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- ▶ ASPECTS OF HUMAN RESOURCE MANAGEMENT (ONLY THOSE RELEVANT TO EDUCATION WILL BE EXPLORED)
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concise | clear | comprehensive

Prepared for EADM 826

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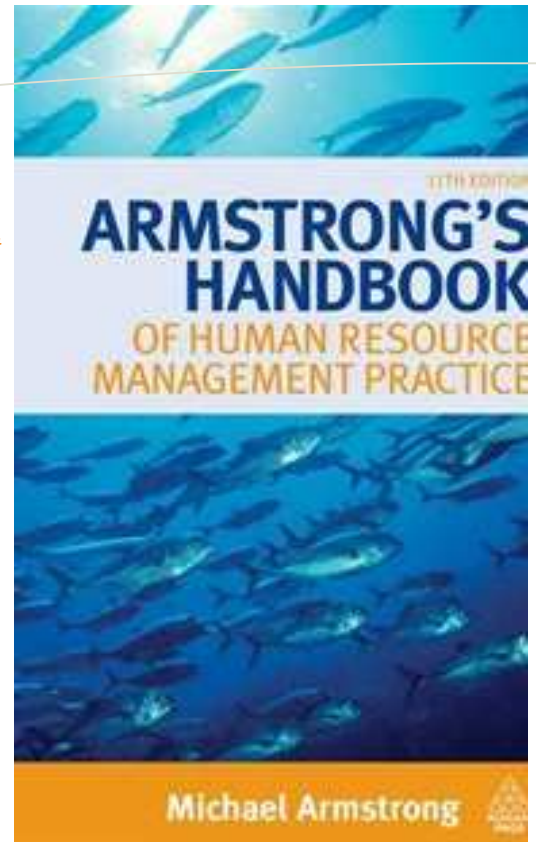
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June 2, 2012

People *focused*

WELL WRITTEN, WELL ORGANIZED AND ACCESSIBLE, THIS IS A COMPREHENSIVE GUIDE FOR ADDRESSING THE NEEDS OF INDIVIDUAL SCHOOL DIVISIONS AND PLANTING THE SEEDS OF POSITIVE AND PRODUCTIVE RELATIONSHIPS BETWEEN ADMINISTRATION AND TEACHERS.

Armstrong, M. (2009). Armstrong's handbook of human resource management practice: 11th edition. Kogan Page Limited. London.



Developing great schools

School Divisions are not the institutions they once were. Rather than small, individual School Boards managing the staff of a few schools, amalgamation has created super-Divisions where School Boards still sets policy, but the connection to the staff of the individual schools has been severed.

The response has been to consolidate the hiring of necessary staff to a central body. In most school divisions, this is a Human Resource (HR) Department. This department carries huge responsibilities as it must have a clear and focused understanding of the Mission and Vision of the School Board, as well as the needs of the individual schools for which it is hiring. It is a daunting task and the

success or failure of hiring decisions have immediate impact upon our most important commodity: our children.

Though there are many aspects of HR covered in this book that is not applicable in an educational setting, having a comprehensive understanding of HR principles will allow school divisions to make the best decisions about policy, remuneration, and compensation for all their staff.

In the end, the goal is always to get the best *people* to fill a position. Schools have always been people led organisations, and the support and nurturing of *people* should remain the goal of Human Resources.

"A complete resource for understanding and implementing HR in relation to the business as a whole..." (Armstrong, 2009, end paper review)



Michael Armstrong

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He is the author of several best-selling HR titles including Armstrong's Handbook of Human Resource Management Practice, Armstrong's Handbook of Reward Management Practice, Armstrong's Handbook of Performance Management, Strategic Human Resource Management and Armstrong's Handbook of Management and Leadership



Part 1: Human Resource Management (HRM)

This section explores the basic features of HRM, and HR strategies and providing the framework for policies, processes and practices of HR and the roles of the people who work within it.

The longest section of this book, Armstrong outlines not only the importance of HR within an organisation, but the strategies, roles and long-term requirements that are necessary for HR to be able to set-up and sustain a viable establishment. Throughout all these aspects, the focus remains on the *people* who work for and within the scope of the operation.

Educational institutions are unique in the application of HR management practices as, though they are interested in acquiring and maintaining the best employees, the products of education do not fit into the standard business model for productivity—that is there is no real “hard” product that is produced and measurable as the output of the business. As well, some HR practices that will be investigated later in the book, such as reward and remuneration, are determined by Provincial level and not easily influ-

enced by local school division HR policy. This does not mean that good HR practices are not applicable to education. In fact, local school divisions should be more concerned about establishing HR best practices as this will be the only way to ensure the best people are filling the positions while working towards the Mission and Vision the school board has for the future of its students.

“The ‘best practice approach’... is based upon the assumption that there is a set of HR practices that are universal...”

(ARMSTRONG, P.33)



AT A GLANCE

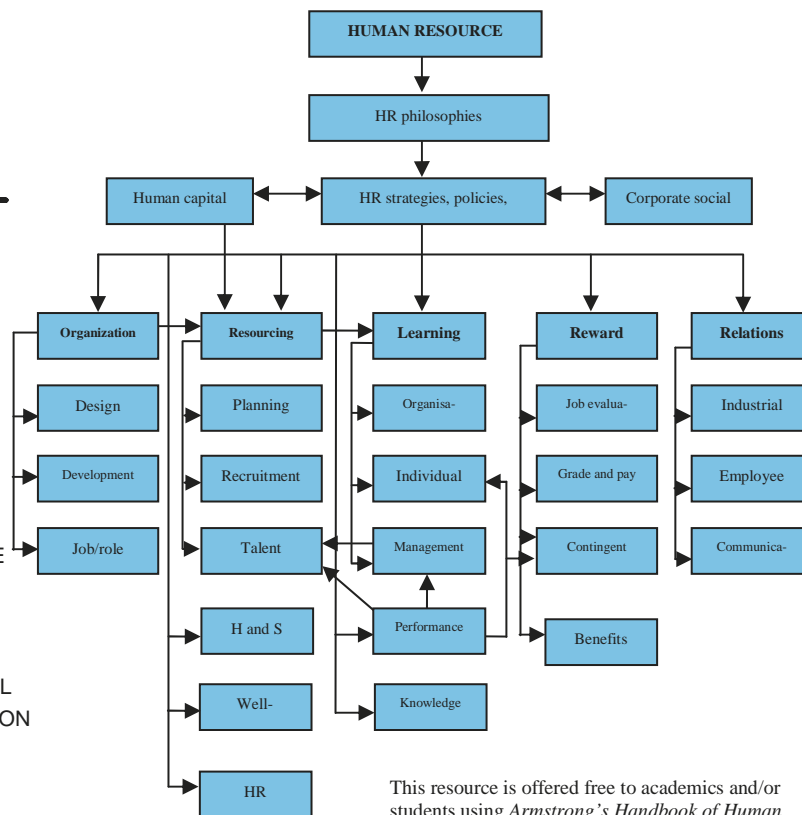
- The practice of human resource management
- Strategic human resource management
- HR strategies
- Human capital management
- The role and organisation of HR
- The role of the HR expert
- The impact of HRM on performance
- International HR
- Corporate social responsibility
- HR research

“The overall purpose of human resource management is to ensure that the organisation is able to achieve success through people.”

(Armstrong, 2009, p. 5)

HR Practices that Impact Performance

- ATTRACT , DEVELOP AND RETAIN HIGH QUALITY PEOPLE
- TALENT MANAGEMENT
- JOB AND WORK DESIGN
- LEARNING AND DEVELOPMENT
- KNOWLEDGE MANAGEMENT AND INTELLECTUAL CAPITAL
- INCREASING ENGAGEMENT, COMMITMENT AND MOTIVATION
- PSYCHOLOGICAL CONTRACT
- HIGH-PERFORMANCE MANAGEMENT
- REWARD MANAGEMENT
- EMPLOYEE RELATIONS
- WORK ENVIRONMENT - CORE VALUES, LEADERSHIP, WORK/LIFE BALANCE , SECURITY



This resource is offered free to academics and/or students using *Armstrong's Handbook of Human Resource Management Practice, 11th edition*, as part of their course. , www.koganpage.com/



Part II: HRM Processes

This section explores fundamental HR processes that guide competency-based HRM, knowledge management and high-performance systems. (Armstrong, p. 199)

You can not run any organisation without people who are skilled in their jobs, and educational institutions are no different. However, there are processes that need to be put in place that will recognise the competencies of those people, use HRM to create a system that will place those people in the best position for their skills, nurture the exchange of knowledge between people and develop a work system that

trains and supports the goals of the institution. In education, these processes are also critical.

Recruitment for positions are definitely role-specific and defined skills are necessary to ensure the best person fills that capacity. Knowledge is constantly exchanged, whether it is between teachers in Professional Development (PD), Professional Learning Communities (PLC) or from the Ministry of Education in the form of new curricula.

And as results-based learning for students is embraced and Provincial Assessments become more common, the need to institute high-performance work systems (such as First Steps in Math or the Reading Intervention programs) become prevalent. Education is no longer a teacher isolate in a classroom. The goals of School Divisions to provide the best learning environment for the students and provide data to back up that assertion ensure that.

The concept of competency is essentially about performance.

ARMSTRONG, P 202

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- Competency-based human resource management
- Knowledge management
- High-performance work systems

“Knowledge management is about getting knowledge from those who have it to those who need it in order to improve organizational effectiveness. It is as much if not more concerned with people and how they acquire, exchange and disseminate knowledge as it is about information technology.”
(Armstrong, teacher notes)

Communicate
Train
Monitor
Amend

The key characteristics of a high-performance culture

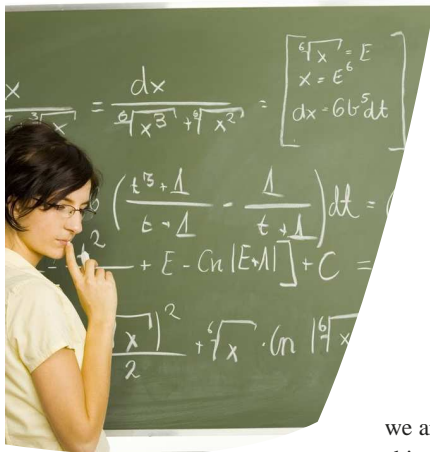
- People know what's expected of them – they understand their goals and accountabilities.
- People feel that their job is worth doing, and there is a strong fit between the job and their capabilities.
- Management defines what it requires in the shape of performance improvements, sets goals for success and monitors performance to ensure that the goals are achieved.
- There is a focus on promoting positive attitudes that result in an engaged, committed and motivated workforce.
- Performance management processes are aligned to business goals to ensure that people are engaged in achieving agreed objectives and standards.
- Capacities of people are developed through learning at all levels to support performance improvement.



THE MOST POPULAR HEADINGS IN A COMPETENCY FRAMEWORK

Uses of competencies (Competency and Emotional Intelligence 2006/07)

- *Learning and development – 82 per cent.
- *Performance management – 76 per cent.
- *Selection – 85 per cent.
- *Recruitment – 55 per cent.
- *Reward – 30 per cent.



Part III: Work and Employment

What are the factors that affect employment in an organisation and what is the nature of work, the employment relationship and the psychological contract.

The cartoon says that “nobody fights evil anymore”, but in the case of teachers, that probably is not true.

Teachers may not be seen a crime-fighting super-heroes, but the work they do is essential to our society and we often do not recognise that contribution.

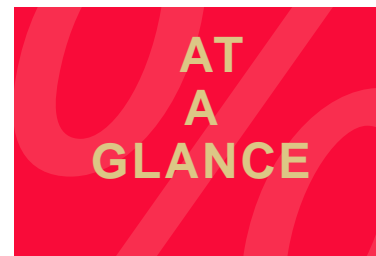
When we agree to do work,

we are entering into a relationship between employer and employee that is founded upon a legal contract. [this does not have to be written, but there is the assumption that both employers and employees have certain duties, rights and obligations. Many of the assumptions are not stated in any way, per se, and the dynamics of

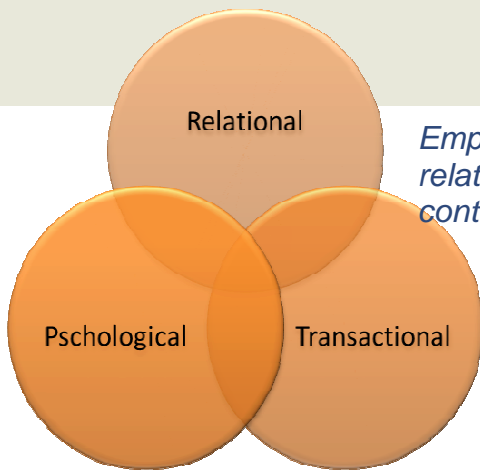
Work involves effort and persistence (it is not wholly pleasurable, although there may be some pleasurable elements to it

THOMAS, 1999

the relationship may be fluid and change according to the needs of the group. Educational institutions are no different. In fact, the unwritten expectations on both teachers and administration may be higher, as we are dealing with the needs of children. It is a daunting task, and clearly defined roles, as well as respectful relationships at all levels is necessary to ensure the WORK of teaching is accom-



- *Work
- *The employment relationship
- *The psychological contract



Psychological contracts are not developed by means of a single transaction; they evolve over time and can be multifaceted.

A relational contract expresses the relationships between employers and employees in abstract terms that refer to open-ended membership of the organization. Performance requirements attached to this continuing membership are incomplete or ambiguous.

A psychological contract is a set of unwritten expectations that exist between individual employees and their employers. It is a system of beliefs that encompasses the actions employees believe are expected of them and what response they expect in return from their employer and, reciprocally, the actions employers believe are expected of them and what response they expect in return from their employees. (Armstrong, student notes)

“high levels of trust between employees and management.... is an essential ingredient in a positive employment relationship.” (Armstrong p. 67)

A transactional contract has well-described terms of exchange between employer and employee, which are usually expressed financially.



Part IV: Organisational Behaviour

An outline of the concepts that govern organizational behavior to aid the HR professional in diagnosing issues in employee motivation, engagement and commitment and take action to support organisation function and culture.

Characteristics of organizational behaviour

- *It is a way of thinking about individuals, groups and organizations
- *It is multidisciplinary.
- *There is a distinctly humanistic orientation.
- *It is performance-oriented.
- *The use of scientific method is important in studying variables and relationships.
- *It is applications-oriented in the sense of being concerned with providing useful answers to questions that arise when managing organizations.

When we are working in an organisation it would seem to be self-evident that we are all working towards the same goal—in education that would arguably be the learning goals of our students. However, like a multi-headed monster, there is always other factors affecting how well the goals and mission of our organisation as a whole are being influenced. Organisations do not operate in a vacuum and there are many factors that will influence the effectiveness

People perform their roles within complex systems called organisations. ...Organisational behaviour focuses on people within the context of their organisations

ARMSTRONG, P. 292

of the systems and processes that we have put in place. In the end, the results we achieve will be dependent on the *people* and their needs.

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- *The essence of organisation behaviour
- *Characteristics of people
- *Motivation
- *Engagement and commitment
- *How organisations function
- *Organizational culture



Factors affecting organizational behaviour

The actions, reactions and interactions of people that constitute organizational behaviour are influenced by the following factors:

- *The characteristics of people at work – individual differences, attitudes, personality, attributions, orientation and the roles they play.
- *How people are motivated.
- *The process of employee engagement.
- *The process of organizational commitment.
- *How organizations function.
- *Organizational culture.

The development of HR processes and the design of organizations are often based on the belief that everyone is the same and will behave rationally when faced with change or other demands. But the behaviour of people varies because of their characteristics and individual differences and it is not always rational.

ARMSTRONG, TEACHER NOTES

Types of motivation

The two basic types are:

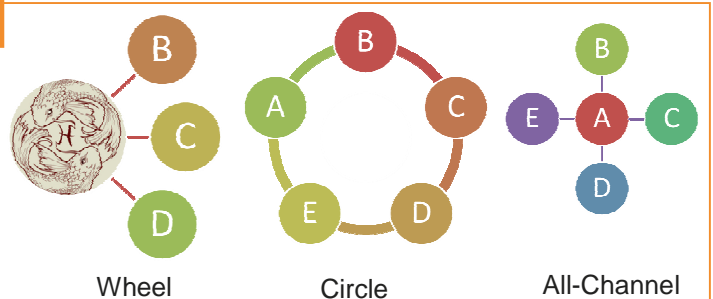
1. Intrinsic motivation – the self-generated factors that influence people's behaviour, which may arise from the work itself.

2. Extrinsic motivation – this occurs when things are done to or for people to motivate them.

ALL BEHAVIOUR IS MOTIVATED BY UNSATISFIED NEEDS.

Employee engagement takes place when people are interested in and positive, even excited about their jobs...

ARMSTRONG P. 337



Channels of Communication—How organisations Function



Part V: Organisation Design And Development

Practical applications of organisational theory to create the structure necessary to support development, evolution, professional growth and job design needed to sustain the company.



It may seem like organisation design would be easy to establish in an educational system—the curricula are set by the Ministry, the Education Act sets the framework, the School Boards set policy to enforce the Education Act and the administration supervises the application of the roles given to teachers to provide instruction of the curricula. Simple.

In reality, schools are highly complex systems that must balance the needs of the individuals within the organisation (from students and teachers on up to administrators) as well as the needs of the larger community in which schools are embedded. Designing a system that meet the needs of all those interests will not be entirely possible, and,

just when things seem to be working well, a wrench will be thrown into the works in the form of curricula change, Ministry policy change or even staff changes.

It would seem that the only constant in education IS change. Setting up systems that can accept that change and continue to support and engage the people within the organisation is a key role of HR.

Organisations exist to achieve a purpose. They do this through the collective efforts of the people who work in ...them.

ARMSTRONG, P. 404

- Organisation design
- Organisation development
- Change management
- Job role, competency and skills analysis
- Job and role design and development

“Organisation design is the process of deciding how organisations should be structured and function”

Looking forward to issues and circumstances that may affect it in the future, the organisation should perform periodic organisational review – diagnosis:

The aim of the diagnosis is to establish the reasons for any structural problems facing the organization. The guidelines for the diagnosis cover:

- allocation of work;
- differentiation and integration;
- teamwork;
- flexibility;
- role clarification;
- decentralization;
- de-layering.

Characteristics of jobs to consider in job design:

- Job range-tasks
- Job depth-decision making
- Job relationships– levels on interactions

Change can be: STRATEGIC OPERATIONAL TRANSFORMATIONAL

The achievement of sustainable change requires strong commitment and visionary leadership from the top.

People support what they helped create.

It's easier to change behaviour by changing processes, structure and systems than to change attitudes

ARMSTRONG, P. 433

Action Research	Survey Feedback	Interventions	Process Consultation
Group Dynamics	Inter-group Conflict Intervention	Personal Interventions	Sensitivity Training
	Transactional Analysis	Behaviour Modification	

Organisation Development Activities

The assumptions and values of organization development

- Most individuals are driven by the need for personal growth and development as long as their environment is both supportive and challenging.
- The work team, especially at the informal level, has great significance for feelings of satisfaction and the dynamics of such teams have a powerful effect on the behaviour of their members.
- OD programmes aim to improve the quality of working life of all members of the organization.
- Organizations can be more effective if they learn to diagnose their own strengths and weaknesses.
- Managers often do not know what is wrong and need special help in diagnosing problems, although the outside 'process consultant' ensures that decision making remains in the hands of the client.
- The implementation of strategy includes paying close attention to the people processes involved and the management of change.



Part VI: People Resourcing

What means do HR professionals use to ensure that organisations obtain and retain the people it needs to operate productively. Also, how can HR welcome people to the organisation or release them when necessary.

An organisation is nothing without great people, and that is certainly true in educational institutions. Once we have a plan in place for the organisation, a mission to follow and a vision of what it looks like, it is necessary to fill those positions available with the best people. HR departments are central to carrying out this plan.

Though we hope that people employed in education do so for a higher purpose—that of instructing our future generations—the job is not entirely altruistic. There is still competition for the best positions, differing schools will have different reputations and people will have ulterior motives in staying or leaving a location.

Talented people possess special gifts, abilities and aptitudes that enable them to perform effectively. Talent management is the process of identifying, developing, recruiting and retaining those talented people.

ARMSTRONG, P 541

School divisions invest time and money into PD events that maintain and support the talent pool, and there must be some incentive for people to improve their positions, or we will lose them. Ultimately we need to create an organisation that people want to stay with and, when that fails, can leave on good terms. All these are the responsibilities of HR.



- People resourcing strategy
- Human resource planning
- People resourcing practice
- Recruitment and selection
- Selection interviewing
- Selection tests
- Talent management
- Career management
- Introduction to the organisation
- Release from the organisation

“... while talent management does concentrate on obtaining, identifying and developing people with high potential, this should not be at the expense of the development needs of people generally.”

Armstrong, p582

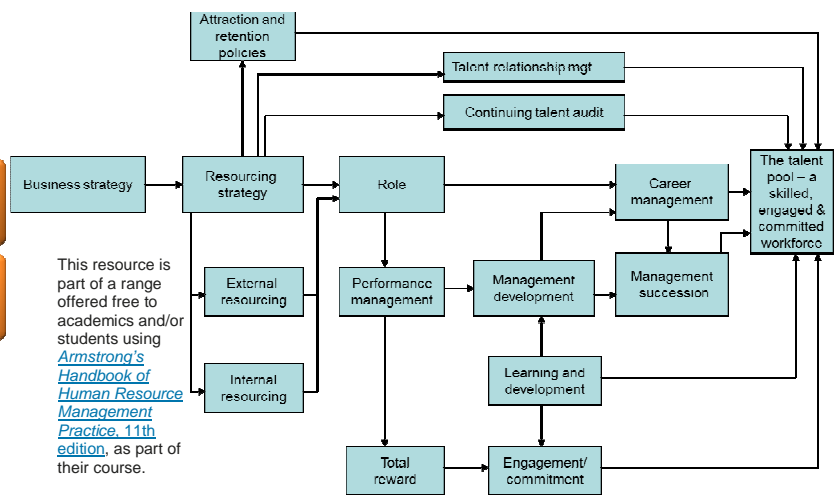
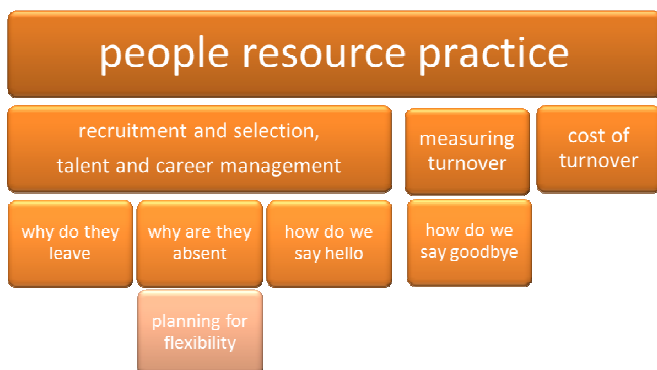
Strategies

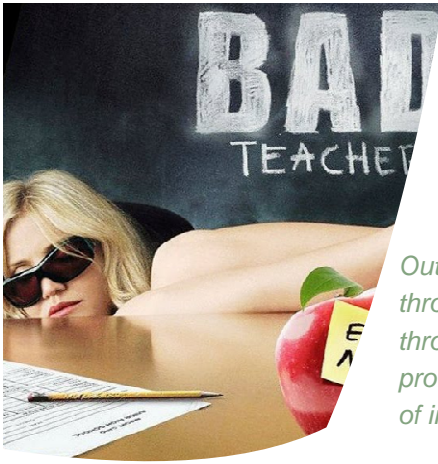
Human resource planning includes creating an employer brand, retention strategy, absence management strategy, flexibility strategy, talent management strategy recruitment and selection strategy to ensure a competitive advantage by retaining capable people

Planning

Ensures that the organisation has the right people with the right skills to meet the forecasted requirements. It optimises the use of resources, nurtures skills that take time to develop, challenges assumptions, has a long-term focus and links HR to the business plan

Do you recognise this brand? If you do you probably live in SW Sask. All schools carry the same logo





Part VII: Performance Management

Outlines the means that HR can lead the organisation through “management by agreement” rather than through command. It emphasizes self-management of professional development and encourages integration of individual and institution objectives.



OBJECTIVES OF PERFORMANCE MANAGEMENT

WORK: THE ONGONG ROLE

TASKS AND PROJECTS

BEHAVIOURAL: COMPETENCY, BUT CAN BE CORE VALUES, OR SPECIFIC DESIRA-

At one time, teachers were the commanders of their own ship, as it were. Few would question the ability of a teacher within his or her own classroom or subject area, and few teachers would leave the confines of their own classroom in order to observe another teacher. That is not an effective way to experience growth as a professional. When we hear the term “review”, especially in terms of your job, it is like you have been brought to

the principal’s office, and the immediate reaction is to become defensive. However, teaching, like any job, does not occur in a vacuum and occasional reviews can be a good way of re-evaluating if the position is still working, if there are concerns that need to be addressed, any changes that need to be made, and it can play an integrated role in the HR processes that support the entire organisation.

•The process of performance management
•360– degree feedback

The overall objective of performance management is to develop the capacity of people to meet and exceed expectations and to achieve their full potential to the benefit of themselves and the organisation.

ARMSTRONG, P. 639



THE PERFORMANCE MANAGEMENT CYCLE

CRITERIA FOR OBJECTIVES



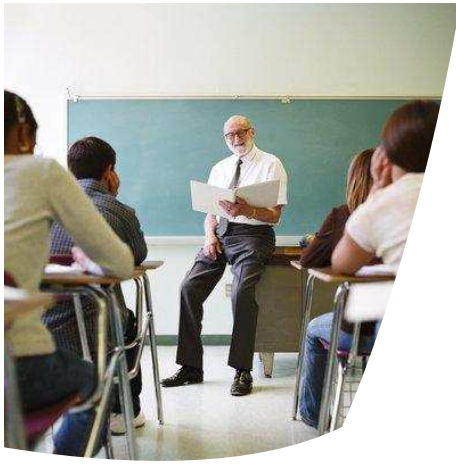
360-DEGREE FEEDBACK: ADVANTAGES AND DISADVANTAGES

ADVANTAGES

- * INDIVIDUALS GET A BROADER PERSPECTIVE OF HOW THEY ARE PERCEIVED
- * GIVES PEOPLE A MORE ROUNDED VIEW OF PERFORMANCE
- * INCREASED AWARENESS OF AND RELEVANCE OF COMPETENCIES
- * INCREASED AWARENESS BY SENIOR MANAGEMENT OF THEIR OWN DEVELOPMENT NEEDS
- * FEEDBACK IS PERCEIVED AS MORE VALID AND OBJECTIVE, LEADING TO ACCEPTANCE OF RESULTS AND ACTIONS REQUIRED.

DISADVANTAGES

- * PEOPLE DO NOT ALWAYS GIVE FRANK OR HONEST FEEDBACK
- * PEOPLE MAY BE PUT UNDER STRESS IN RECEIVING OR GIVING FEEDBACK
- * LACK OF ACTION MAY FOLLOW FEEDBACK
- * OVER-RELIANCE ON TECHNOLOGY
- * TOO MUCH BUREAUCRACY TO ACHIEVE ANY CHANGES



Part VIII: Learning and Development

Strategies to ensure that people in the organisation acquire and develop the skills, knowledge and abilities necessary to carry out their work effectively and advance their skills to the benefit of themselves and the organisation. (p. 651).



It seemed so simple—go to school, learn a skill, gain some knowledge and then get a job where you can put that skill or knowledge to work, or in the case of education, share that knowledge with students. But stopping the growth of knowledge at the point where the skill training ended is not a good way to support and nurture a workforce not, in turn, support and nurture a business.

In education, the last few years have seen dramatic changes in the expectations for course delivery by teachers.

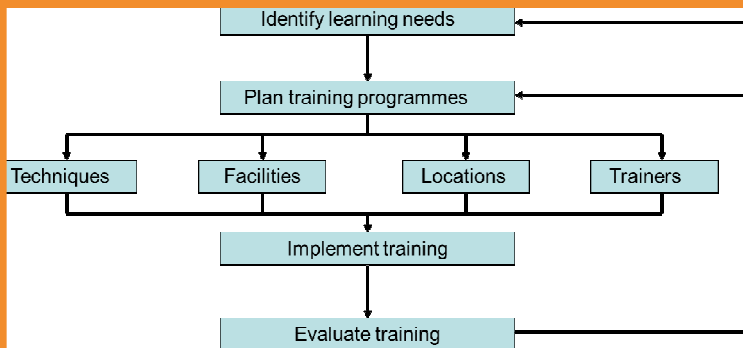
Teachers are expected to be able to adapt to the new reality of data led evaluations and adjust their teaching strategies to suit. Without the support of training provided by school divisions, the struggle to adapt to this new

A learning organisation is one which facilitates the learning of all its members and continually transforms itself.

PEDLER, 1991

realisty would be impossible for many, and we would see many talented people leave the profession as a result of the stress. Even with support, the stress still exists, but having a structured plan in place, supportive by a clear HR mission, at least mitigates some of the stress and allows teachers and the school board to move toward a common goal.

- Learning and development strategy
- The process of learning and development
- Learning and development programmes and events
- How people learn
- Organisational learning
- Management development



SYSTEMATIC TRAINING MODEL

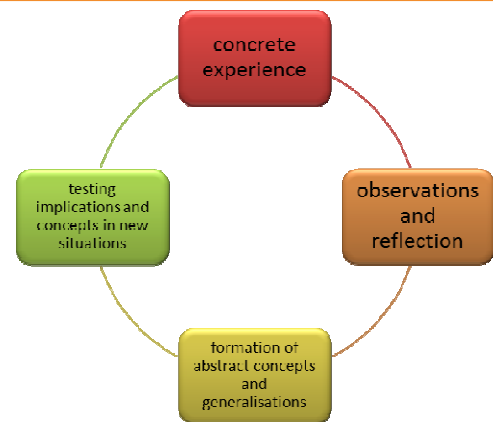
PLANNING AND DELIVERING TRAINING

1. Establish learning needs
2. Define the learning objectives—be clear about what the programme should achieve
3. Decide on content—do not try to achieve too much at one event
4. Decide on methods of delivery—should be appropriate to purpose
5. Decide on the location, facilities required, budget and who will deliver the programme.
6. Prepare information on event
7. Deliver the learning
8. Evaluate the learning

Management Development is an integral part of the business learning and development plan. HR also has a role to play.

They:
* Interpret business needs

- * Act as advocates for development
- * Develop competency frameworks
- * Encourage developmental activities
- * Provide help and encouragement in pursuing PD
- * Act as coaches
- * Plan and conduct events



A learning and development strategy should be business-led in the sense that it is designed to support the achievement of business goals by promoting human capital advantage. But it should also be people-led, which means taking into account the needs and aspirations of people to grow and develop. Armstrong, p. 655



Part X: Employee Relations

This is concerned with managing the relationship between employer and employee, providing employees with a voice to communicate with employers.

Part IX: Rewarding People

This section concerns reward systems offered to encourage the retention of people that support the strategy of the business. They can be financial and non-financial.

Since teacher compensation is dictated by Provincial bargaining, local divisions have little influence on this section beyond Local agreements, thus it is not expanded upon here.

Though employee relations is essentially about the pay-work bargain that employers and employees enter into, it also concerns issues arising from the employment, communication between employer and employee and the level of engagement and commitment employees want from their employees.

Teachers, though their bargaining for salary and benefits occur on the provincial level, are not immune from the need for relations with the local school boards. Studies have shown that salary is only one of the charac-

teristics necessary for people to stay within their jobs and there are other aspects than salary such as respectful relations, administrative support, and collegial working conditions, that influence employees decisions to commit to their work.

Teaching is especially reliant on good employee relations. Wages are lower than other professionals with equal education and there must be benefits to staying in the profession other than salary. The HR department can support these benefits.



- The employee relations framework
- Employee relations processes
- Employee voice
- Employee communication

Social partnership is the concept that... the parties involved in employee relations should aim to work together to the greater good of all.

ARMSTRONG, P. 886

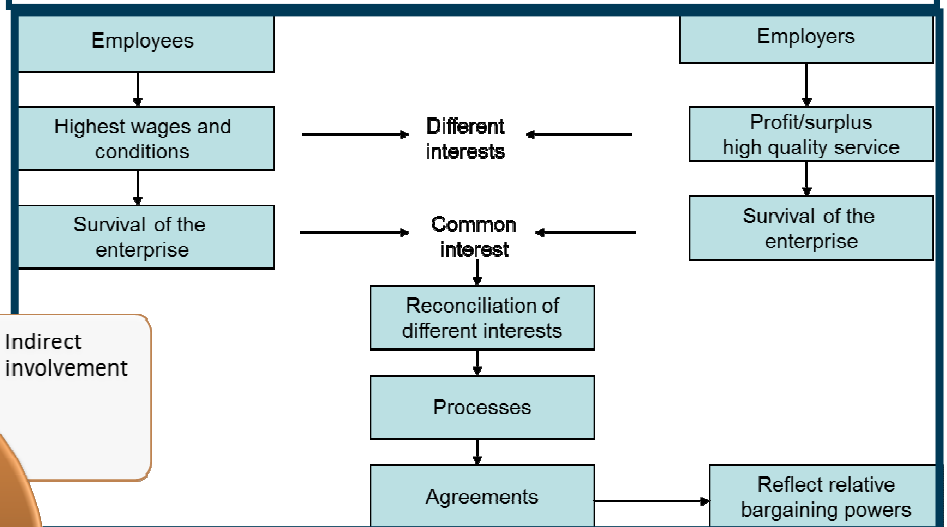
The Importance of Employee Communications

1. Vital part of any change management programme
2. Enhanced commitment to the organisation
3. Generates trust

BUT...

Only benefits if employees are given a voice.

EMPLOYEE RELATIONS: RECONCILIATION OF INTERESTS



FRAMEWORK FOR THE EMPLOYEE VOICE

Areas Covered by Employee Relations

- Union recognition
- Collective bargaining
- Employee relations procedures
- Employee participation and involvement
- Partnership
- The employment relationship
- Harmonisation of terms and conditions of employment
- Working arrangements



Part XI: Health, Safety and Well-being

Outlines the social responsibility of the organisation to provide for the health, safety and well-being of its employees

Health and safety policies are concerned with protecting employees and other people affected by the outputs of the business.

We may think it is a stretch to apply this to education, however, just look at the breadth of activities that occur in a school: The interaction of hundreds of people at differing age and maturity levels; cooking facilities; industrial shops often with weld-

wood-working, and auto-body activities; and science labs with various chemicals that may be dangerous if handled incorrectly.

It is the responsibility of the organisation to have safety programs that prevent accidents in these areas as well as protect them in their interactions. Even anti-bullying programs could

fall under the umbrella of protecting the psychological health of the members of the school.

The goal is the elimination of the maximum number of hazards and it is the responsibility of everyone in the organisation to support the goals of HR in achieving this goal.

Well-being is achieved when account is taken in designing the work system and jobs in it of the needs of the people concerned

ARMSTRONG, P.976



- Health and safety
- Employee well-being

Employers have a duty of care and this means adopting a socially responsible approach to looking after their people
Armstrong, p. 982

- Health and Safety Audits**
- Are conducted by safety advisers or HR specialists
 - Under Health and safety committees
 - Managers can be held responsible for audits
 - Sometimes outside agencies (government) will do independent audits

The achievement of a healthy and safe place of work and the elimination to the maximum extent possible of hazards to health and safety are the responsibility of everyone employed in an organization, as well as those working there under contract. But the onus is on management to achieve and indeed go beyond the high standard in health and safety matters required by the legislation



- Communicating on Health and Safety**
- Avoid negatives
 - Address the message to the right people
 - Use attention getting techniques carefully
 - Maximize comprehension
 - Messages must be believable and address real issues
 - Messages must point the way action



Part XII: HR Policies, Procedures and Systems

Policies and procedures put in place to ensure that the needs of both employers and employees are fulfilled.

Why should we care about the policies and procedures of an HR system? Well, even in education, we must all have a framework in which to work to fulfill the requirements of our job and there must be a framework on how we, as professionals and educators, can expect to be treated.

ed by the school boards who employ us.

HR policies are the map to the operation of the entire organisation and, in a system as complex as a school division, absolutely necessary to the management of all the people working in the system..

The overall HR policy defines how the organization fulfils its social responsibilities for its employees and sets out its attitudes towards them. It is an expression of its values or beliefs about how people should be treated.

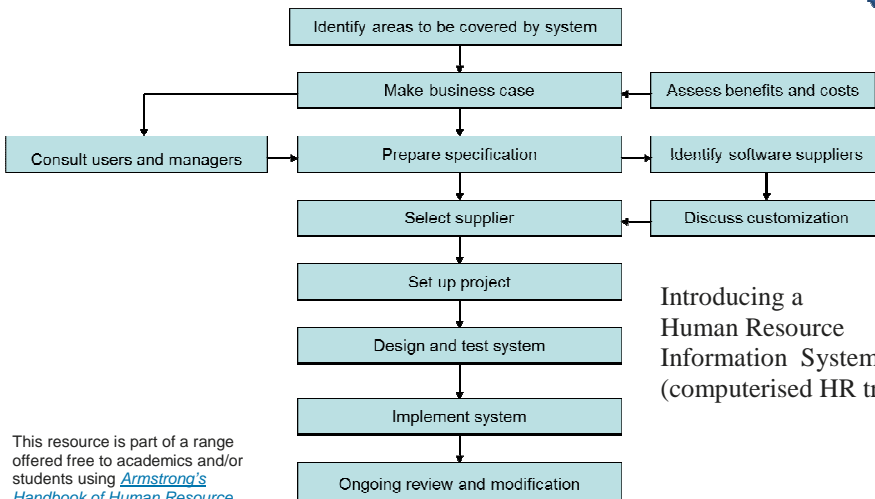
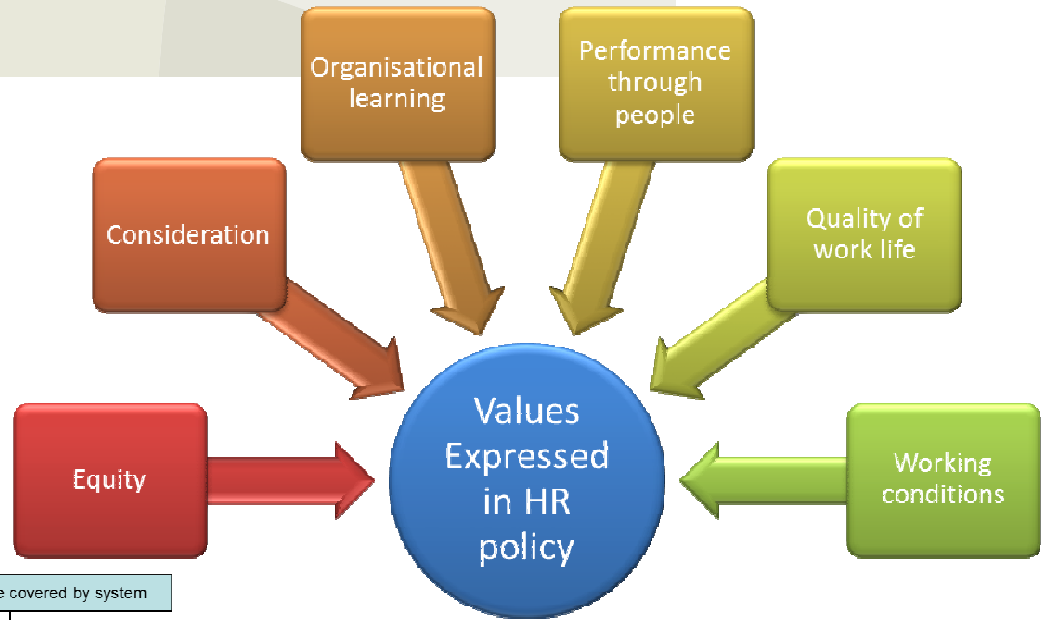
ARMSTRONG, P.989



- HR Policies
- HR Procedures
- HR Information Systems.

- Specific HR Policies**

 - Age and employment
 - HIV/AIDS
 - Bullying
 - Discipline
 - Diversity Management
 - Grievances
 - Health and Safety
 - Promotion
 - Redundancy
 - Rewards
 - Sexual Harassment
 - Substance Abuse
 - Work/Life Balance



Procedures (a formalised approach to dealing with specific matter of policy and practice)

1. Capability
2. Disciplinary
3. Grievances
4. Redundancy

This resource is part of a range offered free to academics and/or students using [Armstrong's Handbook of Human Resource](#)



► WHY THIS BOOK FOR EDUCATION? 1

* ► ASPECTS OF HUMAN RESOURCE MANAGEMENT (ONLY THOSE RELEVANT TO EDUCATION WILL BE EXPLORED)

- * HUMAN RESOURCE MANAGEMENT.....2
- * PROCESSES.....3
- * THE WORK..... 4
- * ORGANISATION BEHAVIOUR.....5
- * ORGANISATION DESIGN.....6
- * PEOPLE.....7
- * PERFORMANCE MANAGEMENT...8
- * PROFESSIONAL DEVELOPMENT...9
- * REWARDING PEOPLE.
- * EMPLOYEE RELATIONS..... 10
- * HEALTH, SAFETY AND WELLBEING.....11
- * POLICIES AND PROCEDURES.....12
- * SUMMARY.....13

○ concise | ○ clear | ○ comprehensive

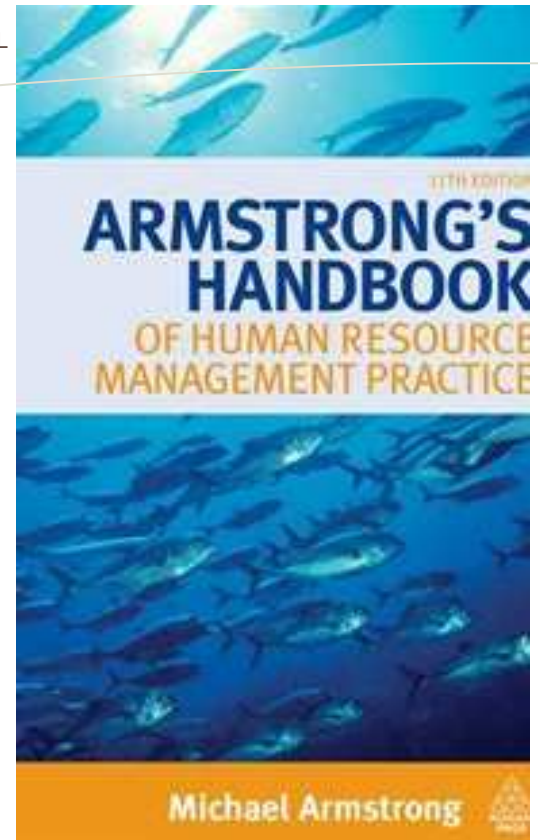
A COMPREHENSIVE GUIDE FOR ADDRESSING THE NEEDS OF INDIVIDUAL SCHOOL DIVISIONS AND PLANTING THE SEEDS OF POSITIVE AND PRODUCTIVE RELATIONSHIPS BETWEEN ADMINISTRATION AND TEACHERS

Armstrong, M. (2009). Armstrong's handbook of human resource management practice: 11th edition. Kogan Page Limited. London.

At almost 1100 pages, this book may initially seem unwieldy. However, Michael Armstrong has refined and organised the complex subject of Human Resource Management into a clear and concise format, that is accessible to both neophyte and expert HR practitioners.

Written from a business point of view, the sections are still applicable to other institutions. While reading, it became apparent that many of the practices Armstrong outlines are already in use in our local school division (primarily in the realm of employee relations and learning and development) and the universality of these application of policy and procedures results from their basis in the *respect* of the people within the organisation, and communication between management and staff in achieving common goals. In education, of course, this goal is the learning of students and how best to support teachers in the facilitation of that learning.

I would recommend this book for any profession interested in developing their skills as a HR professional, and for those interested in creating a better organisation for the administration and staff. In its comprehensive scope, it would be the only resource you would need to develop and effective and respected HR department and policy.



"A complete resource for understanding and implementing HR in relation to the business as a whole..." (Armstrong, 2009, end paper review)

Prepared for EADM 826
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219950

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