



## Work Area 11: HR Issues

### 4.12. Possess the knowledge and skills to generate solutions to HR issues

- Understand learning theories and learning styles in order to plan and provide the requirements/specifications for design of training and development; be able to evaluate a training event; use appropriate funding mechanisms for skills development initiatives.(LO120)
- Understand the difference between personnel management and human resource management in order to support the recruitment, motivation and retention of employees.(LO121)
- Demonstrate ability to ensure that the due process of termination of employment is followed and prepare the appropriate documentation. (LO122)



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# Module Details

Work Area Code:	11
Work area title:	HR Issues
Unit Code:	4.12
Unit Title:	Possess the knowledge and skills to generate solutions to HR issues
Learning Outcomes Nos:	LO120 LO121 LO122
Learning Outcomes titles:	<p>Understand learning theories and learning styles in order to plan and provide the requirements/specifications for design of training and development; be able to evaluate a training event; use appropriate funding mechanisms for skills development initiatives.</p> <p>Understand the difference between personnel management and human resource management in order to support the recruitment, motivation and retention of employees.</p> <p>Demonstrate ability to ensure that the due process of termination of employment is followed and prepare the appropriate documentation.</p>
Recommended Duration:	8 hours
Trainer:	



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What do you think is the difference between  
**Personnel management** and  
**Human resources management?**

## Group discussion



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## The Difference?

- just a new name to attempt to rebrand personnel departments to gain more respect for their role in the organization from upper management.
- difference in the way the activities are approached.



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**Personnel management** is an administrative function of an organization that exists to provide the personnel needed for organizational activities and to manage the general employee-employer relationship.

**Human resource** management also involves the management of people in an organization. The job of human resource management is to ensure that the organization has the human capital it needs to accomplish its goals.



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## The Difference

- **PM** focuses on managing a workforce from an administrative standpoint, ensures people are hired, oriented, paid on time and have their complaints and needs addressed.
- **HRM** treats employees as a resource, HRM's jobs include developing this human capital to achieve the organization's goals, which makes HRM more 'people-centric.'



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- 1 • Human Resource Planning
- 2 • Recruitment and selection
- 3 • Training and development
- 4 • Performance management and appraisal
- 5 • Retention and Motivation
- 6 • Compensation and Benefits
- 7 • Career planning



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## Human Resource Planning

- “an effort to anticipate future business and environmental demands upon an organization and to provide personnel to fulfill that business and satisfy that demand” (Bowey, 1974)



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## Human Resource Planning

- must be integrated within the organizations strategic plans
- senior management must emphasize the importance of human resource planning
- must be based on the most accurate information available



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## Your role in Human Resource Planning Process

- Administer programs, procedures, and guidelines to help align the workforce with the strategic goals of the company
- Prepare and maintain reports that are necessary to carry out the functions of the Human Resources department.
- Prepare periodic reports for management, as necessary or requested.



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## Recruitment and selection process

- Job analysis and job description
  - The process of examining a job in detail in order to identify its component tasks. The detail and approach may vary according to the purpose for which the job is being analyzed
- Sourcing
  - Internal and external candidates
  - Screening resumes
- Recruitment interview and other recruitment methods
- Reference checks
- Making an offer and administering hiring procedures



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### Your role in recruitment and selection

Depends on the size of the company and existence/non-existence of HR department

- Responsibility for vacancy advertising and first pre-selection of candidates
- Replying to unsuccessful candidates
- Organization and invites to interviews, welcoming of candidates
- Reference checks
- Administering hiring procedures (paperwork, induction training,...)



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# 3. Training and development

## Components of systematic training and development of employees

1. The identification and analysis of training needs – training must be meaningful
2. Definition of training objectives – training should be goal oriented
3. Preparation of training plans – must reflect the strategy and respect the costs and benefits
4. Measurement and analysis of results



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# 3. Training and development

## Your role in training and development

- Supervising and scheduling induction and compulsory training
- Organization of training sessions in cooperation with management and external suppliers
- Collecting and evaluating training feedback



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## 4. Performance management and appraisal

- Performance management is a process by which managers and employees work together to plan, monitor and review an employee's work objectives and overall contribution to the organization.
- It is continuous process of setting objectives, assessing progress and providing on-going coaching and feedback to ensure that employees are meeting their objectives and career goals.



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# 4. Performance management and appraisal

- **Performance appraisal** is process to review employees performance.
- **Appraisal methods**
  - Ranking
  - Paired Comparisons
  - Critical Incident
  - Free-Form/Narrative
  - Self-Assessment
  - Assessment Centre
  - Performance
  - Rating



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# 5. Retention and Motivation

- **Employee retention** is an **effort** by a business to **maintain** a working environment which supports current staff in remaining with the company. Many employee retention policies are aimed at addressing the various **needs** of employees to enhance their **job satisfaction** and reduce the substantial costs involved in hiring and training new staff.
- Employee retention can be represented by a **simple statistic**, for example, a retention rate of 80% usually indicates that an organization kept 80% of its employees in a given period.



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# 5. Retention and Motivation

- Efforts to retain employees should be targeted at valuable, contributing employees.
- Employee turnover is a symptom of deeper issues that have not been resolved, which may include low employee morale, absence of a clear career path, lack of recognition, poor employee-manager relationships or many other issues.
- A lack of satisfaction and commitment to the organization can also cause an employee to withdraw and begin looking for other opportunities.
- Pay does not always play as large a role in inducing turnover as is typically believed



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# 5. Retention and Motivation

## Employee motivation

- Motivation is an employee's intrinsic enthusiasm about and drive to accomplish activities related to work. Motivation is that internal drive that causes an individual to decide to take action.
- An individual's motivation is influenced by biological, intellectual, social and emotional factors.
- It is a complex, not easily defined, an intrinsic driving force that can also be influenced by external factors.



## Organizational reward systems

- Tangible VS Intangible incentives
- Forms of Pay
- Fringe benefits
- Motivation through design of work



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# 6. Compensation and benefits

## Organizational reward systems

- Forms of Pay (Guaranteed VS Variable)
- Fringe benefits - programs an employer uses to supplement employees' compensation, such as paid time off, medical insurance, company car, and others
- Tangible VS Intangible incentives
- Motivation through design of work



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# 6. Career planning

- Career planning is a process of systematically matching career goals and individual capabilities with opportunities for their fulfillment. It is a process of **enhancing an employee's future value**.
- **The career planning process involves both the organization and the individual responsibility.**



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## Objectives of Career Planning:

1. To identify positive characteristics of the employees.
2. To develop awareness about each employee's uniqueness.
3. To respect feelings of other employees.
4. To attract talented employees to the organization.
5. To train employees towards team-building skills.
6. To create healthy ways of dealing with conflicts, emotions, and stress.



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## Benefits of Career Planning:

1. It ensures a constant supply of promotable employees.
2. It helps in improving the loyalty of employees.
3. Encourages an employee's growth and development.
4. Discourages the negative attitude of superiors who are interested in suppressing the growth of the subordinates.
5. Ensures that senior management knows about the calibre and capacity of the employees who can move upwards.
7. Career planning reduces labour turnover.
8. Every organization prepares succession planning towards which career planning is the first step.



**Succession  
Planning**



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**CAREER ANCHORS = Motivators that make employees held on their jobs.**

The term was introduced by U.S. organizational theorist Edgar H. Schein, they are strong non- monetary factors, which affect work and career satisfaction and provide a way of understanding career decisions.



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A “**Career Anchor**” is a combination of perceived areas of competence, motives, and values relating to professional work choices. (E. Schein)

It consists of the individual’s talents, motives and values, as perceived by himself, which motivate a stabilize his career.

If an employee is not aware of his career anchors, he could land-up in a work situation in which he lacks job satisfaction



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- Technical/functional competence
- Managerial competence
- Autonomy/independence
- Security/stability
- Entrepreneurial creativity
- Service/dedication to a cause
- Pure challenge
- Lifestyle



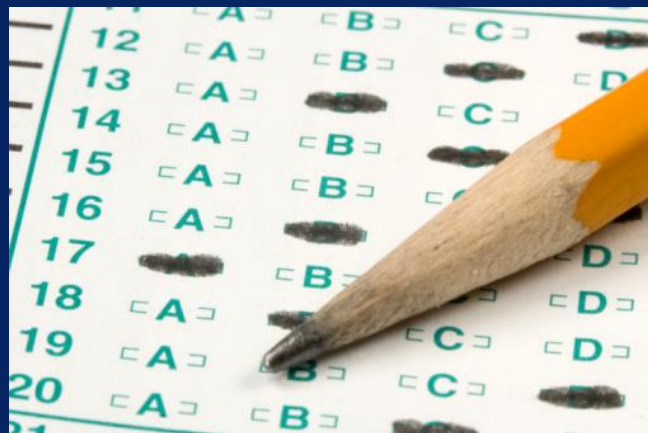
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# Methodological tool



Career anchors – self evaluation  
questionnaire

**EUPA\_LO\_121\_M\_001**



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# Factors supporting recruitment, motivation and retention

- Hiring the right employees
- Competitive Benefits Package and Salary
- Comfortable Work Environment and Culture
- Constant training
- Management style
- Regular reviews
- Recognizing their accomplishments
- Proper career planning



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**Success of organization depends on development of such management practices and learning styles that stimulate :**

- ✓ Initiative
- ✓ Creativity
- ✓ Adaptability
- ✓ Motivation
- ✓ Discretion
- ✓ Ability
- ✓ Company orientation
- ✓ Responsibility
- ✓ Cooperation



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Factors that contribute to success of organization are also related to creation of:

- Strong management team
- Well motivated dedicated, qualified and flexible workers
- Stable and cooperative employer-employee relationships
- Overall strategy of the quality of work



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# 4 Basic principles of HRM

- **Commitment**

Job security acknowledges the intrinsic need that employees have to demonstrate their commitment to the business and their job duties.

- **Competence**

Successful businesses rely on competent workers who understand their employers' performance expectations. HR management sustains workforce competency through providing training and orientation to upgrade and improve employees' skills and job knowledge.

- **Cost-Effectiveness**

- **Congruence**

Attainable workforce management goals must be congruent with the overall goals of the business.



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# Employee training and development in detail

- Learning theories
- Learning styles
- Kolb's learning cycle
- Training cycle
  - Training needs and objectives analysis
  - Development of training program
  - Training delivery
  - Training feedback and evaluation



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**Learning theories are conceptual frameworks in which knowledge is absorbed, processed, and retained during learning.**

- Behavioral analysis
- Constructivism
- Learning style theories
  - VisualAuditoryKinesthetic (VAK)
  - Kolb's experiential learning



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**Behavior analysis** - learning is the acquisition of a new behavior through conditioning and social learning.

**Constructivism** - importance of the active involvement of learners in constructing knowledge for themselves. The teacher acts as a facilitator who encourages students to discover principles for themselves and to construct knowledge by working answering open-ended questions and solving real-world problems. To do this, a teacher should encourage curiosity and discussion among his/her students as well as promoting their autonomy.



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- **Learning style theories** propose that individuals learn in different ways, that there are distinct learning styles and that knowledge of a learner's preferred learning style will lead to faster and more satisfactory improvement.

## Learning Styles



Audio



Visual



Kinaesthetic



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# Methodological tool



## Learning Styles - Self-evaluation questionnaire

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- **Auditory learners** take in information best when it is spoken or heard. These are the people who can get a lot from classroom lectures or talking things over with a friend. They also tend to explain things well, so they would do well on oral exams. Some even say that email falls under the auditory category because it mirrors human speech more than other forms of writing.



- **Visual learners** prefer graphic representations of information



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- **read/write learners** are the ones who love to learn from the written word. They are the kind of students who can read a textbook and be ready for the test. This often makes them strong students, as so much of school is about being able to get information from different texts. They are also the kind of people who like dictionaries, quote books and reading everything they can on the Internet. Likewise, read/writers get just as much from writing as they do from reading, and writing notes and flashcards are a good way for them to study.



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- **kinesthetic or tactile learners.** These are the students who prefer to connect what they are learning with real-life experiences. They benefit from the concreteness of what is presented to them. Often kinesthetic learning is defined as using one's hands and doing an activity, like learning to drive by actually driving or learning about computer programming by actually playing around with a computer. However, kinesthetic learners also benefit from just thinking of how a concept is applicable in the real world.

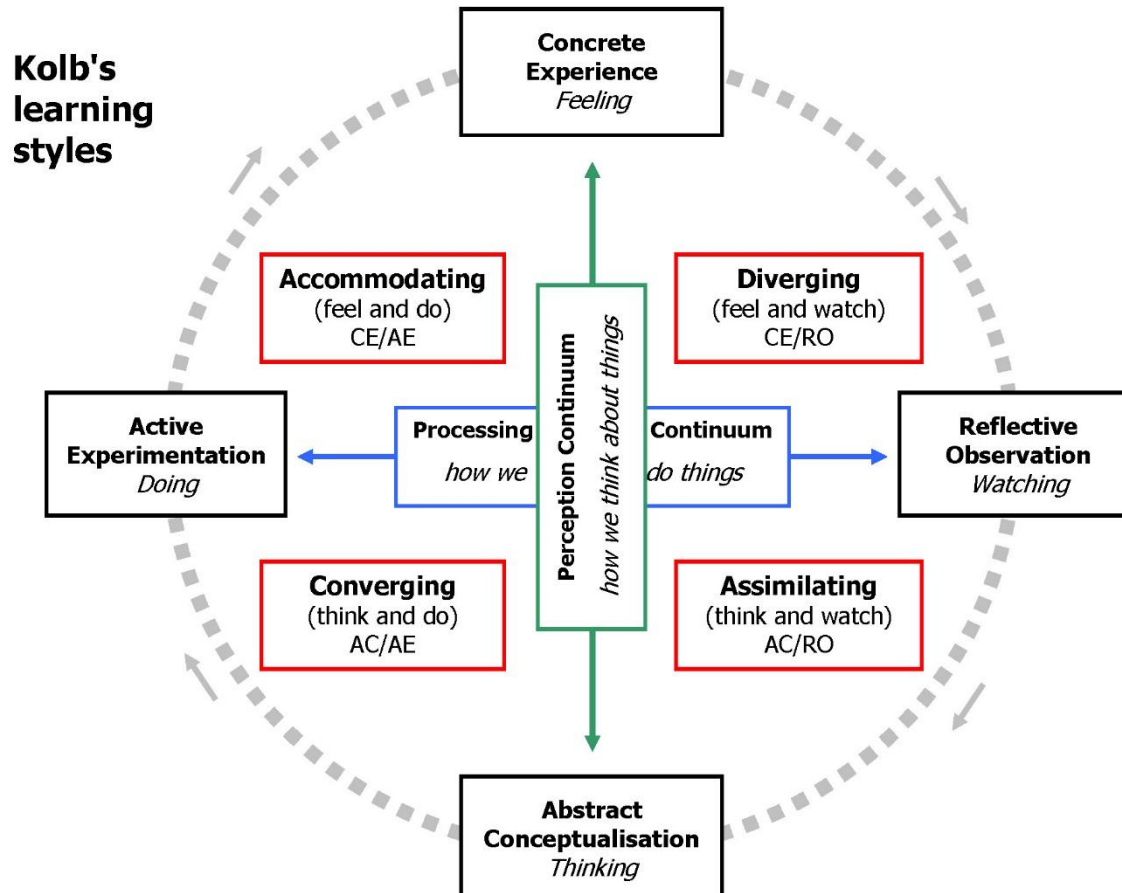


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# Kolb's experiential learning theory



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# Kolb's experiential learning theory

1. First, the learner has a **concrete experience**, where he or she is faced with new situation or a retread of a similar prior experience.
2. In the second stage, the learner undergoes a **reflective observation**, where he or she situates the new experience within his or her prior knowledge.



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# Kolb's experiential learning theory

3. In third stage is **abstract conceptualization**, where the learner's reflections lead to a new understanding or the broadening of his or her current understanding.
4. Finally, the fourth stage, **active experimentation**, is when the learner takes his or her newly found or expanded knowledge and puts it to the test in other situations.

**The active experimentation phase leads to more concrete experience, which starts the cycle of learning all over again.**



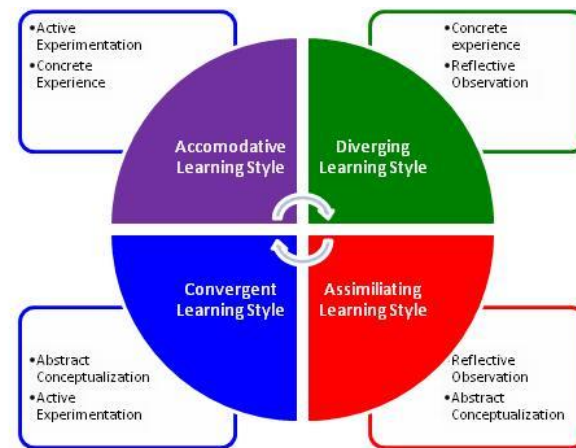
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Learners labeled as **diverging** learn best when faced with concrete experiences and like to sit back and observe. They like to gather information and work in groups, so it is not surprising that they are good at brainstorming ideas and listening to others.

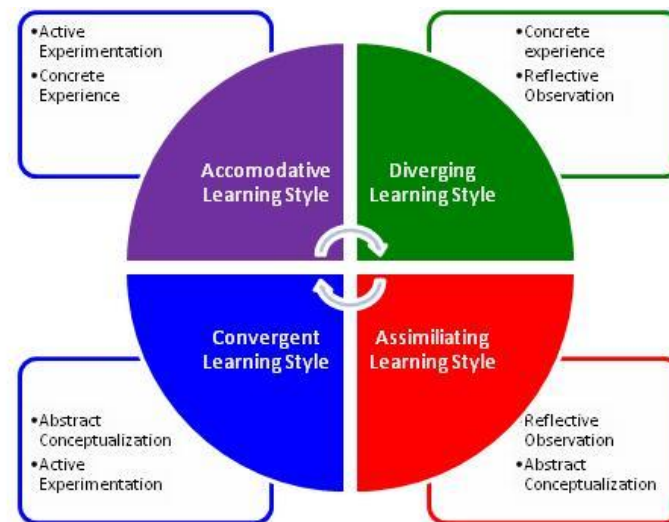


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**Assimilating** learners are also what Kolb called 'Reflective Observers.' However, they prefer abstract conceptualization over concrete experiences. This makes them less people-oriented than diverging learners and more interested in big ideas and concepts. They also like listening to lectures and thinking about theories and models--and they are probably really into the learning styles matrix.

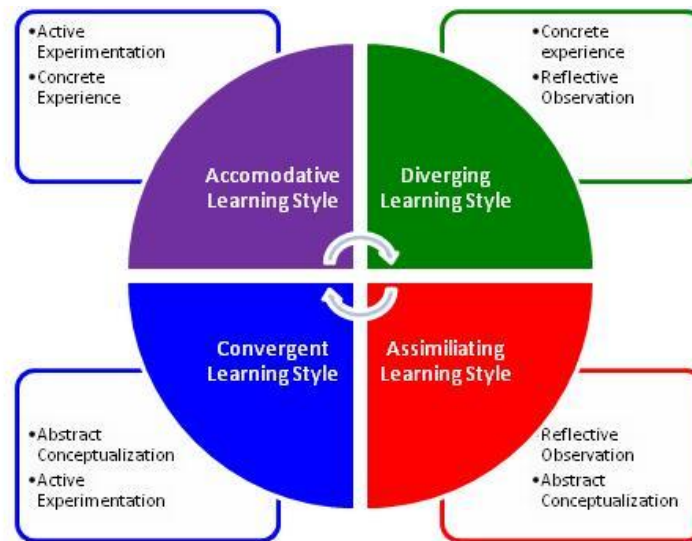


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At the very opposite end of the spectrum from diverging learners are **converging** learners, who prefer both abstract concepts and active, hands-on experimentation. They are practical like the assimilating learners and share a love of abstract concepts. However, they like to experiment and tinker to try to put their big ideas to use in the world around them.



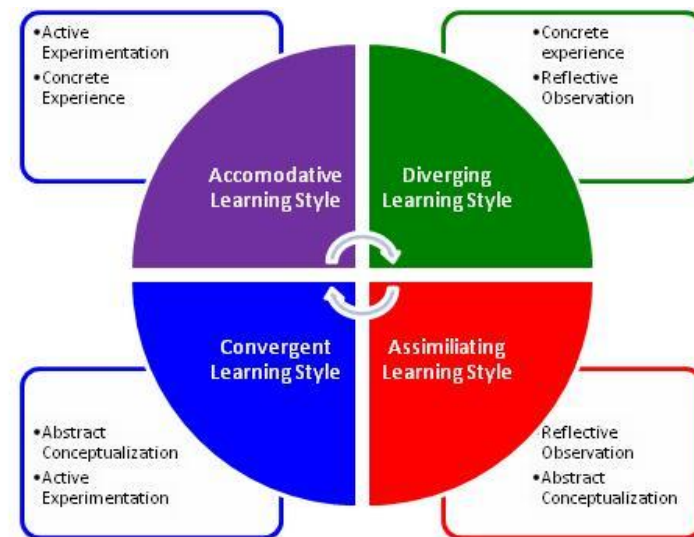
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The last learning style, the **accommodating** learner, does best when given concrete experiences and hands-on applications. They tend to be the people who follow their 'gut' rather than analyzing and evaluating big-picture ideas.

They also rely heavily on other people for information, using social networks to accomplish goals.



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**Training** refers to the acquisition of knowledge, skills and abilities required to perform effectively in any given role

Development of:

- **Knowledge** is information specific and particular to a subject, enabling a person to understand a subject to an acceptable level
- **Skill** is a developed aptitude or ability in a particular intellectual or physical area
- **Attitude** is an internal state which affects one's choice of action towards some objects, persons or events

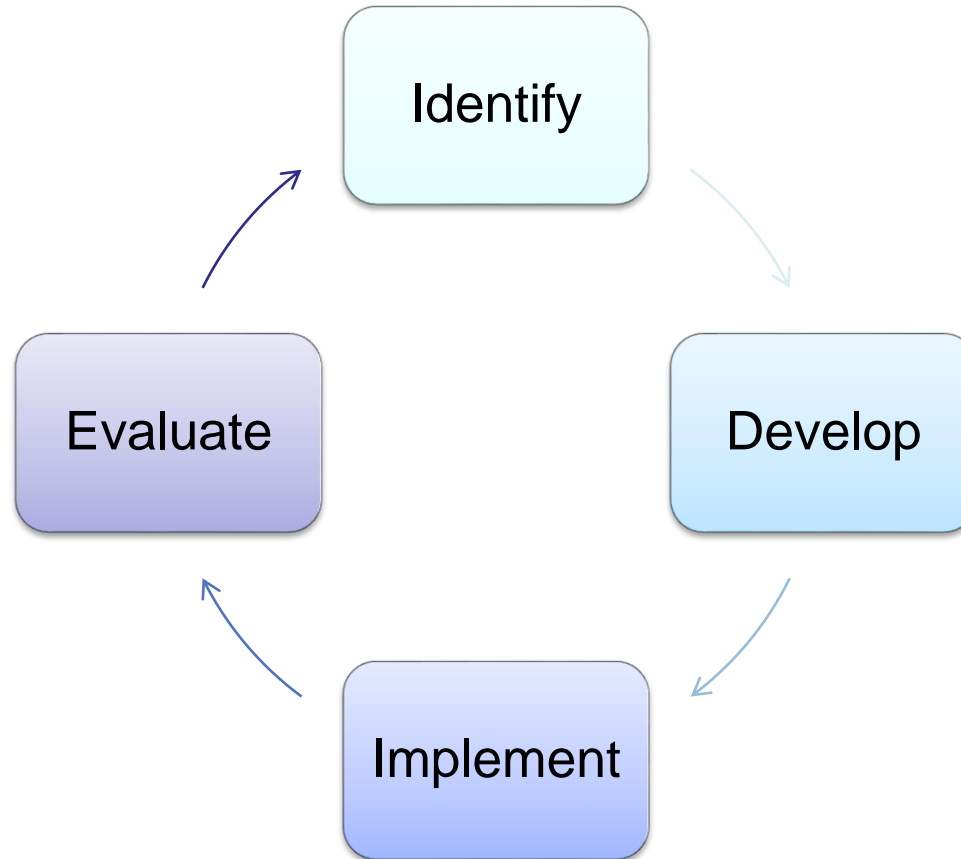


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- IDENTIFY issues affecting the business performance  
Caution: Not all those identified can be resolved via training
- DEVELOP - Prioritise those identified and develop training objectives + conduct training needs analysis
- IMPLEMENT - Employ training solution
- EVALUATE - Compare employee/team performance before and after training



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## Training Needs Analysis

- The systematic process of determining and ordering training goals, measuring training needs and deciding on priorities for training action



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- **Training Need** = the difference between the actual and required human performance in some specific areas of operations, where improved training is the most economical way of eliminating the difference

## Not Everything is a Training Need!

Business Need

Performance Need

Work Environment Need



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## Benefits of Training Needs Analysis

- Organisational Focus on Performance
- Identifies Routes to Closing Organisational performance-Gaps
- Through Involvement Builds Internal Commitment To Achieving Organisational Targets
- Separates Non-Training



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## Difficulties with Training Needs Analysis

- Time-Consuming
- Generates High Expectations
- Requires Top-Level Support & Understanding
- May Isolate Certain Categories of Staff



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## On-the job training

- Mentoring
- Coaching
- Job-rotation
- Job instruction
- Apprenticeship
- Internship



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## Off-the job training

- Lectures
- Conferences
- Simulation exercises



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Every year organizations and individuals spend literally billions of dollars on training and education programs. However, experience has consistently shown that little time or expense is paid to evaluating the effectiveness of the training that has taken place.

- Did the training program work?
- Was it worthwhile?
- Did the results justify the investment?



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## Evaluation of:

- **Context** - Evaluations within or just after the learning event
- **Input** - Evaluations focused on the resources used to meet the learning event (e.g. content, methods etc)
- **Output** - Evaluations of the immediate, intermediate and ultimate outcomes of the learning event



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## 4 levels of training evaluation

### 1, Reaction

- measures participants' perspectives about the training course, providing a measure of customer satisfaction.
- Low cost, easy to employ, provides insights into participants opinions, quick feedback regarding succes and failures
- Results may not be a reliable basis for changing a training strategy

**TOOLS:** Questionnaires, Interviews and Group Discussion, Learning Diaries, Attendance and Punctuality Data, Assessment Results



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## 4 levels of training evaluation

### 1, Reaction - CRITERIA

- **Content** - quality, quantity, relevance, level
- **Style** - pace, format, accessibility of language, interactivity, flexibility
- **Media** - variety, clarity, readability, user friendliness, stimulating
- **Personnel** - presentation, motivation, fit for purpose, commitment, expertise, professionalism, commitment
- **Location** - fit for purpose, comfort, access, refreshments, facilities
- **Timing** - in relation to external and internal events



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## 4 levels of training evaluation

### 2, Learning

- measures how participants have understood and taken on-board the course's learning objectives. can include tests of performance before and after the course.
- provides more detailed evidence of whether a training program is effective
- requires more time and resources



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## 4 levels of training evaluation

### 3, Transfer to the job

- this level measures how the knowledge, skills, and values from a course are used on the job.
- is usually measured 3 to 6 months after training.
- provides more detailed evidence of whether a training program is effective
- requires significant time, expertise and resources



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## 4 levels of training evaluation

### 4, Organizational Impact

- Requires substantial time, expertise and resources
- This level measures all types of impact within an organization in areas such as:
  - Quality and quantity of production
  - Absenteeism
  - Turnover
  - Operation costs
  - Health and safety
  - Work attitudes
  - Work methods



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## Evaluation Strategy

- Value for money
- Investment-value strategy
- Objectives –centered strategy
- Auditing strategy
- Business-led strategy



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# Training evaluation questionnaire example

## WORKSHOP EVALUATION FORM

Name of Presenter: \_\_\_\_\_ Date: \_\_\_\_\_

Title of Workshop: \_\_\_\_\_

### Overall, how would you rate this workshop?

1. How would you rate the usefulness of the content?  
( 1      2      3      4      5 )
2. How would you rate the hands-on activities?  
( 1      2      3      4      5 )
3. How would you rate the presenter's knowledge in the subject?  
( 1      2      3      4      5 )
4. How would you rate the presenter's style of teaching?  
( 1      2      3      4      5 )
5. How would you rate the pace of the presentation?  
(Too fast      Too slow      Just right)
6. Was the workshop above or below your current skill level?  
(Above      Below      Just right)
7. What did you like best or find most useful about the presentation?
8. What skills did you learn that may help prepare you for technology integration in the classroom?



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# Methodological tool



## Training evaluation and recommendations **EUPA\_LO\_120\_M\_002**

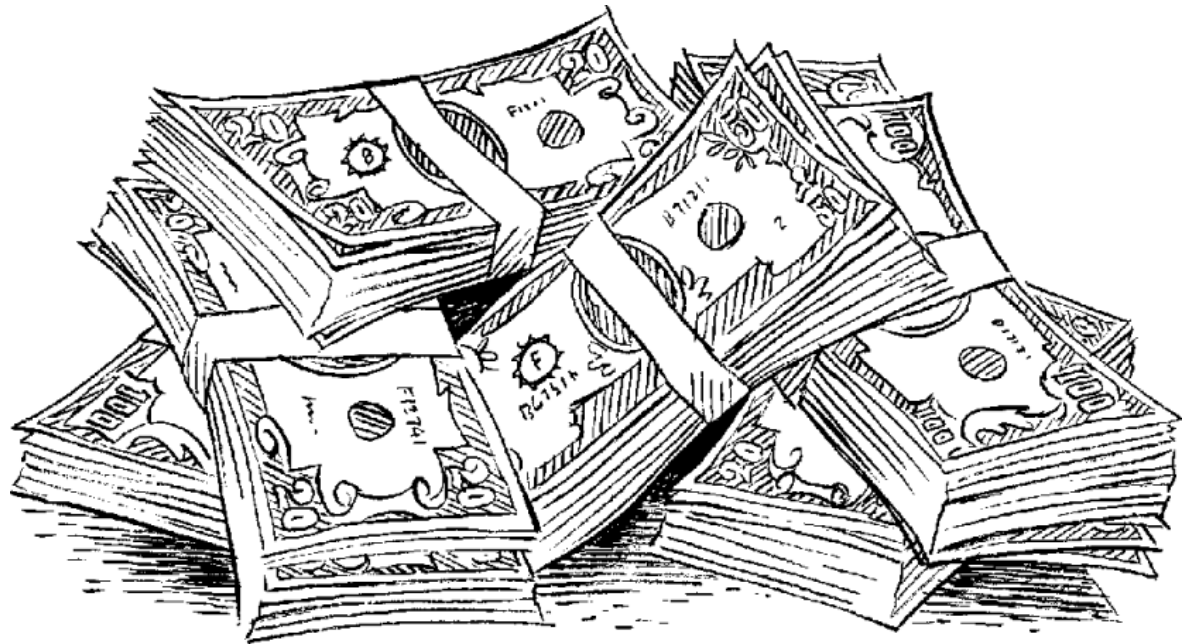


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- Paid by employer
- Shared funding
- External (sponsorship) funding
- EU programmes



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# Methodological tool

Multiple choice questionnaire

**EUPA\_LO\_122\_M\_001**



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1, HR must follow the company procedure based on the type of employee termination

2, Employee should

- Finish all job-tasks
- Transfer agenda to successors
- Conduct Exit interview
- Return all equipment and autorizations

3, PA should provide support

- Oversee all equipment has been returned
- All documentation signed and provided to both sides



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# Types of employment termination

- A. Agreement on termination of employment relationship
- B. Notice from employer
- C. Notice from employee
- D. Immediate termination of employment
- E. Termination of employment relationship concluded for a fixed period
- F. Termination of employment relationship within the probationary period



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# Types of employment termination

## A, Agreement on termination of employment relationship

- If an employee and employer agree on the termination of the employment relationship, the employment relationship shall terminate upon the agreed day.
- Agreement on the termination of employment relationship shall be concluded by the employer and employee in writing. The agreement must stipulate the reasons for the termination of employment relationship if requested by the employee
- The employer shall issue the employee with one counterpart of the agreement on termination of employment relationship.



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## B / C, Notice

- An employment relationship may be terminated by giving notice on the part of the employer or employee. Notice must be given in writing and delivered to the other party, or otherwise it shall be invalid.
- Employer may only give notice to an employee for reasons expressly stipulated in Labour Act.
- The reason for giving notice must be defined in the notice in terms of fact such that it may not be confused with a different reason, or the notice shall otherwise be deemed invalid. The reason for giving notice may not be subsequently amended.
- Where the employer gives notice to an employee because of organization reasons (his work is no longer needed), he/she may not within 2 months create the wound-up work post anew and employ another employee to the same post.



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## B, Reasons for notice from employer

- Employer has become redundant and does not agree with work transfer
- Does not meet the preconditions set by legal regulations for the performance of the agreed work
- Does not satisfactorily fulfil the work tasks, and the employer has in the preceding six months challenged him in writing to remove the insufficiencies, and the employee failed to do so within a reasonable period of time
- if there are reasons on the part of the employee, for which the employer might
- immediately terminate the employment relationship with him/her,



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## C, Reasons for notice from employee

- Employee may give notice for any reason whatsoever or without giving a reason



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## Period of notice

- Where notice has been given, the employment relationship shall terminate upon expiration of the period of notice.
- The period of notice shall be at least one month
- In specific circumstances at least 2 months
- two months if the employment relationship lasted 1-5 years and three months if it was more than 5 years



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## D, Immediate termination of employment relationship

An employer may terminate an employment relationship exceptionally, only in cases where the employee

- a) was lawfully sentenced for committing a wilful offence,
- b) was in serious breach of labour discipline.



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## Immediate termination of employment relationship

- An employer cannot immediately terminate the employment relationship with a pregnant employee, a female employee on maternity leave, or a female or male employee on parental leave, with a lone female or male employee caring for a child younger than three years of age, or with an employee who personally cares for a close person who is a person with severe disability.
- An employer may however, terminate an employment
- relationship with them by giving notice, except for an female employee on maternity leave and male employee on parental leave



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## E, Termination of employment relationship concluded for a fixed period

- An employment relationship concluded for a fixed period shall terminate upon expiration of such period.
- Where, to the knowledge of the employer, an employee keeps performing work upon expiration of the agreed period, it shall apply that such employment relationship has changed to employment relationship for an indefinite period, unless the employer agrees otherwise with the employee.
- Prior to the expiration of the agreed period, an employment relationship may also be terminated otherwise



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## F, Termination of employment relationship within the probationary period

- During the probationary period the employer and the employee may terminate the employment relationship in writing for any reason whatsoever or without giving a reason,
- Except:

The employer may terminate the employment of a pregnant woman, a mother who has given birth within the last nine months or a breastfeeding woman only in writing, in exceptional cases not relating to her pregnancy or maternal function, giving appropriate reasons in writing, otherwise the termination shall be invalid.



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## Severance allowance

- If the employment was terminated by notice from employer, he is entitled the allowance of
- is/her average monthly earnings, if the employee's employment relationship lasted at least two years and less than five years,
- two times his/her average monthly earnings, if the employee's employment relationship lasted at least five years and less than ten years,
- three times his/her average monthly earnings, if the employee's employment relationship lasted at least ten years and less than twenty years,
- four times his/her average monthly earnings, if the employee's employment relationship lasted at least twenty years.



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# Evaluation and Confirmation of employment

## Employment evaluation and confirmation on employment

- Employer has to issue an employment evaluation for an employee within 15 days from submission of the employee's request
- All documentation regarding evaluation of the employee's work, his/her qualifications, aptitudes, and other matters related to the performance of work are deemed employment evaluation.
- Employee has the right to look into his/her personal file, make notes, copy extracts, and make photocopies from it.



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## Employment evaluation and confirmation on employment

- Upon termination of an employment relationship, the employer shall be obliged to provide the employee with confirmation on employment, which shall state in particular
  - a) the period of employment duration,
  - b) the type of work performed,
  - c) whether deductions are applied to the wages of the employee, in whose favour, to what amount and which order applies to the liability for which deductions are further to be executed,



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## Employment evaluation and confirmation on employment

- d) information on wages paid for performed work, on the payment of wage compensation and compensation for work stand by, on deducted advances on income tax, and on other matters decisive for annual accounting of advances on tax from dependent activities and functional emoluments, and for calculation of unemployment benefits,
- e) data concerning any agreement to remain in an employment relationship with the employer for a fixed period upon passing certain training including data on the date of termination of the period
- f) data on provision of the discharge benefit pursuant to

**The employer must be authorised to give other information concerning the employee with the employee's consent only, unless otherwise provided for by special regulation.**



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# Assisting termination of employment

- Finishing all job-tasks
- Transferring agenda to successors
- Exit interview
- Return equipment and autorizations
  - Laptop
  - Keys
  - Documents
  - Phone
  - Work tools
  - Access cards



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- Documentation Checklist

- Proof of employment
- Leaving letter – proof that everything has been returned
- confirmation of the employer for the purposes of entitlement to unemployment benefit
- Documents required for taxation
- Health insurance and social insurance deregistration
- Providing various confirmations and references



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# Assisting termination of employment

## Employee Termination Checklist

Employee \_\_\_\_\_  
Department \_\_\_\_\_

Date June 26, 2012

*Each of the items below must be returned or completed upon termination and before issuance of final pay check.*

Return		Complete	
Company Equipment	<input type="checkbox"/>	Exit Interview	<input type="checkbox"/>
ID Badge	<input type="checkbox"/>	Expense Reports	<input type="checkbox"/>
Company Credit Cards	<input type="checkbox"/>	Termination Form	<input type="checkbox"/>
Petty Cash Advances	<input type="checkbox"/>	Confidentiality Report	<input type="checkbox"/>
Expense Accounts	<input type="checkbox"/>	Benefits Review	<input type="checkbox"/>
Desk and File Keys	<input type="checkbox"/>	Final Timesheet	<input type="checkbox"/>
Keys to Premises	<input type="checkbox"/>	Other:	
Catalogs and Sales Materials	<input type="checkbox"/>	Vacation reconciliation	<input type="checkbox"/>
Sample Products	<input type="checkbox"/>		
Company Automobile	<input type="checkbox"/>		
Company Documents	<input type="checkbox"/>		
Other:			
Software	<input type="checkbox"/>		
	<input type="checkbox"/>		

Comments \_\_\_\_\_

Signature of Supervisor \_\_\_\_\_



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- Review Question 1
  - What is the difference between Human Resources management and Personnel management?
- Review Question 2
  - What are the Learning types according to Kolb?
- Review Question 3
  - What are the types of employment termination?



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- HRM consists of:
  - Planning
  - Recruitment
  - Performance management
  - Motivation
  - Training
  - Career planning
- Factors that contribute to success of organization are also related to creation of:
  - Strong management team
  - Well motivated dedicated, qualified and flexible workers
  - Stable and cooperative employer-employee relationships
  - Overall strategy of the quality of work



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# Well Done!

## You have completed this unit



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