

Human Resource Management

Level – IV



TVET CURRICULUM

Based on October, 2021 (V-II) Occupational
standard (OS) Inclusive

March, 2022

Addis Abeba , Ethiopia

Preface

The reformed TVET-System is an outcome-based system. It utilizes the needs of the labor market and occupational requirements from the world of work as the benchmark and standard for TVET delivery. The requirements from the world of work are analyzed and documented – taking into account international benchmarking as occupational standards (OS).

In the reformed TVET-System, curricula and curriculum development play an important role with regard to quality driven comparable TVET-Delivery. The Curricula help to facilitate the training process in a way, that trainees acquire the set of occupational competences (skills, knowledge and attitude) required at the working place and defined in the occupational standards (OS).

This curriculum has been developed by a group of professional experts from different Regional TVET Bureaus, colleges, Industries, and Institutes based on the occupational standard for **Human Resource Management Level IV**.

The curriculum development process has been actively supported and facilitated by **Ministry of Labor and Skills**

TVET-Program Design

1.1. TVET-Program Title: Human Resource Management Level IV

1.2. TVET-Program Description

The Program is designed to develop the necessary knowledge, skills and attitude of the trainees to the standard required by the occupation. The contents of this program are in line with the occupational standard. The Trainees who successfully completed the Program will be qualified to work as a **Human Resource Management Senior officer** with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in the **Labor and Skills** sector in the field of **Human Resource Management**.

The prime objective of this training program is to equip the Trainees with the identified competences specified in the OS. Graduates are therefore expected to Administer Remuneration and Employee Benefits, Manage Performance Management Systems, Administer Human Resource Training and Development Programs, Implement Human Resources, Handle Dispute Management processes, Lead Employees Movement and Separation in accordance with the performance criteria and evidence guide described in the OS.

1.3. TVET-Program Training Outcomes

The expected outputs of this program are the acquisition and implementation of the following units of competences:

- [LSA HRM4 01 1221](#) Administer Remuneration and Employee Benefits
- [LSA HRM4 02 1221](#) Manage Performance Management Systems
- [LSA HRM4 03 1221](#) Administer Human Resource Training and Development Programs
- [LSA HRM4 04 1221](#) Implement Human Resources Management System
- [LSA HRM4 05 1221](#) Handle Dispute Management processes
- [LSA HRM4 06 1221](#) Lead Employees Movement and Separation

1.4. Duration of the TVET-Program

The Program will have duration of **838 hours** including the on school/ Institution training and on-the-job practice or cooperative training time. Such cooperative training based on realities of the industry, nature of the occupation, location of the TVET institution, and other factors will be considered in the training delivery to ensure that trainees acquire practical and workplace experience.

s.no	Unit competency	TVET Institution training		Cooperative training	Total hours	Remarks
		Theory	Practical			
1.	Administer Remuneration and Employee Benefits	100	30	16	146	
2.	Manage Performance Management Systems	110	20	8	138	
3.	Administer Human Resource Training and Development Programs	120	16	16	152	
4.	Implement Human Resources	90	8	8	106	
5.	Handle Dispute Management processes	130	30	8	168	
6.	Lead Employees Movement and Separation	100	20	8	128	
	Total Hours	650	124	64	838	

1.5. Qualification Level and Certification

Based on the descriptors elaborated on the Ethiopian National TVET Qualification Framework (NTQF) the qualification of this specific TVET Program is Level IV.

The trainee can exit after successfully completing the modules in one level and will be awarded the equivalent institutional certificate on the level completed. However, only institutional certificate of training accomplishment will be awarded.

1.6. Target Groups

Any citizen who meets the entry requirements under items 1.7 and capable of participating in the training activities is entitled to take part in the Program.

1.7 Entry Requirements

The prospective participants of this program are required to possess the requirements or directive of the **Ministry of Labor and Skills**.

1.8 Mode of Delivery

This TVET-Program is characterized as a formal Program on middle level technical skills. The mode of delivery is co-operative training. The time spent by the trainees in the real work place/ industry will give them enough exposure to the actual world of work and enable them to get hands-on experience.

The co-operative approach will be supported with school-based lecture-discussion, simulation and actual practice. These modalities will be utilized before the trainees are exposed to the industry environment.

Hence based on the nature of the occupation, location of the TVET institutions, and interest of the industry alternative mode of cooperative training such as apprenticeships, internship and traineeship will be employed. In addition, in the areas where industry is not sufficiently available the established production and service centers/learning factories in TVET institutions will be used as cooperative training places. The Training-Institution and identified companies have forged an agreement to co-operate with regard to the implementation of this program

1.9. TVET-Program Structure

Unit of Competence		Module Code & Title		Training Outcomes	Duration (In Hours)
<u>LSA HRM4 01 1221</u>	Administer Remuneration and Employee Benefits	<u>LSA HRM4 M01 0322</u>	Administering Remuneration and Employee Benefits	<ul style="list-style-type: none"> Develop organization's remuneration strategy Implement remuneration and benefit Package Review and update remuneration strategy 	146
<u>LSA HRM4 02 1221</u>	Manage Performance Management Systems	<u>LSA HRM4 M02 0322</u>	Managing Performance Management Systems	<ul style="list-style-type: none"> Review and coordinate performance management data Develop performance management systems Implement performance management systems Coordinate formal feedback processes Coordinate individual or group learning development plans 	138
<u>LSA HRM4 03 1221</u>	Administer HR Training and Development	<u>LSA HRM4 M03 0322</u>	Administering HR Training and Development	<ul style="list-style-type: none"> Supervise awareness creation Lead assessment of training and development 	152

Programs	Programs	Programs	
			<ul style="list-style-type: none"> • Monitor implementation of training and development • Evaluate performances of training and development programs
LSA HRM4 04 1221 Implement Human Resources Management Information Systems	LSA HRM4 M04 0322 Implementing Human Resources Management Information Systems	<ul style="list-style-type: none"> • Access, use and Input knowledge management system • Identify human resources information requirements • Select human resources within information management system • Implement human resources information system • Evaluate performance of human resources information system 	106
LSA HRM4 05 1221 Handle Dispute Management processes	LSA HRM4 M05 0322 Handling Dispute Management processes	<ul style="list-style-type: none"> • Prepare for mediation • Determine nature of dispute • Assist and settle dispute through mediation • Finalize process of mediation 	138

<p><u>LSA HRM4 06 1221</u> Lead Employees Movement and Separation</p>	<p><u>LSA HRM4 M06 0322</u> Leading Employees Movement and Separation</p>	<ul style="list-style-type: none"> • Administer promotion • Carryout transfer of employees • Administer demotions • Develop policies and procedures for separation/termination of • Lead separation/termination processes • Handle employees layoff • Manage discharge and retirements 	<p>128</p>
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*The time duration (Hours) indicated for the module should include all activities in and out of the TVET institution.

1.10 Institutional Assessment

Two types of evaluation will be used in determining the extent to which training outcomes are achieved. The specific training outcomes are stated in the modules. In assessing them, verifiable and observable indicators and standards shall be used.

The *formative assessment* is incorporated in the training modules and form part of the training process. Formative evaluation provides the trainee with feedback regarding success or failure in attaining training outcomes. It identifies the specific training errors that need to be corrected, and provides reinforcement for successful performance as well. For the teacher, formative evaluation provides information for making instruction and remedial work more effective.

Summative Evaluation the other form of evaluation is given when all the modules in the program have been accomplished. It determines the extent to which competence have been achieved. And, the result of this assessment decision shall be expressed in the term of institutional Assessment implementation guidelines..

Techniques or tools for obtaining information about trainees' achievement include oral or written test, demonstration and on-site observation.

1.11 TVET Teachers Profile

The teachers conducting this particular TVET Program are **Level A** who have satisfactory practical experiences or equivalent qualifications.

LEARNING MODULE 01

TVET-PROGRAMME TITLE: **Human Resource Management Level IV**

MODULE TITLE: **Administer Remuneration and Employee Benefits**

MODULE CODE: [LSA HRM4 M01 0322](#)

NOMINAL DURATION: **146** Hours

MODULE DESCRIPTION : This learning module describes the performance outcomes, skills and knowledge required to implement an organization's remuneration and benefit plans. It incorporates all functions associated with remuneration, including packaging, salary benchmarking, market rate reviews, bonuses and the legislative aspects of remuneration and employee benefits.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- LO1.**Develop organization's remuneration strategy
- LO2.**Implement remuneration and benefit Package
- LO3.** Review and update remuneration strategy

MODULE CONTENTS:

LO1. Develop organization's remuneration strategy

- 1.1 Strategic and operational plans of remuneration and benefits
- 1.2 Determining scope of remuneration and benefits
- 1.3 Researching on current practice and legislative
- 1.4 Developing options by relevant managers
- 1.5 Presenting options linking strategic objectives
- 1.6 Recording remuneration policies and incentive plans
- 1.7 Positioning organization as an employer of choice

LO2. Implement remuneration and benefit Package

- 2.1 Researching occupational groups
- 2.2 Undertaking Market rates surveys
- 2.3 Aligning remuneration and benefits plans with performance management system
- 2.4 Giving employees minimum entitlements
- 2.5 Complying Salary packages

LO3. Review and update remuneration strategy

- 3.1 Consulting managers and employees
- 3.2 Amending strategy and plans
- 3.3 Ensuring incentive arrangements

Learning Methods:				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)

<p>Group discussion</p>	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers
<p>Exercise</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
<p>Individual assignment</p>	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO1. Develop organization's remuneration strategy

- Strategic and operational plans are analyzed to determine the scope of *remuneration and benefits* plans
- Research on current practice, recent developments and legislative parameters is undertaken for the remuneration strategy
- Options are developed for consideration by relevant managers
- Options showing the link to organizational strategic objectives are presented
- Remuneration policies and incentive plans are agreed and recorded
- Organization is positioned as an *employer of choice* and regarded as a desirable workplace

LO2. Implement remuneration and benefit Package

- Occupational groups are researched to determine those which are organizational agreement based
- *Market rates surveys* are accessed or undertaken regularly to ensure the organization's required level of competitiveness for particular occupational groups is maintained
- Remuneration and benefits plans are aligned with performance management system
- Employees are received at least their minimum entitlements according to organizational policies and legal requirements
- *Salary packages* are complied with organizational policies and legal requirements, including fringe benefits tax (FBT) and superannuation

LO3. Review and update remuneration strategy

- Managers and employees are consulted about the effectiveness of the remuneration strategy
- Strategy and plans are amended as necessary to meet organizational policies and legal requirements
- Ensure *incentive arrangements*, if included, are complied with the organization's remuneration strategy

Annex: Resource Requirements

<u>LSA HRM4 M01 0322</u> Administer Remuneration and Employee Benefits				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	Learning Materials			
1	TTLM	Prepared by the trainer	25	1:1
2	Text books			
	Human Resource Management by; Pravin Durai	Pravin Durai	5	1:5
3	Reference Books			
3.1	HRM by Derek Torrington, Laura Hall and Stephen Taylor	6 th edition	5	1:5
3.2	A hand book of HRM practice By Michael Armstrong	10 th edition	5	1:5
3.3	HRM by Robert Mathis and John H. Jackson	13 th Edition	5	1:5
3.4	Principles of Management By: Ellen. Benowitz, M ed	Ellen. Benowitz, M ed	5	1:5
3.5	Managing conflicts in organizations. By M. Afzalur Rahim	3 rd Edition	5	1:5
4	Journals/Publication/Magazines			
4.1	Ethiopian civil service commission proclamation	ProclNo:1064/2010	5	1:5
4.2	Nagarit Gazeta	Nagarit Gazeta	25	1:1
B.	Learning Facilities & Infrastructure			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25

7	Internet	Broadband 2GB	1	1:1
C.	Consumable Materials			
1	Duster		5	1:25
2	Chalk	Packet	10	1:25
3	Marker	Carton	10	1:25
4	Paper	Packet A4	5	1:25
D.	Tools and Equipment			
	Laptop		1	To trainer
2	Photo copy		1	1:25
3	Printer		1	1:25
4	LCD projector		1	1:25
5	Desktop		25	1:1

LEARNING MODULE 02	
TVET-PROGRAMME TITLE: Human Resource Management Level IV	
MODULE TITLE: Manage Performance Management Systems	
MODULE CODE: LSA HRM4 M02 0322	
NOMINAL DURATION: 138 Hours	
<p>MODULE DESCRIPTION : This module covers and describes the performance outcomes, skills and knowledge required to design, implement and oversee performance management systems. It includes developing and managing ongoing performance feedback strategies and conducting formal performance feedback meetings. The unit also includes specific intervention associated with under-performance or misconduct.</p>	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <p>LO1.Review and coordinate performance management data</p> <p>LO2.Develop performance management systems</p> <p>LO3. Implement performance management systems</p> <p>LO4.Coordinate formal feedback processes</p> <p>LO5. Coordinate individual or group learning development plans</p>	
<p>MODULE CONTENTS:</p> <p>LO1. Review and coordinate performance management data</p> <ul style="list-style-type: none"> 1.1 Ensuring current position descriptions specifying key requirements 1.2 Holding performance appraisal meetings 1.3 Rewarding good performance and addressing under performance 1.4 Goals and methods of the performance management system 1.5 Addressing any questions from employees 1.6 Arranging performance management system training 1.7 Encouraging feedbacks on employee’s performance 1.8 Reviewing and considering performance development 1.9 Revising and suggesting policies or procedures management system <p>LO2. Develop performance management systems</p> <ul style="list-style-type: none"> 2.1 Analyzing strategic and operational plans 2.2 Designing methods for developing key performance indicators 2.3 Developing organizational timeframes and processes 	

- 2.4 Developing performance management systems
- 2.5 Consulting key stakeholders about the system
- 2.6 Supporting implementation of performance management system

LO3. Implement performance management systems

- 3.1 Train relevant groups and individuals
- 3.2 Acknowledging intervention to address poor performance and excellent performance
- 3.3 Counseling and disciplining employees
- 3.4 Termination of employees
- 3.5 Recognizing excellence
- 3.6 Recording outcomes of performance management sessions

LO4. Coordinate formal feedback processes

- 4.1 Developing performance feedback plans
- 4.2 Training and assistance for managers participating in the feedback process
- 4.3 Planning for performance improvement and individual learning and development
- 4.4 Establishing processes to deal with problems or grievances

LO5. Coordinate individual or group learning development plans

- 5.1 Contracting Appropriate providers for performance development
- 5.2 Designing learning and development plans
- 5.3 Delivering learning and development plans
- 5.4 Monitoring of learning and development compliance
- 5.5 Negotiating remedial action with providers
- 5.6 Generating reports to advise appropriate managers on progress
- 5.7 Evaluating and improving the performance management system

Learning Methods:				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up

<p>Group discussion</p>	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers
<p>Exercise</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
<p>Individual assignment</p>	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO1. Review and coordinate performance management data

- Current *position descriptions* specifying key requirements of the role are ensured
- Check that *performance appraisal meetings* are held in accordance with organizational timeframes, that correct documentation has been completed and that all necessary parties have recorded
- Appropriate organizational procedures have been followed for *rewarding* good performance and addressing under performance
- Goals and methods of the performance management system are clarified
- Any questions from employees about the performance management systems are addressed
- Training or instruction in how to use the performance management system is arranged or delivered
- Ongoing and regular feedbacks are encouraged on employees performance as well as formal performance appraisals
- Patterns are reviewed in skill or performance gaps and requirements and options are considered for *performance development*
- Policies or procedures are revised if necessary and improvements are suggested to the performance management system

LO2. Develop performance management systems

- Strategic and operational plans are analyzed to identify relevant policies and objectives for performance management system
- Designing methods and processes are assisted for line managers to develop key performance indicators for those reporting to them
- Organizational timeframes and processes are developed for formal performance management sessions
- Performance management systems are developed to be flexible enough to cover the range of *employment situations* in the organization
- Key stakeholders are consulted about the system and agreed on its features
- Support is gained for the implementation of the performance management system

LO3. Implement performance management systems

- Relevant groups and individuals are trained to monitor performance, *performance gaps*

identified and talent managed

- Line managers are monitoring performance regularly and that *intervention* occurs are acknowledged to address poor performance and excellent performance
- Line managers are supported to counsel and discipline employees who continue to perform below standard
- Support is provided to terminate employees who fail to respond to interventions, according to organizational protocols and legislative requirements
- Excellence is recognized according to organizational policy
- Recorded outcomes of performance management sessions are ensured to be accessible and stored according to organizational policy

LO4. Coordinate formal feedback processes

- Performance feedback plans are developed by relevant managers or team leaders and lodged with human resources staff
- Training and assistance are provided to managers or team leaders participating in the feedback process
- Plans are agreed and signed for performance improvement and *individual learning and development*
- Processes are established to deal with problems or grievances that arise from the performance feedback

LO5. Coordinate individual or group learning development plans

- *Appropriate providers* are contracted for performance development, as identified by the plans, according to organizational policy
- Learning and development plans are designed to contribute to the development of a learning organization
- Learning and development plans are delivered according to agreed timeframes and ensure they deliver specified outcomes
- Learning and development activities are monitored to ensure compliance with quality assurance standards
- Remedial action is negotiated with providers where necessary
- Reports are generated to advise appropriate managers on progress and success rates of activities
- All aspects of the performance management system are regularly evaluated and improved in keeping with organizational objectives and policies

Annex: Resource Requirements

<u>LSA HRM4 M02 0322</u> Manage Performance Management Systems				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	Learning Materials			
1	TTLM	Prepared by the trainer	25	1:1
2	Text books			
	Human Resource Management by; Pravin Durai	Pravin Durai	5	1:5
3	Reference Books			
3.1	HRM by Derek Torrington, Laura Hall and Stephen Taylor	6 th edition	5	1:5
3.2	A hand book of HRM practice By Michael Armstrong	10 th edition	5	1:5
3.3	HRM by Robert Mathis and John H. Jackson	13 th Edition	5	1:5
3.4	Principles of Management By: Ellen. Benowitz, M ed	Ellen. Benowitz, M ed	5	1:5
3.5	Managing conflicts in organizations. By M. Afzalur Rahim	3 rd Edition	5	1:5
4	Journals/Publication/Magazines			
4.1	Ethiopian civil service commission proclamation	ProclNo:1064/2010	5	1:5
4.2	Nagarit Gazeta	Nagarit Gazeta	25	1:1
B.	Learning Facilities & Infrastructure			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25

6	White board		1	1:25
7	Internet	Broadband 2GB	1	1:1
C.	Consumable Materials			
1	Duster		5	1:25
2	Chalk	Packet	10	1:25
3	Marker	Carton	10	1:25
4	Paper	Packet A4	5	1:25
D.	Tools and Equipment			
	Laptop		1	To trainer
2	Photo copy		1	1:25
3	Printer		1	1:25
4	LCD projector		1	1:25
5	Desktop		25	1:1

LEARNING MODULE 03	
TVET-PROGRAMME TITLE: Human Resource Management Level IV	
MODULE TITLE: Administrating HR Training and Development Programs	
MODULE CODE: LSA HRM4 M03 0322	
NOMINAL DURATION: 152 Hours	
MODULE DESCRIPTION: This module covers making use of new technological innovations and consideration of developing a globally competitive human resource.	
LEARNING OUTCOMES	
At the end of the module the trainee will be able to:	
LO1. Supervise awareness creation	
LO2. Lead assessment of training and development needs	
LO3. Monitor implementation of training and development	
LO4. Evaluate performances of training and development programs	
MODULE CONTENTS:	
LO1. Supervise awareness creation	
1.1 Identifying organizational policies	
1.2 Organizational human resource policies and procedures	
1.3 Introducing training and development programs	
1.4 Identifying and ensuring training and development techniques	
1.5 Identifying and using feedback mechanisms	
1.6 Monitoring administration of commitment	
LO2. Lead assessment of training and development needs	
2.1 Developing and documenting organizational performance standards	
2.2 Developing and presenting organization policies	
2.3 Reporting and documenting performance gaps	
2.4 Identifying reasons for performance gap	
2.5 Identifying and reporting using new technologies	
2.6 Reporting training and development need	
LO3. Monitor implementation of training and development	
3.1 Identifying potential trainees	
3.2 Identifying trainer to provide training	
3.3 Identifying training methodology and facility	

3.4 Identifying and approving date and venue for the training.

3.5 Monitoring process of training and development.

3.6 Monitoring and documenting feedback

LO4. Evaluate performances of training and development programs

4.1 Measuring performance level of the trainees

4.2 Identifying deviations in the performance level of the trainees

4.3 Taking corrective measure based on deviations

Learning Methods:				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up
Group discussion	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers

	<ul style="list-style-type: none"> ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO.1 Supervise awareness creation

- Organizational policies are identified and confirmed for training and development program.
- Organizational human resource policies and procedures are ensured to be documented and maintained for training and development according work procedures.
- Training centers and development programs are introduced to employees following work guideline.
- Training and development techniques to be implemented are identified and ensured to be followed.
- Feedback mechanisms are identified and used in accordance with work guideline.
- Administration of commitment forms is monitored to program participants.

LO.2 Lead assessment of training and development needs

- Organizational performance standards are developed and documented.
- Organization policies are developed and presented for the analysis of performance level
- Performance gaps are reported and documented as determined in relation to the performance standards.
- Reasons for the existence of performance gap are identified as caused by inappropriate standards or by lack of required competence in the particular level of work.
- Needs for using new technologies and new working procedures within the organization are identified and reported according to work place communication line.
- Training and development needs that have been identified are reported following work procedure and guidelines.

LO.3 Monitor implementation of training and development

- Potential trainees are identified according to workplace guideline.
- Trainer is identified to provide training in line with preset criteria.
- Training methodology and facility are identified based on training requirements.
- Date and venue are identified and approved for the training.
- Process of training and development is monitored.

- Feedback obtained from the training program is monitored and documented.

LO.4 Evaluate performances of training and development programs

- Performance level of the trainees on similar responsibility area is measured after the conduct of training and development programs.
- Deviations in the performance level of the trainees before and after the training are identified based on preset standard.
- Corrective measure is taken based on deviation identified.

Annex: Resource Requirements

<u>LSA HRM4 M03 0322</u> Administer Human Resource Training and Development Programs				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	Learning Materials			
1	TTLM	Prepared by the trainer	25	1:1
2	Text books			
	Human Resource Management by; Pravin Durai	Pravin Durai	5	1:5
3	Reference Books			
3.1	HRM by Derek Torrington, Laura Hall and Stephen Taylor	6 th edition	5	1:5
3.2	A hand book of HRM practice By Michael Armstrong	10 th edition	5	1:5
3.3	HRM by Robert Mathis and John H. Jackson	13 th Edition	5	1:5
3.4	Principles of Management By: Ellen. Benowitz, M ed	Ellen. Benowitz, M ed	5	1:5
3.5	Managing conflicts in organizations. By M. Afzalur Rahim	3 rd Edition	5	1:5
4	Journals/Publication/Magazines			
4.1	Ethiopian civil service commission proclamation	ProclNo:1064/2010	5	1:5
4.2	Nagarit Gazeta	Nagarit Gazeta	25	1:1
B.	Learning Facilities & Infrastructure			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25

7	Internet	Broadband 2GB	1	1:1
C.	Consumable Materials			
1	Duster		5	1:25
2	Chalk	Packet	10	1:25
3	Marker	Carton	10	1:25
4	Paper	Packet A4	5	1:25
D.	Tools and Equipment			
	Laptop		1	To trainer
2	Photo copy		1	1:25
3	Printer		1	1:25
4	LCD projector		1	1:25
5	Desktop		25	1:1

LEARNING MODULE 04	
TVET-PROGRAMME TITLE: Human Resource Management Level IV	
MODULE TITLE: Implement Human Resources Management Information Systems	
MODULE CODE: LSA HRM4 M04 0322	
NOMINAL DURATION: 106 Hours	
<p>MODULE DESCRIPTION : This module describes the performance outcomes, skills and knowledge required to access, uses and input knowledge management system, manage human resources information systems from the research and planning stages, through selection of appropriate systems, to implementation, ongoing review and system upgrades</p>	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> LO1. Access, use and Input knowledge management system LO2. Identify human resources information requirements LO3. Select human resources within information management system LO4. Implement human resources information system LO5. Evaluate performance of human resources information system 	
<p>MODULE CONTENTS:</p> <p>LO1. Access, use and Input knowledge management system</p> <ul style="list-style-type: none"> 1.1 Knowledge management system 1.2 Administering system with procedures 1.3 Gathering and analyzing system inputs 1.4 Checking inputs for clarity, accuracy and relevance 1.5 Integrating inputs to system with procedures 1.6 Analyzing and reporting system requirements <p>LO2. Identify human resources information requirements</p> <ul style="list-style-type: none"> 2.1 Collecting and documenting Information 2.2 Identifying communication processes 2.3 Agreeing Information requirements and communication processes 2.4 Developing draft information systems management plan 2.5 Specifying information requirements 2.6 Identifying resources requirements within allocated budget 	

LO3. Select human resources within information management system

- 3.1 Agreeing selection criteria
- 3.2 Ensuring selection criteria with the system
- 3.3 Evaluating potential systems against the criteria
- 3.4 Cost benefit and risk analysis of the selection criteria
- 3.5 Establishing preferences and providing selection report
- 3.6 Customizing preferred system

LO4. Implement human resources information system

- 4.1 Developing implementation plan with users
- 4.2 Confirming implementation plan's roles and responsibilities
- 4.3 Assigning resources
- 4.4 Modifying implementation schedule
- 4.5 Groups and individual's contributions for implementation

LO5. Evaluate performance of human resources information system

- 5.1 Monitoring and reporting information system performance
- 5.2 Obtaining feedback from users
- 5.3 Benchmarking system performance
- 5.4 Analyzing performance gaps for improvements

Learning Methods:				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up
Group discussion	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers

	<ul style="list-style-type: none"> ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO1. Access, use and Input knowledge management system

- **Knowledge management system** is accessed to assist with specific tasks, in line with system *procedures*
- System is administered in line with procedures
- **Inputs** are gathered, analyzed and prepared for contribution to the system, in line with procedures
- Inputs are checked for clarity, accuracy and relevance
- Inputs are made to system, in line with procedures
- Requirements of the system are analyzed and suggestions are ensured for improvements to be provided to *relevant personnel*

LO2. Identify human resources information requirements

- **Information requirements** of users are collected and documented
- Communication processes are identified to support user needs
- Information requirements and communication processes are agreed with users and relevant managers
- **Draft information systems management plan** are developed with agreed review mechanisms, timeframe and criteria
- Information requirements are specified in a clear and concise manner
- Information requirements are ensured to be consistent with organizational objectives and policies
- Resources required to meet the information requirements are identified within budget parameters

LO3. Select human resources within information management system

- Selection criteria's are agreed for the information management system with *relevant groups and individuals*
- Selection criteria's are ensured for the system that has the capability to meet organization's objectives, policies and budget parameters
- Potential systems are evaluated against the criteria
- **Cost benefit** and **risk analysis** are undertaken in relation to the systems which meet the selection criteria
- Preferences are established for system and selection report is provided to senior managers

- Ensure that preferred system is customized to meet organization and user requirements.

LO4. Implement human resources information system

- Implementation plan is developed with users, other relevant groups and individuals
- Implementation plan's roles and responsibilities are confirmed with individuals and groups involved
- Resources are assigned to meet implementation plan timeframe, quality and other objectives
- Implementation schedule is modified to resolve any problems arising
- Groups and individuals contributions are ensured for the implementation in accordance with plan objectives.

LO5. Evaluate performance of human resources information system

- Information system performance is monitored and performance reports are prepared
- Feedback is obtained from users about the system
- System performance is benchmarked against other systems, and latest trends and developments
- Performance gaps and current strategies are analyzed and improvements introduced

Annex: Resource Requirements

<u>LSA HRM4 M04 0322</u> Implementing Human Resources management system				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	Learning Materials			
1	TTLM	Prepared by the trainer	25	1:1
2	Text books			
	Human Resource Management by; Pravin Durai	Pravin Durai	5	1:5
3	Reference Books			
3.1	HRM by Derek Torrington, Laura Hall and Stephen Taylor	6 th edition	5	1:5
3.2	A hand book of HRM practice By Michael Armstrong	10 th edition	5	1:5
3.3	HRM by Robert Mathis and John H. Jackson	13 th Edition	5	1:5
3.4	Principles of Management By: Ellen. Benowitz, M ed	Ellen. Benowitz, M ed	5	1:5
3.5	Managing conflicts in organizations. By M. Afzalur Rahim	3 rd Edition	5	1:5
4	Journals/Publication/Magazines			
4.1	Ethiopian civil service commission proclamation	ProclNo:1064/2010	5	1:5
4.2	Nagarit Gazeta	Nagarit Gazeta	25	1:1
B.	Learning Facilities & Infrastructure			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25

7	Internet	Broadband 2GB	1	1:1
C.	Consumable Materials			
1	Duster		5	1:25
2	Chalk	Packet	10	1:25
3	Marker	Carton	10	1:25
4	Paper	Packet A4	5	1:25
D.	Tools and Equipment			
	Laptop		1	To trainer
2	Photo copy		1	1:25
3	Printer		1	1:25
4	LCD projector		1	1:25
5	Desktop		25	1:1

LEARNING MODULE 05

TVET-PROGRAMME TITLE: **Human Resource Management Level IV**

MODULE TITLE **Handling Dispute management Processes**

MODULE CODE: **LSA HRM4 M05 0322**

NOMINAL DURATION **138 hrs.**

MODULE DESCRIPTION : This module describes the performance outcomes, skills and knowledge required to manage diversity in the workplace. It covers implementing the organization's policy on diversity, fostering diversity within the work team, and promoting the benefits of a diverse workplace.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- LO1.**Prepare for mediation
- LO2.**Determine nature of dispute
- LO3.**Assist and settle dispute through mediation
- LO4.**Finalize process of mediation

MODULE CONTENTS:

LO1.Prepare for mediation

- 1.1 Identifying parties to mediation and dispute
- 1.2 Accessing guidelines and procedures of dispute resolution
- 1.3 Informing parties to dispute for mediation process
- 1.4 Gaining agreement for mediation process
- 1.5 Communicating logistics process for mediation

LO2.Determine nature of dispute

- 2.1 Interviewing parties to dispute
- 2.2 Documenting positions of parties to dispute
- 2.3 Determining boundaries for allowable options in dispute

LO3.Assist and settle dispute through mediation

- 3.1 Bringing disputing parties together by mutual agreement
- 3.2 Communication techniques to formulate options for resolution.
- 3.3 Seeking agreement on options identified.
- 3.4 Documenting and verifying outcomes of meetings
- 3.5 Following process of mediation

LO4.Finalize process of mediation

- 4.1 Reaching and circulating agreements of mediation process
- 4.2 Reporting process of mediation
- 4.3 Reviewing process of mediation
- 4.4 Following up the implemented outcome of the mediation process

Learning Methods:				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipment's/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ provide tutorial support (if necessary)

<p>Group discussion</p>	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers
<p>Exercise</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
<p>Individual assignment</p>	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO1.Prepare for mediation

- *Parties to mediation* and dispute handling activities are identified
- *Guidelines and procedures* are accessed to guide dispute resolution
- Parties to dispute are informed for mediation process
- Agreement is gained for mediation process to resolve dispute
- *Logistics* of process for mediation are communicated for parties to dispute

LO2.Determine nature of dispute

- Parties to dispute are interviewed separately to determine their positions in relation to the dispute
- Positions of parties to dispute are documented and verification of these positions is undertaken
- Boundaries for allowable options in dispute are determined

LO3.Assist and settle dispute through mediation

- Disputing parties are brought together by *mutual agreement*
- *Communication techniques* are used to formulate options for resolution of the dispute
- Agreement is sought on options identified
- *Outcomes of meetings* are documented and verified with parties to dispute
- Process of mediation is followed until an agreement is reached or pre-determined time constraints are reached

LO4.Finalize process of mediation

- Agreements reached in mediation process are circulated to all parties including the *initiator of the process* to ensure that follow-up actions are implemented
- Process of mediation is reported
- Process of mediation is reviewed by mediator to identify improvements
- The implemented outcome of the mediation process is followed up

Annex: Resource Requirements

<u>LSA HRM4 M05 0322</u> Handling Dispute Management processes				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	Learning Materials			
1	TTLM	Prepared by the trainer	25	1:1
2	Text books			
	Human Resource Management by; Pravin Durai	Pravin Durai	5	1:5
3	Reference Books			
3.1	HRM by Derek Torrington, Laura Hall and Stephen Taylor	6 th edition	5	1:5
3.2	A hand book of HRM practice By Michael Armstrong	10 th edition	5	1:5
3.3	HRM by Robert Mathis and John H. Jackson	13 th Edition	5	1:5
3.4	Principles of Management By: Ellen. Benowitz, M ed	Ellen. Benowitz, M ed	5	1:5
3.5	Managing conflicts in organizations. By M. Afzalur Rahim	3 rd Edition	5	1:5
4	Journals/Publication/Magazines			
4.1	Ethiopian civil service commission proclamation	ProclNo:1064/2010	5	1:5
4.2	Nagarit Gazeta	Nagarit Gazeta	25	1:1
B.	Learning Facilities & Infrastructure			
1	Class Room	7 *8m	1	1:25
2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25

6	White board		1	1:25
7	Internet	Broadband 2GB	1	1:1
C.	Consumable Materials			
1	Duster		5	1:25
2	Chalk	Packet	10	1:25
3	Marker	Carton	10	1:25
4	Paper	Packet A4	5	1:25
D.	Tools and Equipment			
	Laptop		1	To trainer
2	Photo copy		1	1:25
3	Printer		1	1:25
4	LCD projector		1	1:25
5	Desktop		25	1:1

LEARNING MODULE 06	
TVET-PROGRAMME TITLE: Human Resource Management Level IV	
MODULE TITLE: Lead Employees Movement and Separation	
MODULE CODE: LSA HRM4 M06 0222	
NOMINAL DURATION: 128 Hours	
<p>MODULE DESCRIPTION : This module covers knowledge, attitudes and skills required to deal with employee movement and separation. It includes human resource administration functions which are particular to the role of a human resource manager with regards to movement and separation of employees in the organization.</p>	
<p>LEARNING OUTCOMES</p> <p>At the end of the module the trainee will be able to:</p> <p>LO1. Administer promotion</p> <p>LO2. Carryout transfer of employees</p> <p>LO3. Administer demotions</p> <p>LO4. Develop policies and procedures for separation/termination of employment</p> <p>LO5. Lead separation/termination processes</p> <p>LO6. Handle employees layoff</p> <p>LO7. Manage discharge and retirements</p>	
<p>MODULE CONTENTS:</p> <p>LO1. Administer promotion</p> <p>1.1 Identifying and recruiting internal candidates</p> <p>1.2 Developing and validating criteria for promotion</p> <p>1.3 Decisions making in selecting employees from internal candidates.</p> <p>1.4 Receiving internal candidates an offer stating as new salary, starting date, etc.</p> <p>1.5 Monitoring and evaluating promotion activities</p> <p>LO2. Carryout transfer of employees</p> <p>2.1 Identifying Transfer policies</p> <p>2.2 Determining the need for transfer</p> <p>2.3 Making decisions in transferring employees</p> <p>LO3. Administer demotions</p> <p>3.1 Identifying policies and legal requirements in demoting.</p>	

3.2 Identifying reasons for demoting an employee.

3.3 Analyzing reasons for demoting an employee

3.4 Making decisions in demoting an employee.

3.5 Issuing a letter to demoted employee

LO4. Develop policies and procedures for separation/termination of employment

4.1 Undertaking best practice systems of separation/termination

4.2 Undertaking consultation with relevant managers

4.3 Developing Policies and procedures

4.4 Ensuring procedures for dismissal respect employees

4.5 Obtaining support for separation policies and procedures

4.6 Communicating policies and procedures

4.7 Using feedback to make refinements

LO5. Lead separation/termination processes

5.1 Managing Redundancies and redeployment

5.2 Dismissals for incapacity to perform or misconduct

5.3 The skills and knowledge to take disciplinary action

5.4 Reviewing predicted retiring workforce data

5.5 Reviewing and evaluating separation procedures

LO6. Handle employees layoff

6.1 Identifying *Layoff* Employees.

6.2 Assigning *Retained* employees to new jobs

6.3 Determining and providing benefits of layoff employees

LO7. Manage discharge and retirements

7.1 Identifying policies and procedures

7.2 Agreeing employee and the organization redeployment procedures.

7.3 Establishing communication systems

7.4 Carrying out dismissals for incapacity

7.5 Generating reports of retirement intentions.

7.6 Conducting exit interview with separated employees

7.7 Collecting and using feedback from exit interview

7.8 Reviewing, evaluating, and introducing improvement.

Learning Methods:				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ Provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ Provide tutorial support (if necessary)

<p>Group discussion</p>	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers
<p>Exercise</p>	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
<p>Individual assignment</p>	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

ASSESSMENT METHODS:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/ Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

ASSESSMENT CRITERIA:

LO.1 Administer promotion

- Internal candidates are identified and recruited in accordance with organizational policies.
- Criteria for *promotion* are developed and validated according pre-set criteria.
- Decisions are made in selecting employees from internal candidates according to organization's regulations.
- Internal candidates are received an offer stating such things as new salary, starting date, etc.
- Promotion activities are monitored and evaluated in accordance with organizational policies development process

LO.2 Carryout transfer of employees

- *Transfer* policies, procedures and practices are identified.
- The need for transfer is determined in accordance with policy of organization.
- Decisions are made in transferring employees based on organizational policy and procedure..

LO.3 Administer demotions

- Policies, legal requirements, procedures and practices are identified in relation to *demoting* an employee.
- Reasons are identified for demoting an employee based on organizational regulations.
- Reasons are analyzed for demoting an employee in accordance to organization polices and legal requirement.
- Decisions are made in demoting an employee based on organization's regulations.
- An employee is received a letter stating the position demoted to, salary and starting date, etc following work procedures

LO.4 Develop policies and procedures for separation/termination of employment

- *Research* is undertaken to determine features of best practice systems of *separation/termination* and the legal requirements
- Consultation with relevant managers prior to the introduction of new forms, procedures or systems is undertaken
- *Policies, procedures* and supporting documentation are developed for all forms of separation/termination
- *Procedures for dismissal* or termination respect employees are ensured, strict

confidentiality is provided and complied with legislation

- Support is obtained for separation/termination policies and procedures from senior managers
- Policies and procedures and supporting documents are communicated to relevant personnel
- Feedback is used to make refinements to policies, procedures and supporting documents for separation and termination

LO.5 Lead separation/termination processes

- **Redundancies and redeployment** are managed and relevant information about processes is provided so that work outcomes are not compromised
- Outplacement or other assistance is provided in accordance with organizational policies and legal requirements
- **Dismissals** are ensured for incapacity to perform or misconduct and complied with legislative and organizational requirements
- Human resources staff, managers and supervisors are ensured for the necessary skills and knowledge to take disciplinary action
- Workforce data is reviewed for predicted numbers of people retiring and necessary plans are made
- Separation/termination procedures are reviewed regularly and improvements are evaluated and introduced

LO.6 Handle employees layoff

- Employees are identified for **layoff** in accordance to organizational policies and legal requirements.
- **Retained** employees are assigned to new jobs based on organization's guideline.
- Benefits and assistance to be given to lay off employees are determined and provided as per the organizational policies and legal requirements.

LO.7 Manage discharge and retirements

- Policies and procedures are identified for discharge and retirement following work procedures.
- Employee and the organization are agreed on redeployment procedures as per the contract of employment.
- Communication systems are established which provide all necessary information about termination procedures, and ensure early notification of

discharge, retirement or resignation.

- Dismissals for incapacity to perform or misconduct are carried out in accordance with organizational policies and legal requirements.
- Reports are generated regularly indicating the retirement intentions of employees in the ground of age.
- Outplacement assistance is provided in accordance with organizational policies and legal requirement.
- Exit interview are conducted with separated employees based on guideline.
- Feedback from exit interview is collected and used as an input to performance improvement processes throughout the organization.
- Separation/termination procedures are regularly reviewed and evaluated, and improvements introduced in accordance with the evaluation and organizational policies

Annex: Resource Requirements

<u>LSA HRM4 M06 0322</u> Leading Employees Movement and Separation				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	Learning Materials			
1	TTLM	Prepared by the trainer	25	1:1
2	Text books			
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3.2	A hand book of HRM practice By Michael Armstrong	10 th edition	5	1:5
3.3	HRM by Robert Mathis and John H. Jackson	13 th Edition	5	1:5
3.4	Principles of Management By: Ellen. Benowitz, M ed	Ellen. Benowitz, M ed	5	1:5
3.5	Managing conflicts in organizations. By M. Afzalur Rahim	3 rd Edition	5	1:5
4	Journals/Publication/Magazines			
4.1	Ethiopian civil service commission proclamation	ProclNo:1064/2010	5	1:5
4.2	Nagarit Gazeta	Nagarit Gazeta	25	1:1
B.	Learning Facilities & Infrastructure			
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2	Library	12*15m	1	1:25
3	Chairs	Hand chairs	25	1:1
4	Tables	1.5 m	2	1:25
5	Blackboard		1	1:25
6	White board		1	1:25

7	Internet	Broadband 2GB	1	1:1
C.	Consumable Materials			
1	Duster		5	1:25
2	Chalk	Packet	10	1:25
3	Marker	Carton	10	1:25
4	Paper	Packet A4	5	1:25
D.	Tools and Equipment			
	Laptop		1	To trainer
2	Photo copy		1	1:25
3	Printer		1	1:25
4	LCD projector		1	1:25
5	Desktop		25	1:1

Acknowledgement

The **Ministry of Labor and Skills** wishes to thank and appreciation for the trainers who donated their effort and time to develop this outcome based curriculum for the TVET Program **Human Resource Management Level IV**.

We also thank all regional Labor and Skill/TVET Bureaus, Ministry of labor and skills coordinators, all instructors who developed this curriculum for active facilitation of this curriculum development.

The trainers who developed the curriculum

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