

ICB

ACCREDITED BUSINESS
QUALIFICATIONS

HUMAN RESOURCES MANAGEMENT AND LABOUR RELATIONS (HRLR)

CURRICULUM STATEMENT

An introduction to human resource management

- Understand the term or concept of human resource management; and
- provide an overview of the human resources function within the organisation.

Strategising, structuring and planning

- Demonstrate a sound appreciation of organisational and functional relationships in an organisation;
- describe various organisational structures;
- discuss their respective merits and demerits;
- explain the human resource planning process; and
- describe job analysis and job design processes and techniques.

Recruiting potential employees

- Demonstrate an understanding of the meaning of recruitment;
- differentiate between factors that influence recruitment;
- explain the disadvantages and advantages of staffing job vacancies with employees from within the organisation;
- weigh up external and internal sources of recruitment against each other;
- identify the principal external recruitment sources and explain when these sources are likely to be utilised;
- formulate a recruitment policy in practical terms;
- explain in a practical manner how you would evaluate a recruitment programme;
- explain why affirmative action and employment equity need to be integrated into HR practices;
- demonstrate an understanding of succession planning and how it ensures organisational success; and
- explain how a company values human capital through a retention strategy.

Selection and appointment of an employee

- Explain the internal and external factors that influence the selection decisions;
- sequentially describe the various steps in the selection process;
- conduct a structured employment interview;
- make decisions as to which types of employment tests should be used in specific selection situations;
- discuss the responsibility for making the final selection decision; and
- practically evaluate the selection process.

Placement and the induction or orientation process

- Distinguish between the concepts of induction, socialisation and orientation;
- explain what is meant by the 'psychological contract';
- list some of the characteristics of an effective orientation program;
- explain the objectives and benefits of induction;

- demonstrate the various components of an induction program;
- describe the stages of induction;
- plan, design and evaluate an induction program; and
- briefly describe the influence of quality assurance in induction and staffing decisions.

Managing performance of employees

- Define performance management;
- list the objectives of performance management;
- motivate the usefulness of performance evaluation;
- make decisions as to who should perform evaluation;
- compare and apply relative and absolute performance evaluation techniques;
- explain common rater errors;
- conduct an effective feedback interview;
  explain the importance of the feedback process in performance evaluation; and
- consider the influence of legislation on performance management systems.

Compensation management

- Discuss the objectives of a compensation system;
- assess the factors that influence the provision of a compensation system;
- discuss compensation policy;
- outline the components of a compensation system;
- differentiate between the various methods of job evaluation; and
- distinguish between direct and indirect rewards.

Health and safety in an organisation

- Describe what is meant by employee wellness;
- give a brief overview of the statutory regulations governing occupational health and safety in South Africa;
- explain the factors to incorporate in strategies, policies and action plans;
- differentiate between the various forms of health;
- discuss the issue of work-related stress;
- explain ways to prevent accidents;
- explain the challenges facing South African organisations as a result of the HIV/Aids threat; and
- explain the functioning of the National Occupational Safety Association of South Africa (NOSA).

Career management

- Explain the protean career concept;
- explain the theories of Super, Holland and Jung;
- discuss self-and work-related factors of the early, mid- and late life career;
- define career anchors and describe the various types;
- describe the different career patterns;

- explain issues concerning working couples and suggest how they can find a balance between work and family life;
- describe career plateauing and ways to assist the plateaued worker;
- explain career support by an organisation;
- describe ethical principles regarding organisational career management support;
- explain the changes in organisations with regard to structure and workforce;
- explain the implications of the changing organisations for careers; and
- explain the changing nature of careers and work arrangements.

Human resource development

- Define and distinguish between the concepts of training, education, development and outcomesbased education and training;
- list the reasons for human resource development management in organisations;
- illustrate a training function using a diagram;
- define human resource development;
- explain the characteristics of an adult learner;
- explain the rationale of the Skills Development Act and the Skills Development Levies Act;
- indicate the implications of the provisions of the Skill Development Act and the Skills Development Levies Act for an organisation's strategic human resource planning;
- define the aim and scope of the National Qualifications Framework;
  describe the National Training Strategy of South Africa;
- understand outcomes-based training and assessment;
- describe the assessment of training needs through organisational task and person analysis;
- indicate the importance of job analysis when determining training needs; and
- explain the evaluation of training and development programmes.

Organisational behaviour (OB)

- Define organisational behaviour (OB);
- describe why managers require a knowledge of OB;
- identify and explain the effect of key biographical characteristics on work behaviour;
- explain the factors that determine an individual's personality;
- identify the key traits in the Big Five Personality Model;
- explain how perceptions affects the decision-making process;
- explain how two people can see the same thing and interpret it differently;
- differentiate between formal and informal groups;
- explain how role requirements change in different situations;
- describe how norms exert influence on an individual's behaviour;
- list the strengths and weaknesses of group decision-making;
- identify common barriers to effective communication;
- describe the forces that act as stimulants for change;
- contrast first-order and second-order change;
- summarise sources of individual and organisational resistance to change; and
- contrast the three ethical decision criteria.

Employment relations

- Write an essay that outlines the essentials of labour relations;
- describe the nature, functioning and role of trade unions in South Africa;
- discuss the meaning and fundamental role that freedom of association and protection against victimisation play in our system of industrial relations;
- list and explain the organisational rights granted to trade unions in terms of the LRA;
- develop un understanding of the Basic Conditions of Employment Act;
- explain who is covered by the Basic Conditions of Employment Act;
- explain what issues the BCOEA covers;
- determine amounts due in terms of the BCOEA;
- demonstrate an understanding of the purpose and primary objects, application and interpretation of the Labour Relations Act;
- demonstrate and apply an understanding of the provisions of strikes and lock-outs;
- describe the definitions of strikes, lock-outs and picketing; and
- identify and solve problems related to the interpretation of related labour legislation and its impact on all stakeholders.

Structures created by the LRA for collective bargaining and dispute resolution

- Demonstrate an understanding of the LRA;
- describe the institutional framework of the LRA;
- explain the purpose, powers and roles of these institutions with examples;
- facilitate an understanding of the different structures which constitute the system and how these structures can be used in practice;
- use the present legislation regulating the employment relationship in practice; and identify the appropriate structures to be used for a particular business's needs.