of people involved in the same type of work. Contributions include proposing and implementing improvements to current working methods
Administrative Role Profiles at Edinburgh University

• **Grade 7:** Roles at this grade will be providing advice and support to schools/departments/work units based upon a full understanding of a technical, professional or specialised field. They will plan and ensure progress within established professional procedures and university policy. They will be expected to identify gaps in information, and conduct analyses to solve/resolve problems and issues with short-term consequences. They will put forward recommendations on managing more complex situations. Individuals will be responsible for planning and organising their own work or that of a team of colleagues who may be involved in different types of work and will encounter changing priorities. There will be a need for liaison and the co-ordination of activities, across a number of subsections of a school/department/university.
Remuneration Policies and Job Evaluation

• Designing pay structures that reward individuals for work.
• Critical to the retention of key staff.
• Anti-discrimination legislations has led to an emphasis on equal pay for equal value.
• Scales provide overall structure.
• Job evaluation attempts to position roles/jobs in the structure:
  – Non analytical – looks at the value of the role in the company.
  – Analytical: attempts to decompose jobs into component skills.
Appraisal Schemes

• Often an annual process
• Provides a means to give feedback to employees and to encourage a forward look in terms of skills development, aspirations, …
• Oriented towards objectives (Peter Drucker, Management by Objectives).
• Review against objectives and performance measures.
• Sometimes it is difficult to fit some activities into the framework
Redundancy, dismissal and grievance procedure

• Fair dismissal:
  – Lack of capability to do the job
  – Misconduct
  – It is illegal for the employer to employ the employee
  – Redundancy
  – “Other reasons” – but many are “unfair” e.g. on grounds of discrimination, because the employee is taking legal action to enforce their rights at work, ....
Redundancy and dismissal

• Dismissal Process:
  – Written statement of why dismissal is being considered
  – Arrange a meeting where both sides can state their case
  – Following the meeting the employee is informed of the decision.
  – Right of appeal to more senior manager

• Other issues: constructive dismissal, takeovers and outsourcing, whistleblowing
Redundancy

• Redundancy
  – Employer no longer requires people to do a particular category of job (or fewer people)
  – Employees entitled to compensation (subject to a legal minimum)
  – Often employer seeks to reduce the number of employees in a particular category
    • Traditionally selection was last-in, first-out (is this reasonable?)
    • Often voluntary redundancy is offered (do you see any issues with this?)
3. Redundancy pay
You’ll normally be entitled to statutory redundancy pay if you’re an employee and you’ve been working for your current employer for 2 years or more.

You’ll get:
• half a week’s pay for each full year you were under 22
• one week’s pay for each full year you were 22 or older, but under 41
• one and half week’s pay for each full year you were 41 or older
• Length of service is capped at 20 years.
• If you were made redundant on or after 6 April 2017, your weekly pay is capped at £489 and the maximum statutory redundancy pay you can get is £14,670. If you were made redundant before 6 April 2017, these amounts will be lower.

Redundancy pay (including any severance pay) under £30,000 isn’t taxable.
Contracts of Employment

• In most modern economies employees are required to have contracts (whether or not they are written)

• Employees should understand their conditions of employment.

• HR staff oversee the signing and record keeping around contracts.
Human Resource Planning

• HR departments often get involved in resource planning:
  – Characterizing the skills of the current workforce
  – Characterizing the current workload and how effectively the workforce meets that workload
  – Forecasting likely increases in workload and the pattern of workload
  – Forecasting staff losses and gains
  – Predicting the effects of takeovers etc on HR.
Summary

• Human resources consider all aspects of getting the right people to do the work of the organisation.

• This includes:
  – Good processes for finding and hiring the right people
  – Good processes to handle issues for individuals during employment
  – Good processes to manage the balance of human resource against the organizational workload.
Edinburgh University Mission
Edinburgh University HR Work Themes

- Developing and implementing simple and consistent processes and systems – in line with the University’s Service Excellence Programme, making better use of technology and digital solutions, and developing and implementing common standardised processes.

- Helping to create a flexible organisation – developing contractual arrangements to support flexible working patterns including overseas working, remote working, joint appointments with external partners, matrix reporting structures and secondments.

- Supporting the evolution of the workforce – developing and delivering internationally and locally focused attraction and recruitment strategies, succession planning and talent management, technical and personal skills development (e.g. digital skills, leadership skills) and change management.

- Making staff engagement and wellbeing a reality – supporting employee engagement, career development, reward and recognition and promoting equality, diversity and inclusion, and physical, mental, emotional and financial wellbeing.
Edinburgh University HR Work Practice

- **Simplification** – ensuring that policies and processes are easy to access, easy to use and easy to understand
- **Facilitation** – providing HR support that is focused on understanding business problems and providing practical solutions
- **Anticipation** – adopting a planned approach to managing projects, anticipating and responding to the changing needs of customers and providing solutions that are fit for the future.
Edinburgh University HR Activities

• provide advice and guidance to managers to help them carry out their management roles effectively
• provide advice and guidance to staff on employment policies and processes
• work in partnership with our recognised Trade Unions
• maintain and manage systems and processes that support the employee lifecycle
• ensure compliance with employment legislation and statutory reporting obligations
(Adapted from Management School Talk)

WORKING IN TEAMS (MAY BE SDP RELEVANT)
Belbin Team Roles
Session Guide

Belbin team types

Implications / issues

Action planning
Context

Research by Meredith Belbin

Effective Teams

Key Roles for Success

Situation Dependent
Roles

Contribution to Team

Allowable Weaknesses

All of equal value

Dropped Points
Leadership Roles

Shaper
Co-ordinator
Creative Roles

Plant

Resource Investigator
......the other Roles

Monitor Evaluator
Implementer
Completer Finisher
Team Worker
Specialist
## Belbin Roles

<table>
<thead>
<tr>
<th>Name</th>
<th>Symbol</th>
<th>Behavioral description</th>
<th>Typical features</th>
<th>Positive qualities</th>
<th>Allowable weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairman</td>
<td>CH</td>
<td>Guiding and controlling leader, knows the members’ abilities well</td>
<td>Calm, self-confident,</td>
<td>A capacity for treating and welcoming all potential contributors on their merits and without prejudice. Strong sense of objectiveness</td>
<td>No more than ordinary in terms of intellect or creative ability</td>
</tr>
<tr>
<td>Shaper</td>
<td>SH</td>
<td>Demanding, coercing, confrontational leader, pushes for members to excel</td>
<td>Highly strung</td>
<td>Drive and a readiness to challenge inertia, ineffectiveness, complacency or self-deception</td>
<td>Proneness to provocation, irritation and impatience</td>
</tr>
<tr>
<td>Plant</td>
<td>PL</td>
<td>Innovator and problem solver, the “idea” member</td>
<td>Individualistic, serious-minded, unorthodox</td>
<td>Genius, imagination, intellect, knowledge</td>
<td>Up in the clouds, inclined to disregard practical details or protocol</td>
</tr>
</tbody>
</table>

Sallie M. Henry, K. Todd Stevens,  
Using Belbin’s leadership role to improve team effectiveness: An empirical investigation,  
## Belbin Roles

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
<th>Qualities</th>
<th>Characteristics</th>
</tr>
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<tbody>
<tr>
<td>Resource Investigator</td>
<td>Contact person for resources external to the team, brings resources into the team</td>
<td>Extroverted, en-thusiastic, curious, communicative</td>
<td>Liable to lose interest once the initial fascination has passed</td>
</tr>
<tr>
<td>Monitor-Evaluator</td>
<td>Analyzes, evaluates proposed solutions and choices</td>
<td>Sober, unemotional, prudent</td>
<td>Lacks inspiration or the ability to motivate others</td>
</tr>
<tr>
<td>Company Worker</td>
<td>Implements agreed upon plans</td>
<td>Conservative, dutiful, predictable</td>
<td>Lack of flexibility, un-responsiveness to unproven ideas</td>
</tr>
<tr>
<td>Role</td>
<td>Abbrev.</td>
<td>Description</td>
<td>Strengths</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Team Worker</td>
<td>TW</td>
<td>Facilitates team functions, mediates issues within the team</td>
<td>Socially oriented, mild, sensitive</td>
</tr>
<tr>
<td>Completer-Finisher</td>
<td>CF</td>
<td>Focuses on details and meeting deadlines</td>
<td>Painstaking, orderly, conscientious, anxious</td>
</tr>
</tbody>
</table>
Belbin research findings

Roles can equally be applied to non-managers
Fisher, Hunter & Macrosson

Balanced teams perform better than biased teams
Shapers vs. Balanced
Pritchard & Stanton

No correlation between salary/status and team role
Dulewicz
Journal of Occupational & Organisational Psychology
Belbin in UK Managers

1441 male / 355 female
Predicting team roles from established personality profiles
High validity suggested

Findings:

1. Suggested surplus of co-coordinators and resource investigators

2. Suggested dearth of Completers, Monitor Evaluators, Plants and Shapers......relatively few who have this as a primary or secondary role.

3. Lack of the balanced teams in UK industry

Fisher, Hunter & Macrosion
Belbin Team Types

- Resource Investigator
- Co-ordinator
- Shaper
- Implementer
- Ideas
- Optimal Solution
- Clear goals, objectives
- Work
- Success
- Plant
- Monitor Evaluator
- Specialist
- Completer finisher
- Team Worker
# Belbin and Career Management

<table>
<thead>
<tr>
<th>Team Role</th>
<th>Career Planning</th>
<th>Job Search</th>
<th>Written Application</th>
<th>Selection Process</th>
<th>Pro-active Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plant</strong></td>
<td>Strong on ideas</td>
<td>Research strong</td>
<td>Potentially unorthodox</td>
<td>May lack focus</td>
<td>Feedback seen as irrelevant</td>
</tr>
<tr>
<td></td>
<td>May lack focus</td>
<td>Networking weak</td>
<td>Insensitive to company needs</td>
<td>May compete with others</td>
<td>Learning minimised</td>
</tr>
<tr>
<td><strong>Resource Investigator</strong></td>
<td>Strong on ideas</td>
<td>Networking strong</td>
<td>Uncomfortable with medium</td>
<td>Thrives on group activities</td>
<td>OK</td>
</tr>
<tr>
<td></td>
<td>May become disillusioned</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Co-ordinator</strong></td>
<td>OK</td>
<td>OK</td>
<td>Finds self-marketing difficult</td>
<td>May undersell self</td>
<td>Strength</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Prefers group activities</td>
<td></td>
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<tr>
<td><strong>Shaper</strong></td>
<td>Action focus- less emphasis on planning</td>
<td>High expectations</td>
<td>May oversell achievements</td>
<td>May oversell self</td>
<td>Feedback seen as irrelevant</td>
</tr>
<tr>
<td></td>
<td>May set unrealistic goals</td>
<td>and self belief</td>
<td></td>
<td>May compete with others</td>
<td>Learning minimised</td>
</tr>
<tr>
<td><strong>Monitor Evaluator</strong></td>
<td>Tends to over- analyse</td>
<td>May be indecisive</td>
<td>Prone to too much detail</td>
<td>Dislikes deadlines</td>
<td>Tends to over- analyse</td>
</tr>
<tr>
<td></td>
<td>May be indecisive</td>
<td></td>
<td></td>
<td>May be indecisive</td>
<td>Own harshest critic</td>
</tr>
<tr>
<td><strong>Team Worker</strong></td>
<td>May be indecisive</td>
<td>OK</td>
<td>Finds self- marketing difficult</td>
<td>Prefers group activities</td>
<td>Accepts feedback</td>
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<td>May undersell self</td>
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</thead>
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<td><strong>Implementer</strong></td>
<td>May be inflexible and lack motivation</td>
<td>OK</td>
<td>OK</td>
<td>May lack creativity</td>
<td>OK</td>
</tr>
<tr>
<td><img src="image" alt="Implementer Icon" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Completer Finisher</strong></td>
<td>May be inflexible and indecisive</td>
<td>May be indecisive</td>
<td>Prone to too much detail</td>
<td>Avoids leadership High anxiety May be indecisive</td>
<td>Tends to over-analyse</td>
</tr>
<tr>
<td><img src="image" alt="Completer Finisher Icon" /></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Specialist</strong></td>
<td>Narrow perspective may limit opportunities</td>
<td>May not consider wider options</td>
<td>Prone to too much detail and jargon</td>
<td>May constrain input to specialism</td>
<td>May underestimate relevance</td>
</tr>
<tr>
<td><img src="image" alt="Specialist Icon" /></td>
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Summary

✓ Insight into our own team role allows us to work on our strengths and weaknesses

✓ A knowledge of team roles helps us build balanced teams

✓ A knowledge of team roles helps us develop more effective teams

"When he took time to help the man up the mountain, lo, he scaled it himself."
Tibetan Proverb