

HUMAN RESOURCE MANAGEMENT

MODULE 2: Lecture 7

People Management Skills

Lecturer: John Muscat Drago

Date: 6th December 2025



**Undergraduate Diploma in
Business Administration**

Learning Outcomes

Undergraduate Diploma in
Business Administration

The fundamentals of specialist people management skills as related to

- (a) strategic people management
- (b) problem solving and decision making
- (c) analytical and critical skills
- (d) research skills
- (e) selection interviewing skills
- (f) coaching and mentoring skills
- (g) negotiation skills
- (h) change management skills
- (i) influencing skills
- (j) Leadership skills
- (k) Conflict management skills
- (l) Handling business issues from an HR angle
- (n) Project management skills
- (o) Communication skills



Strategic people management skills



Strategic role of HR

- HR strategic activities support the achievement of the organisation's goals and values.
- It aligns HR strategies with business strategies.
- Ensures that it has the quality and engaged people it needs
- HR must be fully responsive to the strategy and business model of the business
- HR is not a rule to itself. It is not HR for HR but HR for the business or organisation



Strategic business model

- HR practitioners share responsibility with their line management colleagues for the success of the enterprise.
- HR can be described as business partners who have the capacity to identify business opportunities, to see the broad picture and to understand how their role can help to achieve the company's business objectives.
- They integrate their activities closely with top management and ensure that they serve a long-term strategic purpose.
- They anticipate needs, act flexibly and are pro-active.



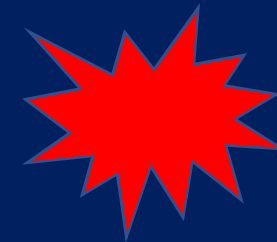
Strategic skills required

- Thinks about what the organisation wants to be and become and what they can do to ensure this happen.
- Have insight into the real needs of the business and its people and will take a broad view of where the business is going.
- Capable of seeing the “big picture”, looking beyond the confines of the immediate problems they and the business face to what lies ahead, how these problems can be solved, and what they can do to support the efforts of other people.
- They need business, problem-solving and analytical skills.



People Manager's Role & Skills

<https://www.youtube.com/watch?v=w9pfAZo-Mbl>





tutorialspoint
SIMPLY EASY LEARNING

People Manager's Roles & Skills

Problem solving and decision making



What is problem solving?

The process of analysing and understanding a problem, diagnosing its cause and deciding on a solution that solves the problem and prevents it being repeated.

Pause for thought

Problems are a means to develop and grow
.....is it a “problem” or an opportunity?

12 problem-solving steps

Define the situation

Evaluate alternative solutions

Specify the objectives

Weigh and decide

What could have caused the problem
(hypothesis)

Decide on the objective

Get the facts

Identify steps for each solution

Analyse the facts

Plan implementation

Identify possible courses of action

Implementation



10 approaches to decision making

Undergraduate Diploma in
Business Administration

Define the problem

Learn from the past

Avoid procrastination

Be systematic

Expect the unexpected

Take it through

Think before you act

Leave time to think it over

Be careful about assumptions

Consider the potential consequences



Case Study

- A problem emerged within a manufacturing plant producing office desks. The automated assembly line, the heart of the company's efficiency, ground to a halt unexpectedly, threatening deadlines and customer satisfaction.
- The engineers and operators convened to address the issue. After thorough analysis, they discovered a glitch in the newly installed software that controlled the production process.
- A decision had to be made swiftly: either revert to the old software, which would cause delays but maintain production, or persist with the faulty system and risk compromising product quality.
- HOW WOULD YOU SOLVE THE PROBLEM? WHAT DECISIONS WOULD YOU TAKE



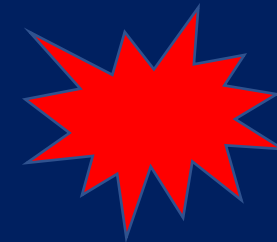
Outcome

- The team gathered to discuss
- Each member presented their perspective.
- The engineers argued for a quick fix to the software, while the operators emphasized the urgency of meeting deadlines.
- After a lively debate, a decision emerged—implement a temporary fix to resume production, simultaneously working on a comprehensive solution.
- This decision sparked a collaborative effort between the technical and operational teams.
- As they navigated the challenge together, the experience not only resolved the immediate crisis but also fostered a culture of cross-functional problem-solving within Acme Manufacturing.
- The incident became a cornerstone for future discussions, emphasizing the significance of informed decisions and teamwork in the dynamic landscape of manufacturing.



Video – Bullet proof decision making

https://www.youtube.com/watch?v=mGz_LHY7XBE



BULLETPROOF PROBLEM SOLVING

THE ONE SKILL THAT
CHANGES EVERYTHING

Charles Conn & Robert McLean



Analytical and critical thinking



Critical thinking – ability to

Undergraduate Diploma in
Business Administration

Recognise problems
and establish ways of
dealing with them

Interpret data

Test conclusions and
assumptions

Reconstruct ideas by
analysing evidence

Gather and organise
information

See the logical
relationships between
proposals

Draw conclusions

Identify unstated
assumptions and
values



Testing propositions

Undergraduate Diploma in
Business Administration

Was scope of
investigation
sufficient?

Is data collected
representative?

Are there any
contradictions?

Any conflicts with
other views?

Have they been tested
against original
proposition?

Could there be other
equally valid
conclusions

Are there other factors
that have not been
taken into account?

Critically evaluating research

Undergraduate Diploma in
Business Administration

Is research sufficient?

Are results consistent?

**Are perspectives
clear?**

Were hypothesis
(predicting relationship between 2 or
more variables) **tested?**

**Misleading errors or
bias?**

**Are arguments
subjective?**

Reliable evidence?

**Balanced approach
adopted?**

**Underlying
assumptions identified
and justified?**

**Interrelationship of
parts?**

**Were all the different
factors examined
closely?**

**Was research
reconstructed to
complete a whole
aspect?**

Developing and justifying arguments

Undergraduate Diploma in
Business Administration

Developing an argument

Based on a principle
that sets out the
underpinning
assumptions (knowledge
of audience, good faith etc)

Justifying an argument

Supplies reasons to
accept the
proposition or point
of view



Research skills



Planning and conducting research programmes

Undergraduate Diploma in
Business Administration

1. Define research area
2. Formulate research question
3. Review literature
4. Develop theoretical framework
5. Finalise research question
6. Formulate hypothesis (assumption or statement) or propositions
7. Design the research
8. Draw up research programme
9. Prepare and submit proposal
10. Conduct research
11. Develop conclusions
12. Make recommendations



Methods of collecting data

1. Interviews
2. Questionnaires
3. Surveys
4. Case studies
5. Observation
6. Diaries
7. Experimental designs



Approaches to research

Undergraduate Diploma in
Business Administration

Quantitative vs qualitative

Inductive (conclusions
from observations) or
deductive (logical
reasoning)

Testing of hypothesis

Common processes used
by other researchers

Informed judgements
through critical evaluation

Use of critical thinking to
establish degree of
validity supported by
evidence



Selection and interviewing skills



Preparing for interview

Undergraduate Diploma in
Business Administration

Read Job Description

Ensure candidates have the right information about job

Read candidate's CV

Decide on type of interview

Prepare questions

Decide how candidates will be assessed (scoring / qualitative)

Plan interview

Interviewing skills

Undergraduate Diploma in
Business Administration

Establish rapport

Questioning

Listening

Maintain continuity

Keeping control

Note taking

Types of questions

Capability

In what ways do you think your experience fits you to do this job?

Behavioural event

Could you describe an occasion when you completed a project or task in the face of great difficulties?

Situation-based

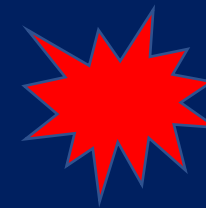
What would you do if you were to perform a task you've never done before ?

Strength-based

What are you good at doing?

Video – Selection interviewing

https://www.youtube.com/watch?v=X_wlv75WYnQ



Coaching and mentoring



Video – Coaching and mentoring

Undergraduate Diploma in
Business Administration

<https://www.youtube.com/watch?v=ngTPeNdiWAE>





tutorialspoint
SIMPLY EASY LEARNING

**Coaching
&
Mentoring**

Negotiation Skills

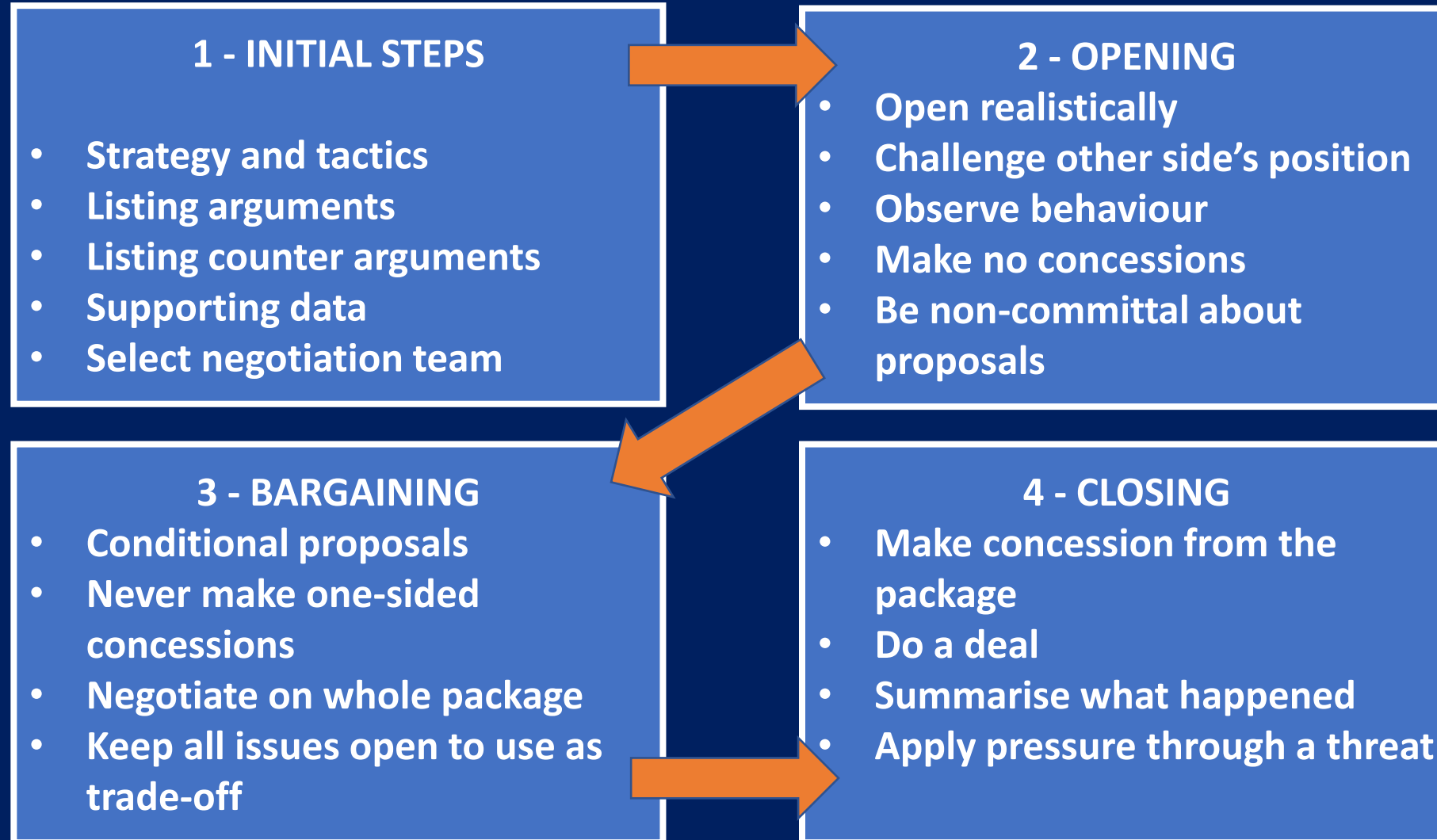


Process of negotiation

It takes place when two parties meet to reach an agreement



Stages of negotiation



Negotiating and bargaining skills

- ✓ Analytical ability
- ✓ Empathy
- ✓ Interactive skills
- ✓ Communications skills



Change management skills



What is it?

The process of leading and facilitating change – initiating and achieving the smooth implementation of new developments and initiatives by planning and introducing them systematically and allowing for the possibility of their being resisted.

Levers for change

Methods or
approaches that can
be used to achieve a
desired result

The psychology of change management

To persuade a person to start, conduct and complete a behaviour, you need to ensure that:

- The person can see the purpose of change
- Rewards and recognition supports the new behaviour
- Individual has skills for the new behaviour
- Role models to behave as such



Leading the change

Involves initiating and managing culture change and the introduction of new structures, systems, working practices and people management processes.



The change process

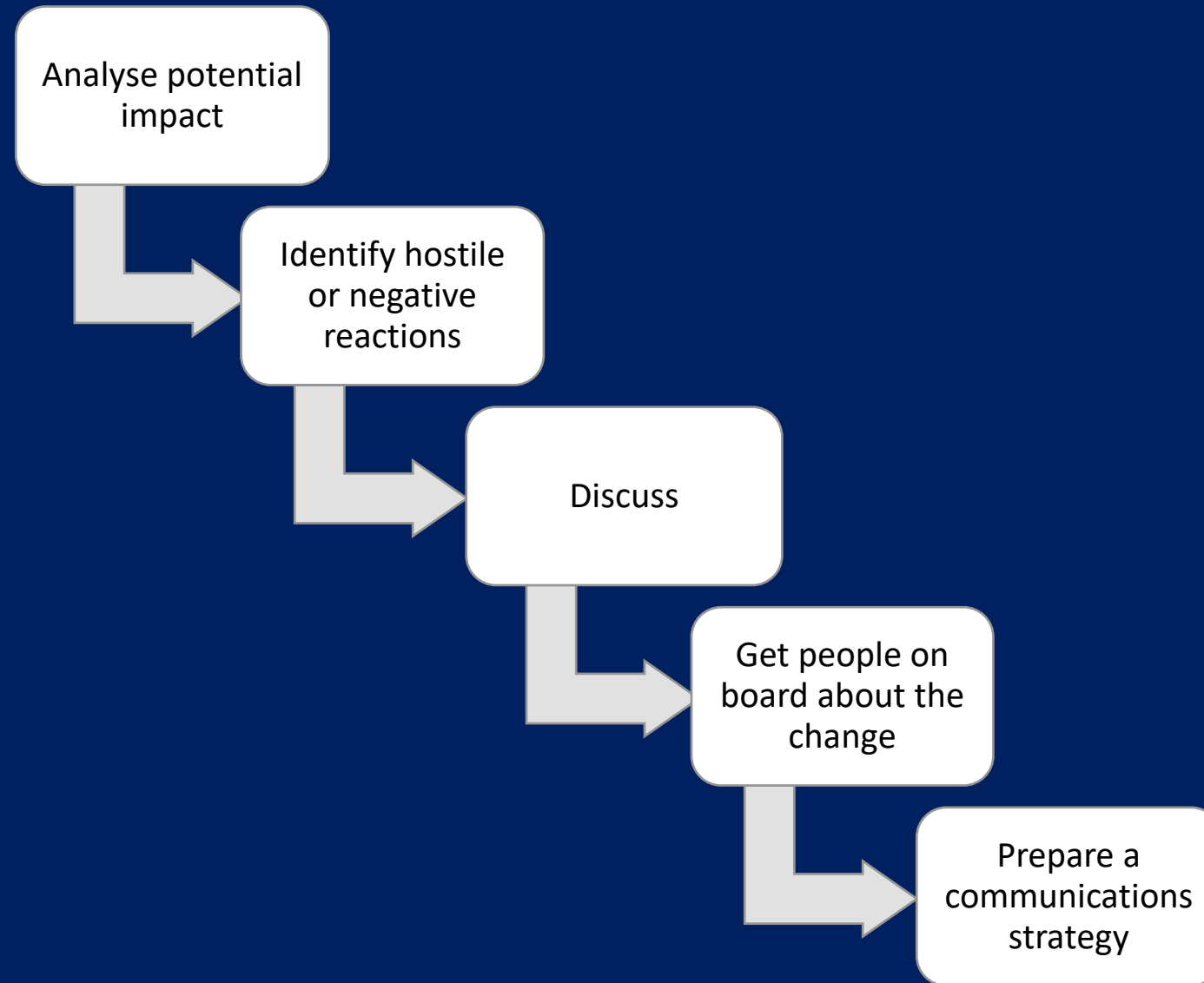
Awareness about
need to change

Analysis of situation
and factors that
have created it

Identify possible
courses of action

Overcoming resistance to change

Undergraduate Diploma in
Business Administration



Implementing change

Undergraduate Diploma in
Business Administration

- Build the needed skills and organisational capabilities to gain support of the workforce
- Support the organisational changes and learning required to behave in new ways



Influencing skills



Main areas

INFLUENCING PEOPLE – regarding thinking and decision making

PERSUADING PEOPLE – it's like selling, needs patience and tactfulness

CASE PRESENTATION – to convince people to believe in your views

MAKING A BUSINESS CASE – reasons why a proposed course of action will be beneficial

FACILITATING – helping group reach conclusions through ideas and solutions

COORDINATING DISCUSSIONS – getting active participation



**Undergraduate Diploma in
Business Administration**

Leadership skills

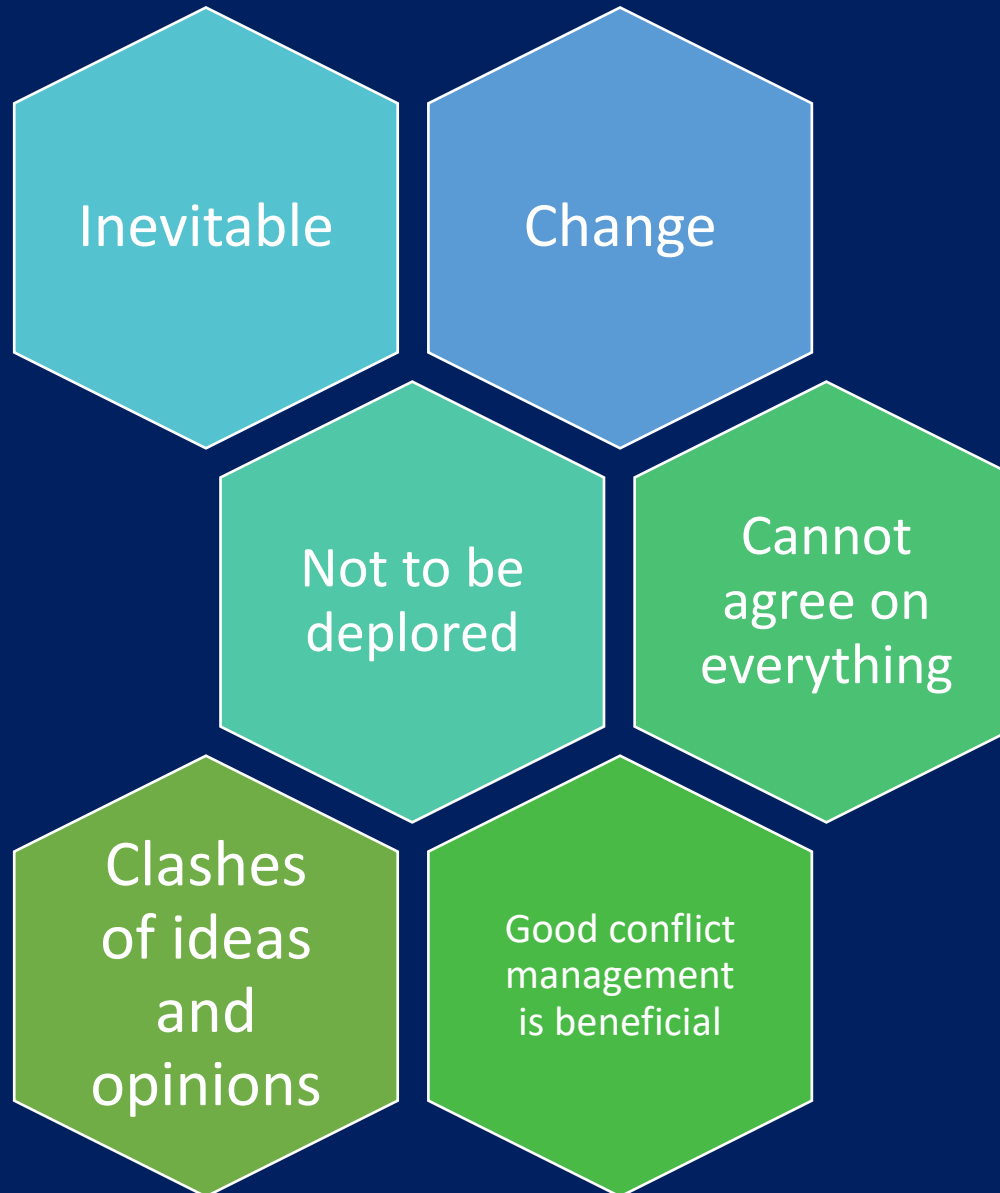
(Please refer to session Lecture 4 - Managing People and Teams – Slides 11 to 15)



Conflict management skills



Introduction



Handling inter-group conflict

Undergraduate Diploma in
Business Administration

**Peaceful
coexistence**

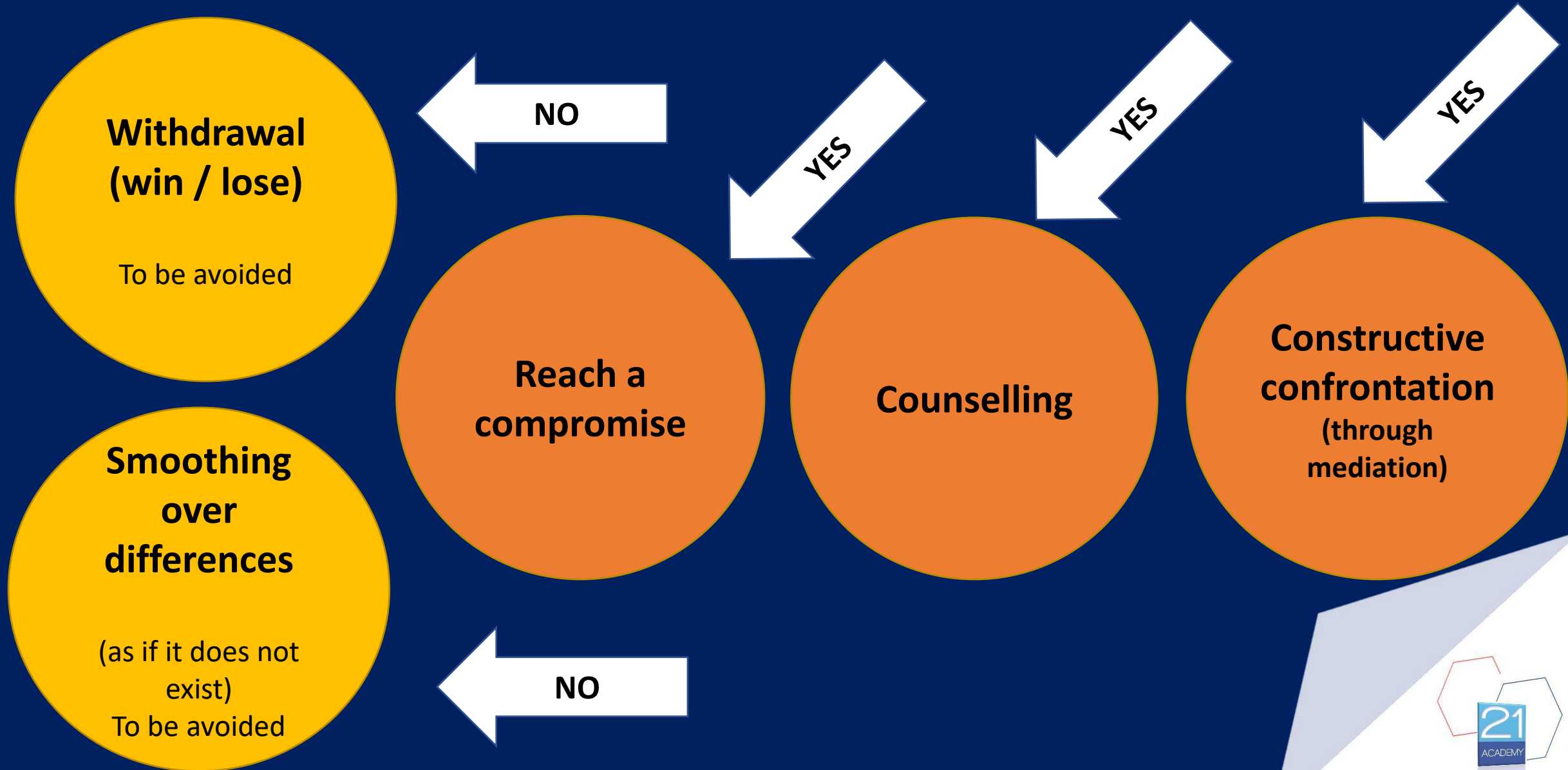
Compromise

**Problem
solving**



Handling interpersonal conflict

Undergraduate Diploma in
Business Administration



Resolving conflict between team members

Obtain overview

Find out who is involved

Talk to each of the parties to the conflict

Talk to other members of the group

Evaluate what you hear from all

Reach preliminary conclusions

Bring parties together to discuss situation

Try to diffuse situation

If all else fails – take direct action

Handling business issues from an HR angle



Key points when investigating business issues from an HR perspective

Undergraduate Diploma in
Business Administration

- Identify business issues that are of strategic importance
- Establish extent and nature of any people factors that affect these issues
- Critically analyse and discuss relevant HR policy
- Conduct research (internally and externally) to find out cause and affect
- Analyse quantitative and qualitative information using HR analytics
- Draw realistic and appropriate conclusions from analysis and research
- Make recommendations based on costed options



Project management skills



Definition



Involves the planning, supervision and control of any activity that leads to a defined outcome at a predetermined time based on a budget and standards of performance.

What?

Why?

Who?

How
much?

When?

Where?

Project planning steps

Undergraduate Diploma in
Business Administration

INITIATION

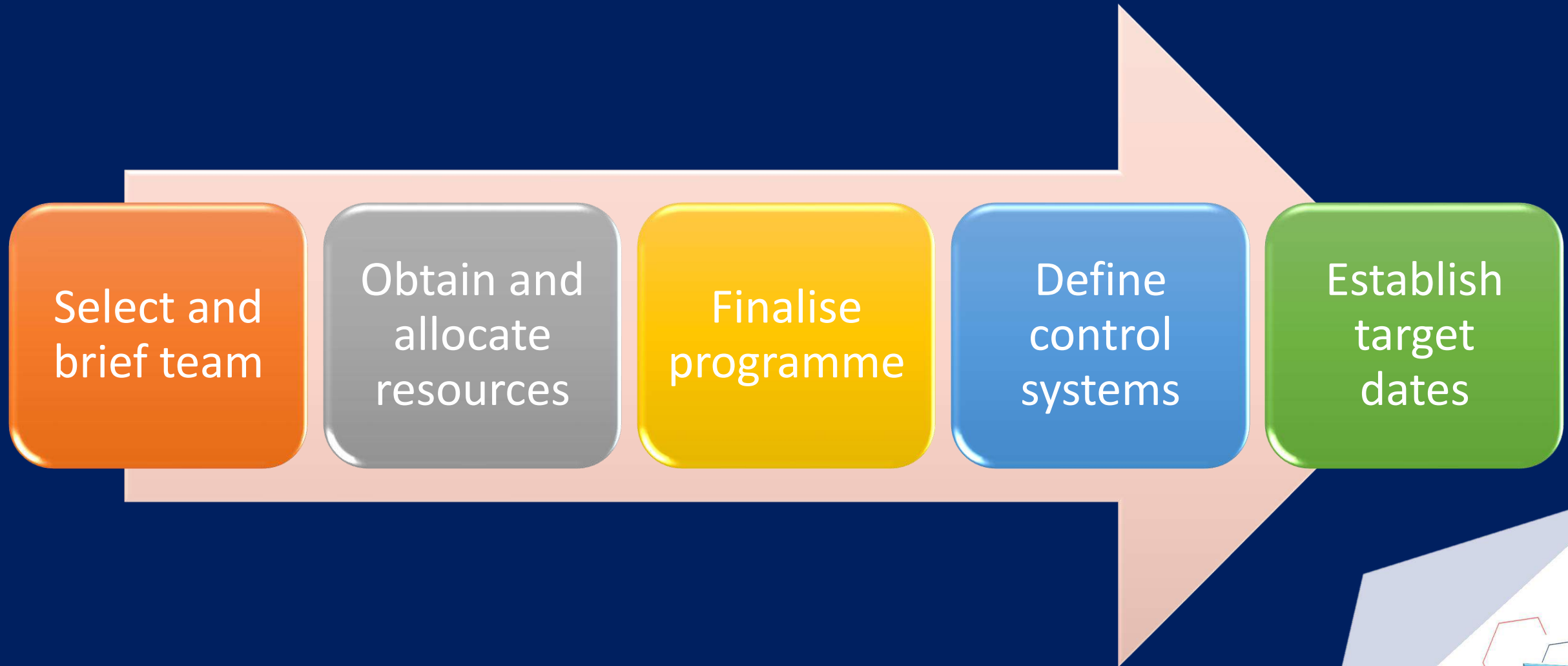
ASSESSMENT

**PERFORMANCE
SPECIFICATION**

PROJECT PLAN



Setting up the project



Controlling project

Undergraduate Diploma in
Business Administration



Communication skills

(Please refer to session Lecture 4 (Managing People and Teams – Slides 23 to 31))



SUMMARY OF COURSE



HUMAN RESOURCE MANAGEMENT

Lecture 1

Human Resource Management and its Context, its components of and the Role of the HR Function



**Undergraduate Diploma in
Business Administration**

What is human resource management (HRM)



HRM

Balance between the *business / organisational needs* and the *wellbeing of employees* who make an organisation successful

Human
“resources”

People
management



Strategic & Operational HRM



Operational HRM



International HRM





HUMAN RESOURCE MANAGEMENT

Lecture 2

Organisational design and people resourcing



Undergraduate Diploma in
Business Administration

Job Analysis & Design



1. Interview job holders to seek information about:

- Main purpose of their job
- What they do (key activities), how they do it and why
- Reporting relationships
- Supervision received
- Authority levels
- Problems encountered
- Skills they possess



Job Analysis – Methodology

2 – Questionnaires

- Same process as the interview but captured through a questionnaire
- Useful when there is a large number of roles need to be covered

3 - Observation

- Appropriate for routine, repetitive roles



Job descriptions

- Job title
- Reporting to
- Direct reports
- Overall purpose
- Main activities, tasks or duties
- Job requirements (Knowledge, skills, abilities and experience)

Undergraduate Diploma in Business Administration



Workforce planning



Workforce planning – defined

A process of analysing the current workforce, determining future workforce needs, identifying the gap between the present and the future, and implementing solutions so that an organisation can accomplish its mission, goals and strategic plan.

It's about getting the right number of people with the right skills employed in the right place at the right time, at the right cost and on the right contract to deliver an organisation's short and long-term objectives.

CIPD (2018)



Recruitment & selection



Recruitment – attracting candidates

- Own corporate website
- Social media e.g. LinkedIn / Facebook
- Commercial job boards
- Recruitment consultants
- Specialist journals
- Links with schools / colleges
- National newspapers
- Job centres
- Referrals from employees



Managing the selection process

- Carry out assessment (usually through interviews) - more than one may be necessary)
- Use of tests in selection (e.g. intelligence tests, personality tests)
Screen CVs / applications received against the job description
- Make decision who to choose based on the above
- Send offer of employment and contract
- Check references
- Confirm appointment
- Prepare for employment (documentation etc)



Talent Management



Talent management process

A - Talent pool – identify people who are:

- ✓ Able to do the job
- ✓ Motivated
- ✓ Curious
- ✓ Have knowledge and understanding
- ✓ Are engaged (give more than their job)
- ✓ Determined



Talent management process

Undergraduate Diploma in
Business Administration

B - Talent planning:

- ✓ Estimate the number of talented people you need in line with your business plan
- ✓ Identify the skills you need
- ✓ Carry out the recruitment of such talent



Talent management process

C – Resourcing :

- ✓ Get the right people for the different jobs
- ✓ Be clear on the job description (and specifications required)
- ✓ Assessment of talent which meet criteria set
- ✓ Establish what needs to be done to retain talent



Talent management process

D – Develop the talent:

- ✓ Ensure that talented employees gain skills and experience
- ✓ Offer career progression plans
- ✓ Invest in their training
- ✓ Allow them to gain experience by working of different jobs (or at a higher level)
- ✓ Offer coaching and mentoring



HUMAN RESOURCE MANAGEMENT

Lecture 3

Learning and Development & Performance Management



Undergraduate Diploma in
Business Administration

How people learn

70 / 20 / 10 Model

(Lombardo & Eichinger, 1996)

70% from work experience

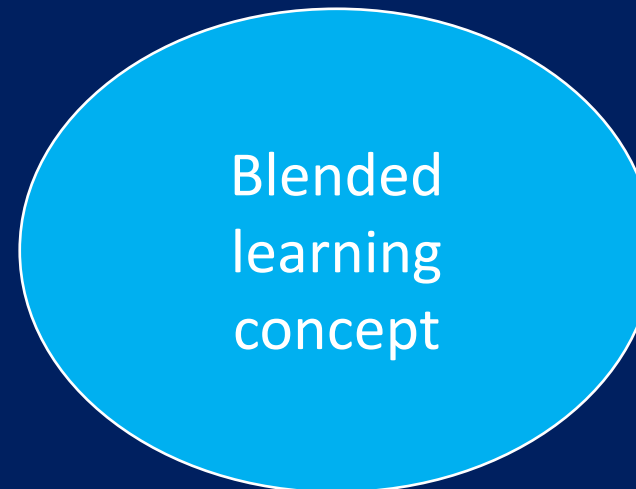
20% from social learning

10% from formal training



Clardy 2018

Learning does not necessarily fit neatly within these “boxes” – experiential and social learning are important but formal training should not be underestimated



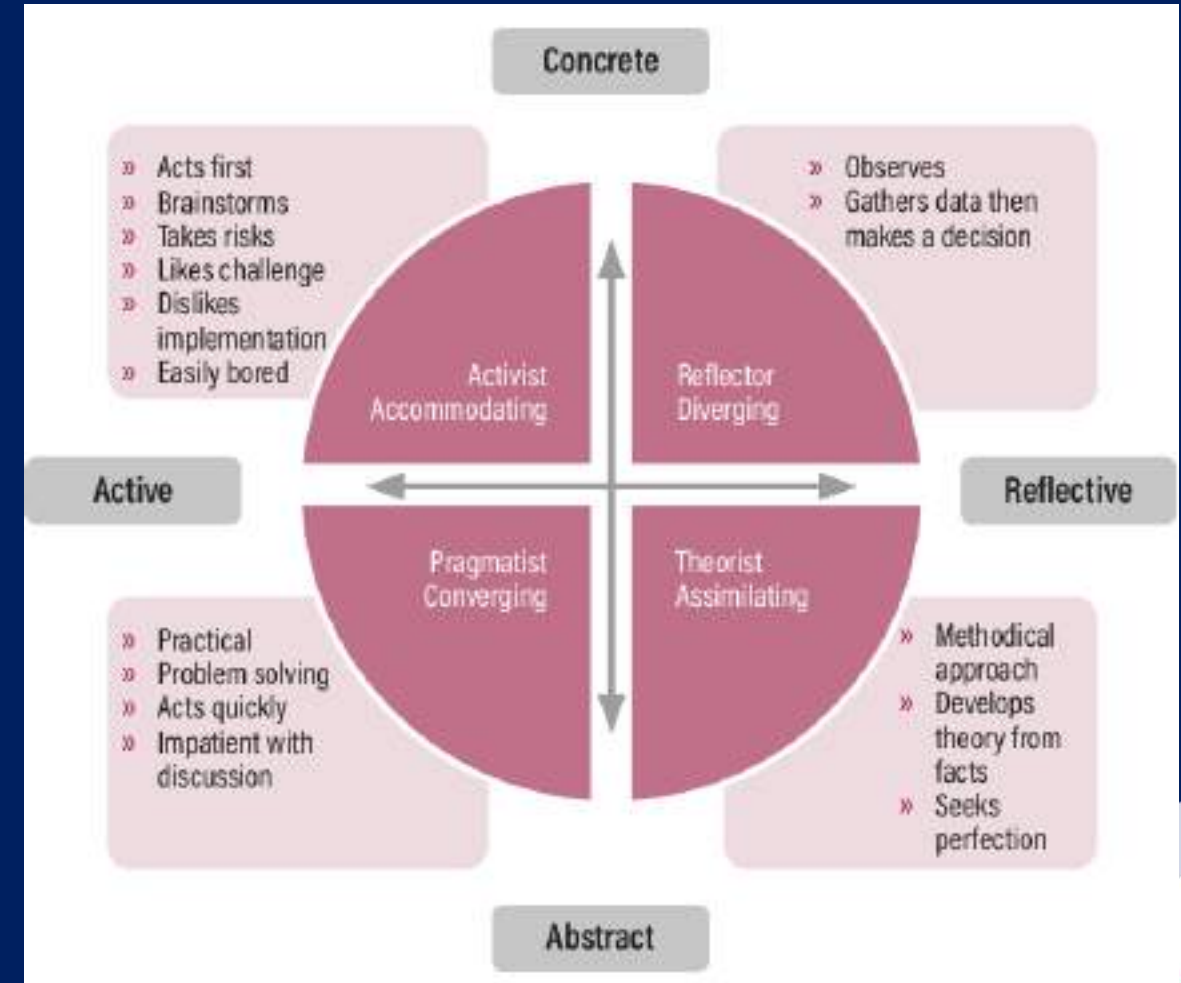
Learning styles – Honey & Mumford

ACTIVISTS – involve in new experiences

REFLECTORS – observe

THEORISTS – apply observations in form of logical theories

PRAGMATISTS – experiment



Implications of learning concepts

Undergraduate Diploma in
Business Administration

Process of learning	Learning is achieved in different ways – context is important	Different learning needs require different learning methods
Learning styles	Every person learns differently	Programmes need to be adjusted to cope with different learning styles
Learning curve	Time to learn varies between people	Progress in learning varies
Motivation to learn	People need to have a motivation to learn	Learners should be helped to develop learning goals and understand its benefits
Cognitive learning theory	People learn by being exposed and solving problems	Provide learning opportunities to people to learn by doing



Training Needs Analysis (TNA)

- What people should know
- Expected performance

**Learning
Gap**

- What they actually know
- Actual level of performance

Development of a training plan

Undergraduate Diploma in
Business Administration

1 - ANALYSIS

- Current level of knowledge / experience
- What participants will learn (knowledge, skills, behaviour)
- Set learning goals & objectives

2 - DESIGN

How training will be delivered taking into consideration the learning styles of participants
i.e. instruction, presentations, discussions, case studies, games, coaching, mentoring etc

3 - DEVELOPMENT

Detailed development of programme including content, outcome from each session, who will deliver training, training material, handouts etc



SMART OBJECTIVES

S M A R T	SPECIFIC	<ul style="list-style-type: none">• Who is involved?• What do I want to achieve?• When do I need to achieve this?• Why is the goal important?
	MEASURABLE	<ul style="list-style-type: none">• How will I measure my progress?• How will I know if my goal is achieved?
	AGREED / ACHIEVEABLE	<ul style="list-style-type: none">• Will it be clear when the goal is complete?• Is it reasonable to complete the goal in the time allotted?
	REALISTIC / RELEVANT	<ul style="list-style-type: none">• Is this goal related to my overall success (or the success of my business/organization)
	TIME BOUND	<ul style="list-style-type: none">• How long should it take to accomplish this goal?• When will I check in on whether or not the goal has been completed?• Am I ready to start work on the goal?

Conducting performance appraisals



HUMAN RESOURCE MANAGEMENT

Lecture 4

Managing People & Teams



Undergraduate Diploma in
Business Administration

Leadership

Management



Achieving results by obtaining, deploying,
using and controlling resources – people,
money, facilities, IT etc

Leadership



Focuses on **PEOPLE** – developing and
communicating a vision, motivation and
engagement

Leadership styles

CHARISMATIC – personality / inspiration / visionary
NON-CHARISMATIC - rely on know-how / “cool” / quiet confidence

AUTOCRATIC – impose decisions / force
DEMOCRATIC – involve others / consensus

ENABLER – empower others
CONTROLLER – command others to comply

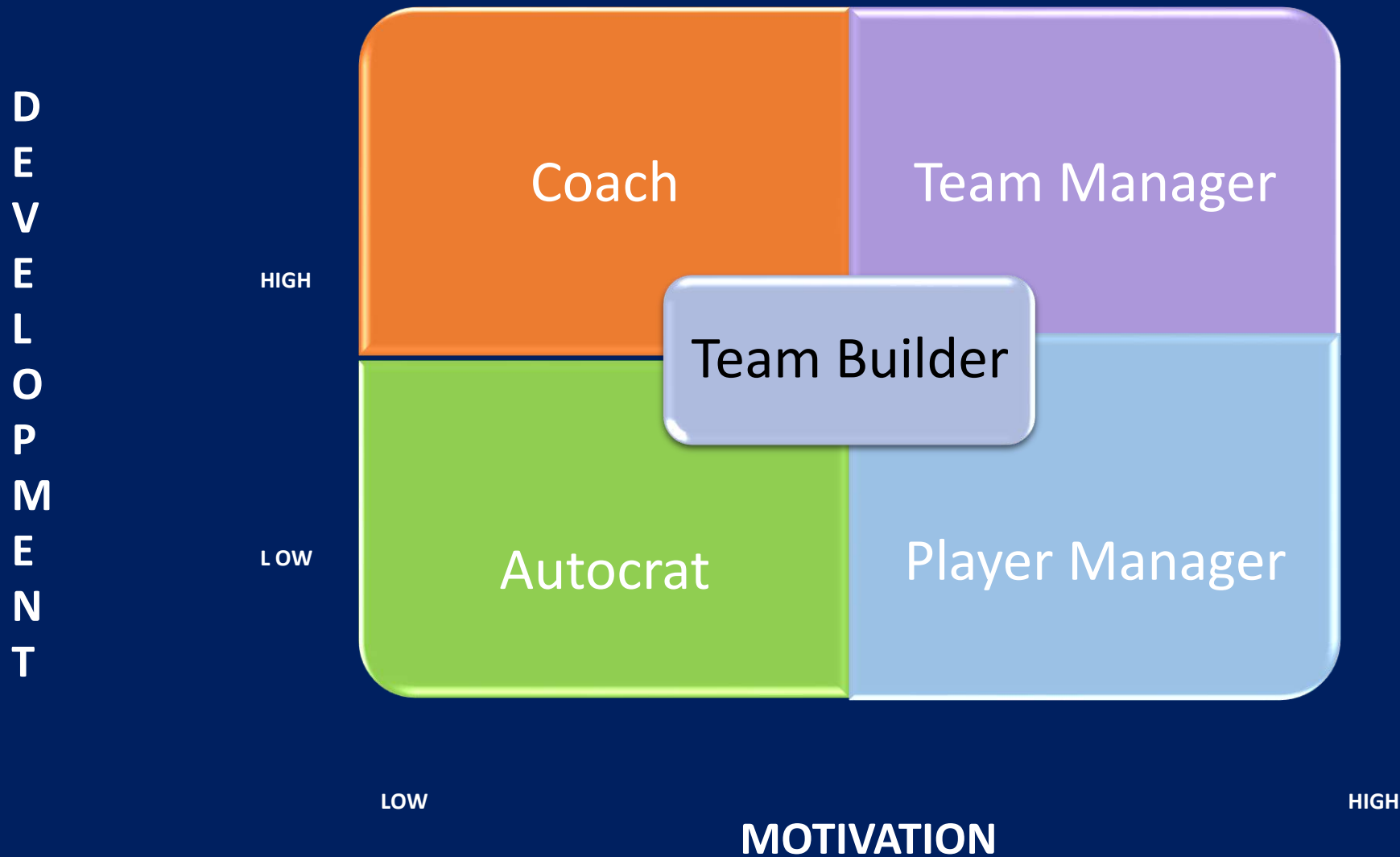
TRANSACTIONAL – Trade money, jobs for compliance
TRANSFORMATIONAL – motivate people to achieve a result

Managing people individually and as a team



Managing Teams

Undergraduate Diploma in
Business Administration



Operators

(See job as just to earn money. Not motivated. Do not seek to advance)

Givers

(Find meaning to being of service to others)

Artisans

(Experts in their field)

Explorers

(Like autonomy and freedom)

Strivers

(Professional success, value status &
compensation)

Pioneers

(Entrepreneurial spirit – wanting to take the
lead and change)

<https://www.inc.com/jessica-stillman/hiring-employee-archetypes-bain-report.html>

Communicating with others



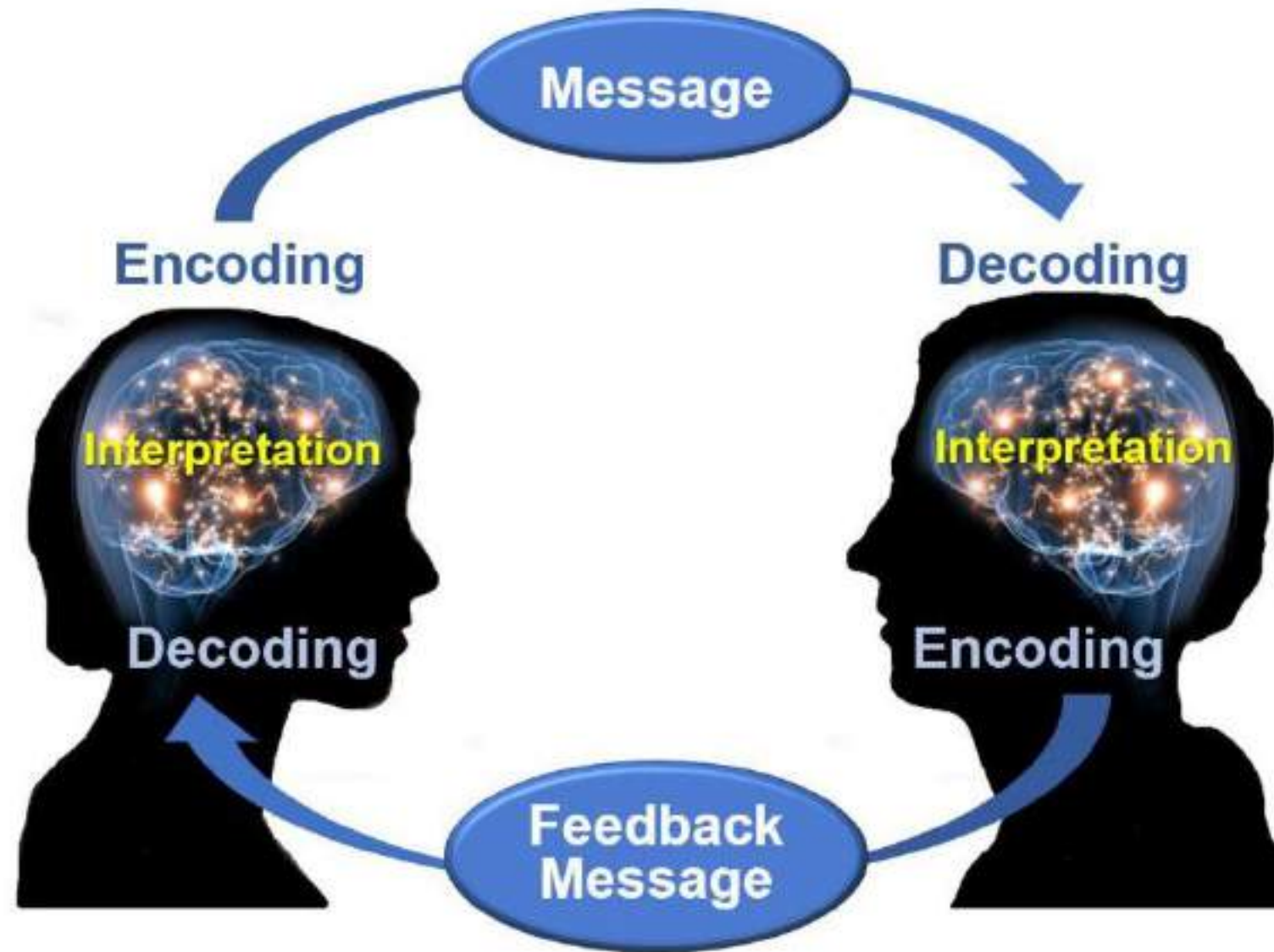
Types of
Communication

Verbal Communication

Nonverbal Communication

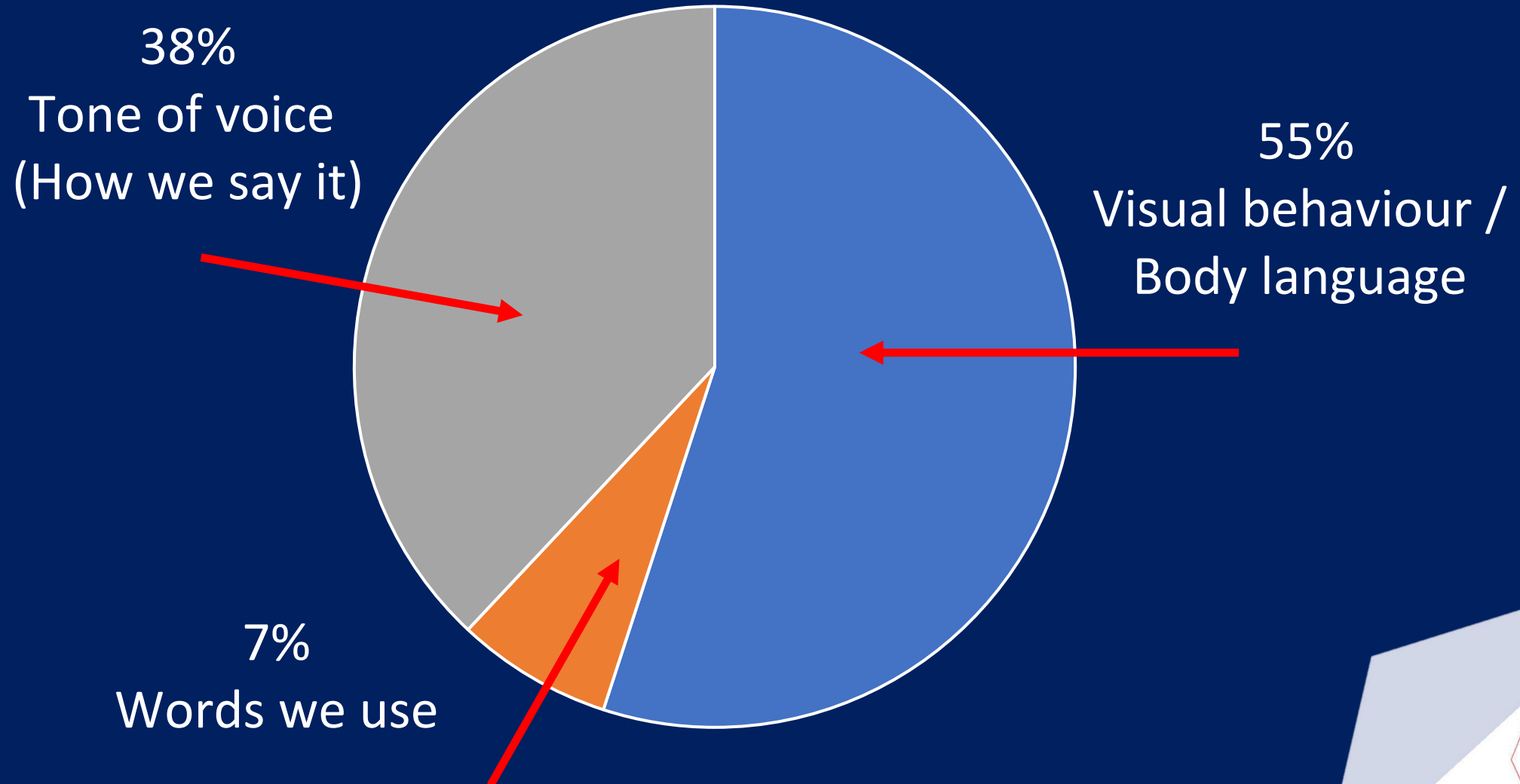
Written Communication

Visual Communication



How we communicate

Undergraduate Diploma in
Business Administration



Developing and maintaining high performance teams



What is a team

“A team is a group of people with complementary skills who work together to achieve a common purpose”



Characteristics of teams

Contribute through skills, experiences and insights

Have set of common values and purpose

Driven by performance challenges

Teams are better than individuals

Flexible and responsive

Deep sense of commitment to achieve results



Achieving good teamwork

Undergraduate Diploma in
Business Administration

Establish
direction

Select right
members

First actions

Performance
standards

Assess
performance

Praise /
rewards

Build team
spirit

Review
performance

Learning &
development
opportunities

Make use of
learning
activities



HUMAN RESOURCE MANAGEMENT

Lecture 5

Factors Affecting People at Work, Employment Relations,
Wellbeing and Practices



Undergraduate Diploma in
Business Administration

What motivates people at work



Motivation – a definition

- A motive is a reason for doing something
- Motivation is concerned with what make people behave in certain ways
- Motivating people is about getting them to move in the direction you want them to achieve a result



Two types of motivation

INTRINSIC

THE WORK ITSELF – THEY FEEL IT IS
IMPORTANT, INTERESTING AND
CHALLENGING – PROVIDES OPPORTUNITIES
TO DEVELOP, ACHIEVE AND ADVANCE

AUTONOMY

MASTERY

PURPOSE

EXTRINSIC

EXTERNAL FACTORS SUCH AS PAY, PRAISE,
PROMOTION

IMMEDIATE &
POWERFUL
EFFECT BUT
NOT LONG-
TERM

Maslow hierarchy of needs

Undergraduate Diploma in
Business Administration



People engagement and commitment



Drivers of engagement



Outcomes of engagement

Undergraduate Diploma in
Business Administration

**Lower
absenteeism**

**Increased
employee
effort and
productivity**

**Improved
quality &
reduced
error rates**

**Increased
sales**

**Higher
profitability,
earnings**

**Higher
customer
satisfaction
and loyalty**

**Faster
business
growth**

**Higher
likelihood of
business
success**



Employment and industrial relations



Components of a healthy employment relations climate

Undergraduate Diploma in
Business Administration

Trust between
management and
union

Management
treats employees
fairly

Open
management style

Harmonious
relationship

Mutual gains
approach

Employees are
committed to the
interests of the
organisation

Conflicts are
solved amicably



Employment relationship



What is employment relationship

It describes how employers
and employees work together



Managing the employment relationship

Undergraduate Diploma in
Business Administration

During recruitment
interviews

By encouraging
maximum amount of
communication between
managers and
employees

During the onboarding
and induction

BUILD CLIMATE OF TRUST

(based on healthy relationships and mutual support)



Psychological contract



The voice of the employee and employee communications



Types of “voice”

DIRECT

(Employees express themselves directly with management)

Employees surveys

Social media (internal)

Team briefings

Suggestions schemes

Quality circles

INDIRECT

(happens collectively through representatives)

Joint consultation

Trade unions

Features of employee wellbeing



Wellbeing factors and actions

Undergraduate Diploma in
Business Administration

Wellbeing Factor	Description	Possible actions
Work environment	Physical and mental wellbeing resulting from working conditions	Provide a good, healthy and safe (physical and mental) working environment, minimizing stress
Job design and demands	Ability to meet job demands	Review job design practices and job demands to align them to the employees' work and personal realities (e.g. work life balance)
Relationships with Line Managers	How people are treated at work	Ensure managers have the right attributes to lead and manage people. Provide them with training and coaching
Relationship with colleagues	The quality of social relationships and behaviours	Ensure these relationships are healthy and have adequate policies to avoid bullying and harassment
Work-life balance	Have an equilibrium between work and personal life	Introduce family friendly policies and reasonable flexibility
Financial wellbeing	Having an adequate income to enjoy a reasonable quality of life	Pay people fairly
Stress	Stress at work is harmful	Support employees to avoid slipping into "stress" and offer support



Managing an inclusive and diversified workforce



How to manage diversity and inclusion

Undergraduate Diploma in
Business Administration

Develop a diversity and
inclusion strategy

Define values of the
organisation

Set out the diversity and
inclusion policies

Communicate the values
and policies

Be mindful of sensitive
areas e.g. recruitment

Enhance awareness about
diversity and inclusion

Create diversity networks

Monitor progress



Basics of health and safety management



HUMAN RESOURCE MANAGEMENT

Lecture 6

Reward Management



**Undergraduate Diploma in
Business Administration**

The fundamentals of reward management and managing and developing reward systems



Rewards



- Job based pay (related to value of job and individual's contribution)
- Employee (money related) benefits e.g. pensions and financial recognition schemes e.g. bonuses, stock options, commissions.

The management of job and person-based pay involves:

- 1 - Pay determination – based on market & job evaluation
- 2 - Base-pay management – pay structures by pay groups, grades etc
- 3 - Contingent pay – Pay progression based on performance, contribution, competence, skill etc

Non-financial rewards

**Focus on the needs
people have to varying
degrees for recognition,
achievement, personal
growth and acceptable
working conditions**

- Flexible working
- Give employees time to work on their own projects
- Extra leave
- Allow time to do volunteer work
- One-on-one meetings
- Give employees chance to show appreciation for each other
- Reward employees with more responsibility
- Let everyone know who you're rewarding and what you're rewarding them with
- Give your employees the opportunity to attend educational or wellbeing events/workshops
- Recognise your employees on social media
- Collaborative message from all employees
- Ask your employees what they'd like?
- Birthday off
- Employee of the month/quarter

Undergraduate Diploma in Business Administration





**Undergraduate Diploma in
Business Administration**