HUMAN RESOURCE MANAGEMENT

MODULE 2: Lecture 7

People Management Skills

Lecturer: John Muscat Drago

Date: 14th March 2026

Undergraduate Diploma in Business Administration

Learning Outcomes

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 organsation'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.

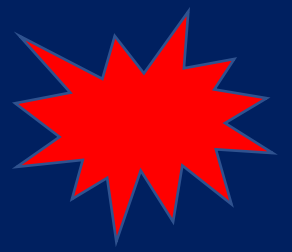
Strategic skills required

- 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.

Video

People Manager's Role & Skills

https://www.youtube.com/watch?v=w9pfAZo-MbI



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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
- Specify the objectives
- What could have caused the problem (hypothesis)
- Get the facts
- Analyse the facts
- Identify possible courses of action
- Evaluate alternative solutions
- Weigh and decide
- Decide on the objective
- Identity steps for each solution
- Plan implementation
- Implementation

10 approaches to decision making

- 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

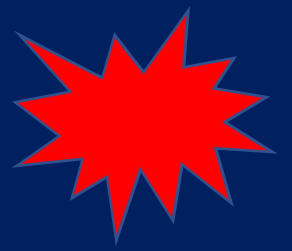
- A problem emerged within a manufacturing plant producing office desks. The automated assembly line, the heart of the company's efficiency, ground to a halt unexpectedly, threatening deadlines and customer satisfaction.
- The engineers and operators convened to address the issue. After thorough analysis, 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 PROBEM? 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

- 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

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

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

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

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

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

- 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

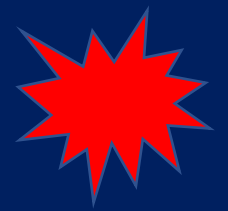
Establish rapport	**Questioning**	**Listening**
Maintain continuity	**Keeping control**	**Note taking**

Types of questions

Capability	Behavioural event	Situation-based	Strength-based
In what ways do you think your experience fits you to do this job?	Could you describe an occasion when you completed a project or task in the face of great difficulties?	What would you do if you were to perform a task you've never done before ?	What are you good at doing?

Video – Selection interviewing

https://www.youtube.com/watch?v=X_wIv75WYnQ



Coaching and mentoring

Video – Coaching and mentoring

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

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Coaching
&
Mentoring

Negotiation Skills

Process of negotiation

It takes place when two parties meet to reach an agreement

Stages of negotiation

1 - INITIAL STEPS

- Strategy and tactics
- Listing arguments
- Listing counter arguments
- Supporting data
- Select negotiation team

2 - OPENING

- Open realistically
- Challenge other side's position
- Observe behaviour
- Make no concessions
- Be non-committal about proposals

3 - BARGAINING

- Conditional proposals
- Never make one-sided concessions
- Negotiate on whole package
- Keep all issues open to use as trade-off

4 - CLOSING

- Make concession from the package
- Do a deal
- Summarise what happened
- Apply pressure through a threat

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

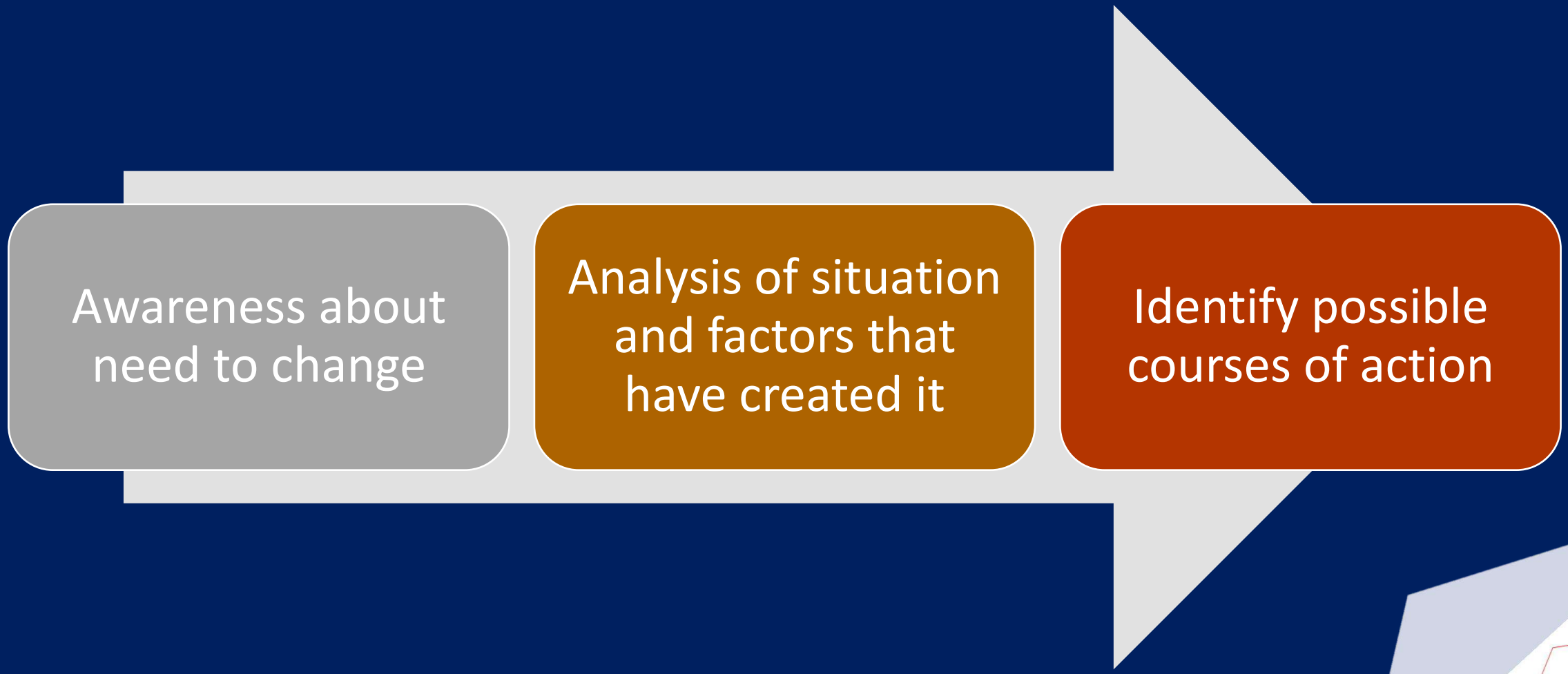
To persuade a person to start, conduct and complete a behaviour, you need to ensure that:

- **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**

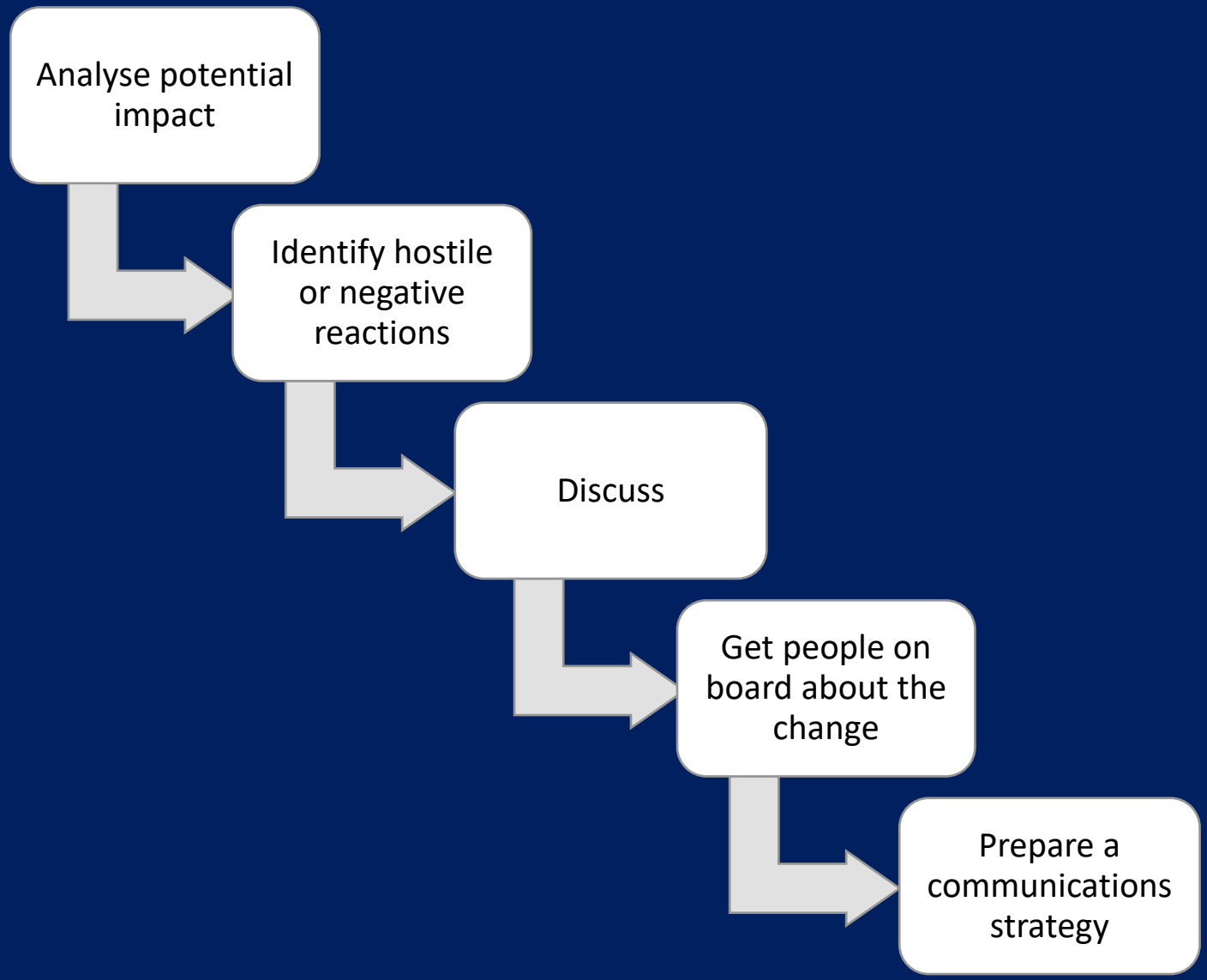
Leading the change

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

The change process



Overcoming resistance to change



Implementing change

- 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

21 ACADEMY

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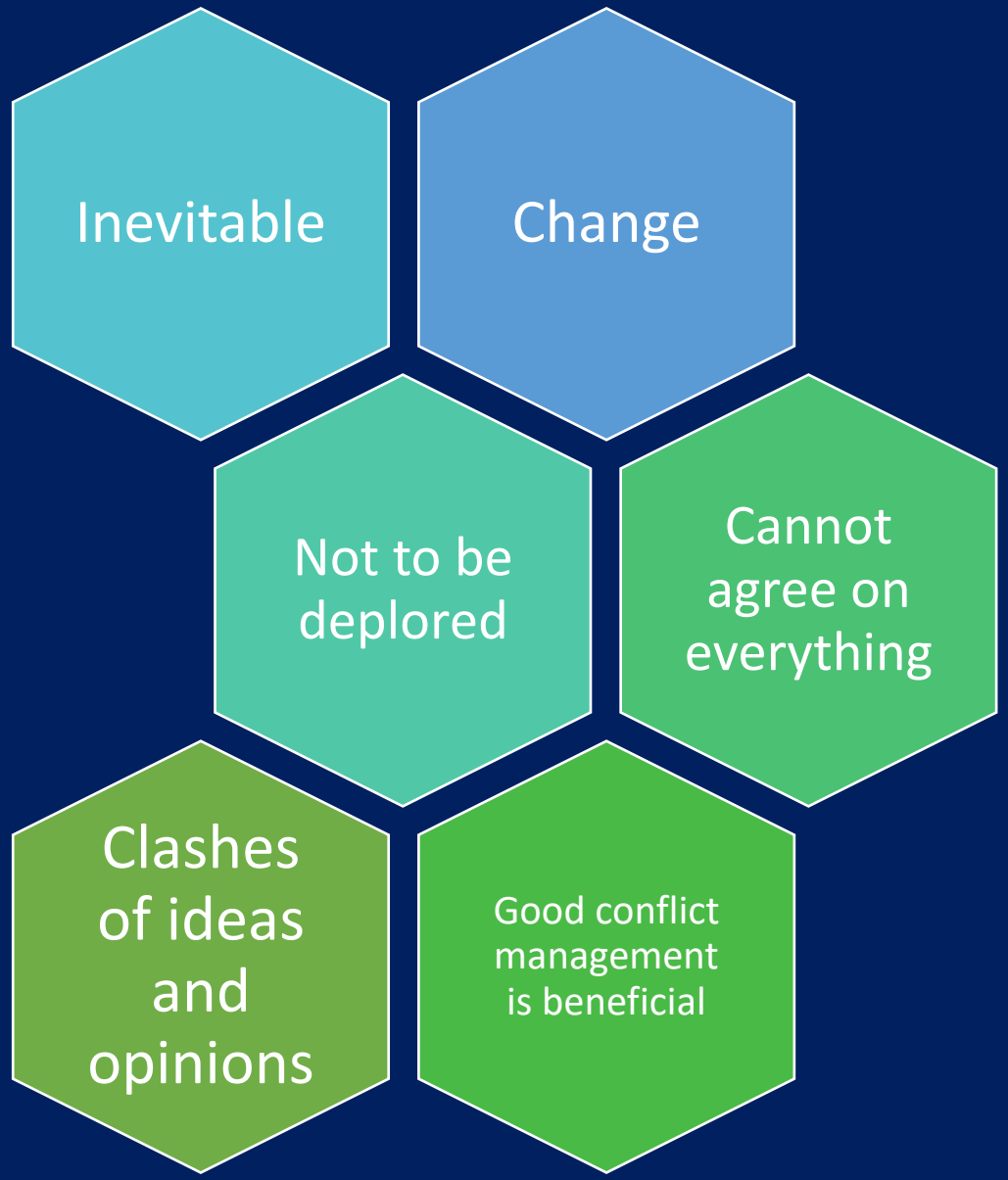
Leadership skills

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

Conflict management skills

Introduction



Handling inter-group conflict

Peaceful coexistence

Compromise

Problem solving

Handling interpersonal conflict

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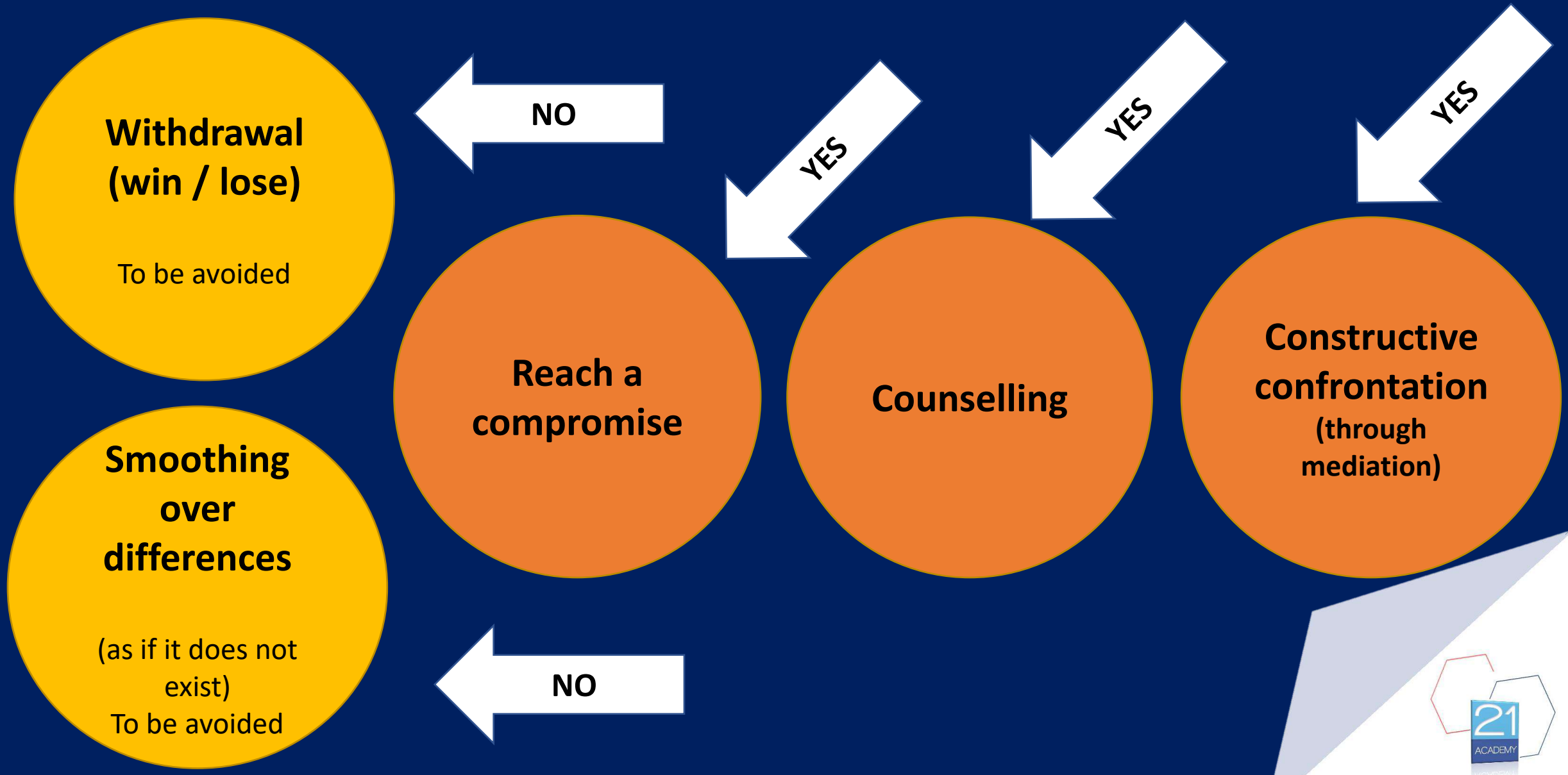


Resolving conflict between team members

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

- 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

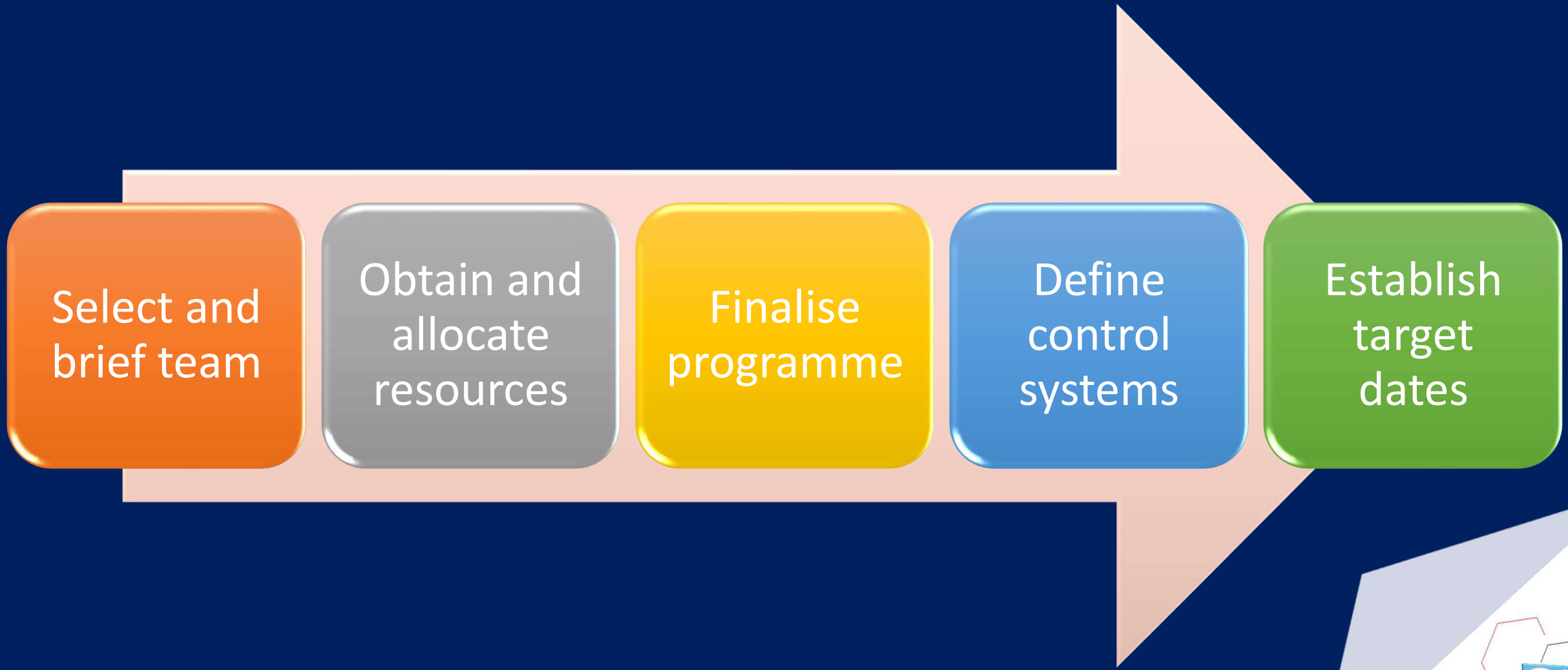
Definition

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.

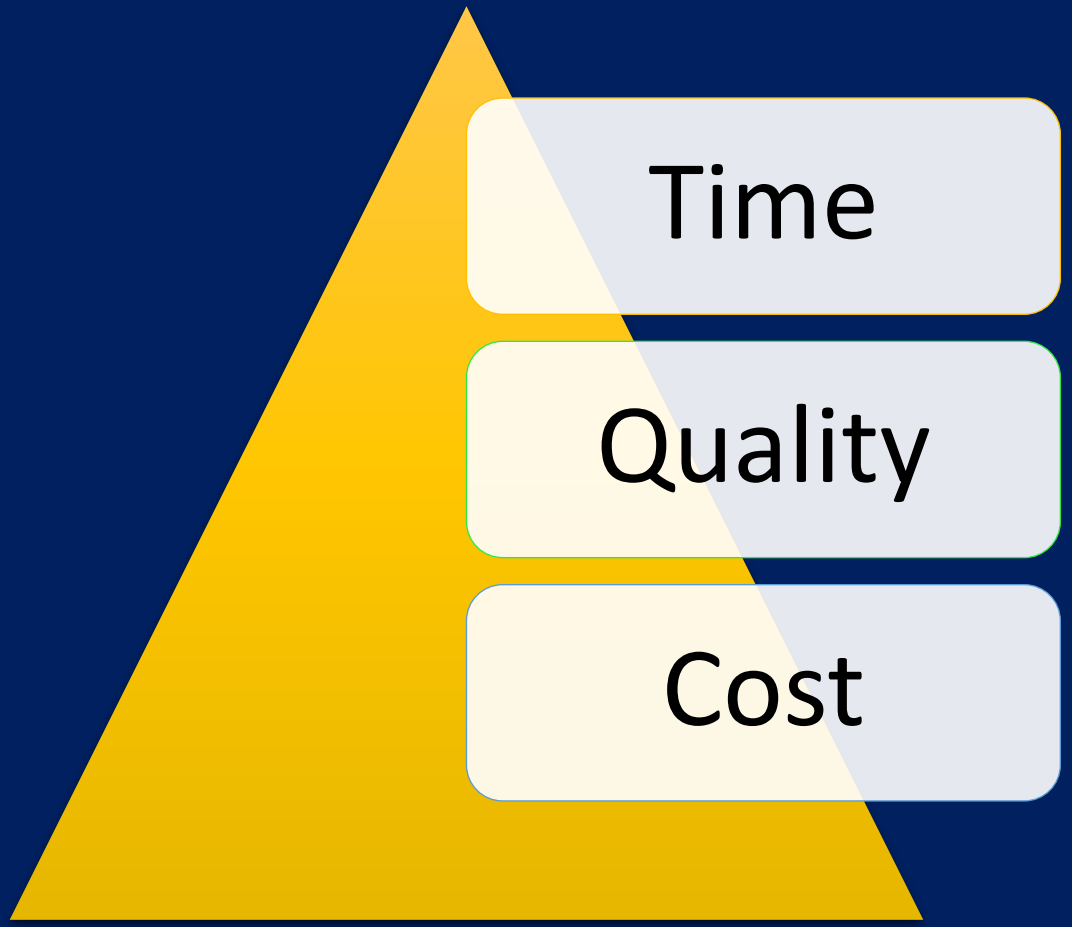
- What?
- Why?
- Who?
- How much?
- When?
- Where?

Project planning steps

Setting up the project



Controlling project



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

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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

AIHR | ACADEMY TO INNOVATE HR

HUMAN RESOURCE MANAGEMENT

Lecture 2

Organisational design and people resourcing

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Job Analysis & Design

Job Analysis – Methodology

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)

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

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

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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 h should not be underestimated

Blended learning concept

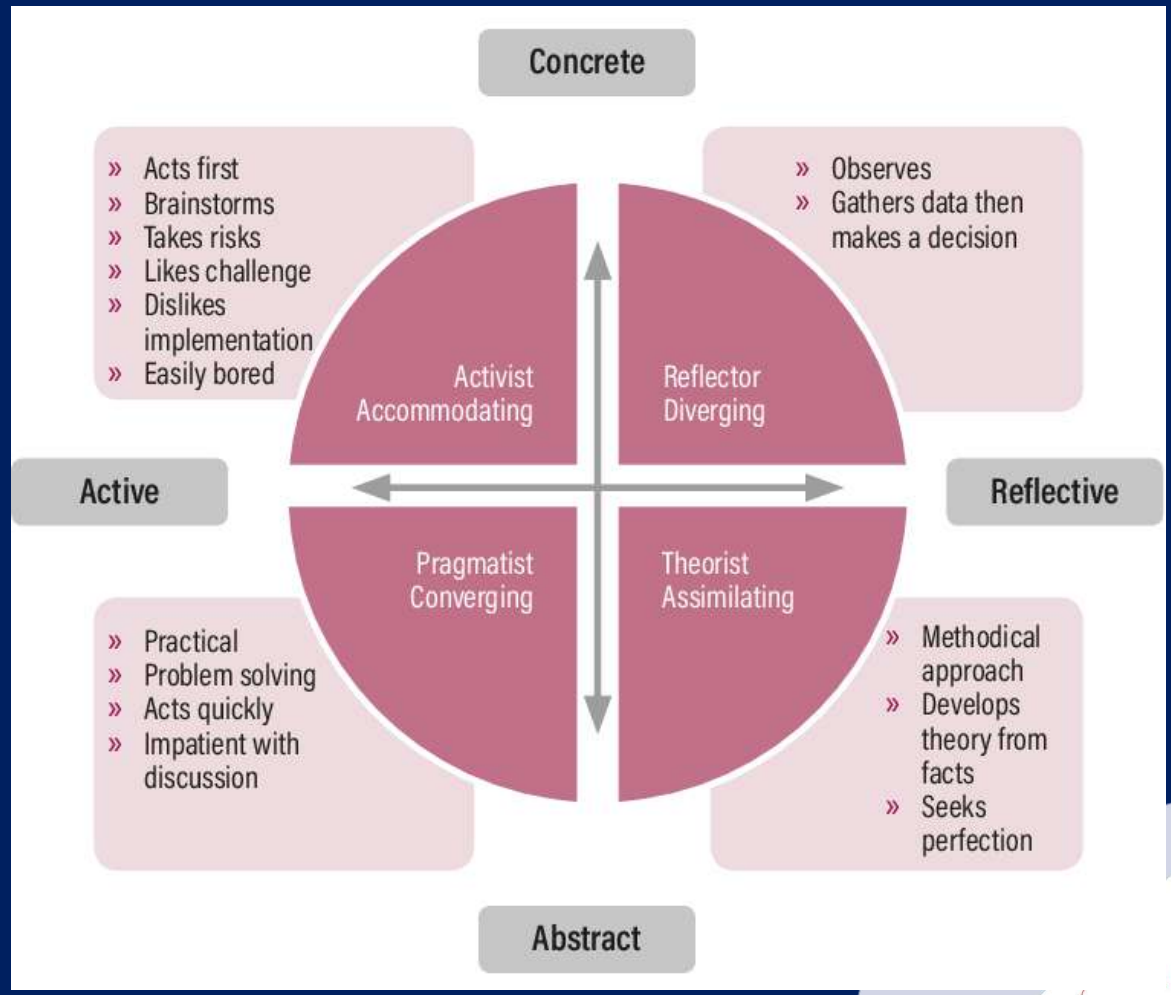
Learning styles – Honey & Mumford

ACTIVISTS – involve in new experiences

REFLECTORS – observe

THEORISTS – apply observations in form of logical theories

PRAGMATISTS – experiment



Implications of learning concepts

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

1 - ANALYSIS	2 - DESIGN	3 - DEVELOPMENT
• Current level of knowledge / experience • What participants will learn (knowledge, skills, behaviour) • Set learning goals & objectives	How training will be delivered taking into consideration the learning styles of participants i.e. instruction, presentations, discussions, case studies, games, coaching, mentoring etc	Detailed development of programme including content, outcome from each session, who will deliver training, training material, handouts etc

SMART OBJECTIVES

S	SPECIFIC	• Who is involved? • What do I want to achieve? • When do I need to achieve this? • Why is the goal important?
M	MEASURABLE	• How will I measure my progress? • How will I know if my goal is achieved?
A	AGREED / ACHIEVEABLE	• Will it be clear when the goal is complete? • Is it reasonable to complete the goal in the time allotted?
R	REALISTIC / RELEVANT	• Is this goal related to my overall success (or the success of my business/organization)
T	TIME BOUND	• 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

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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

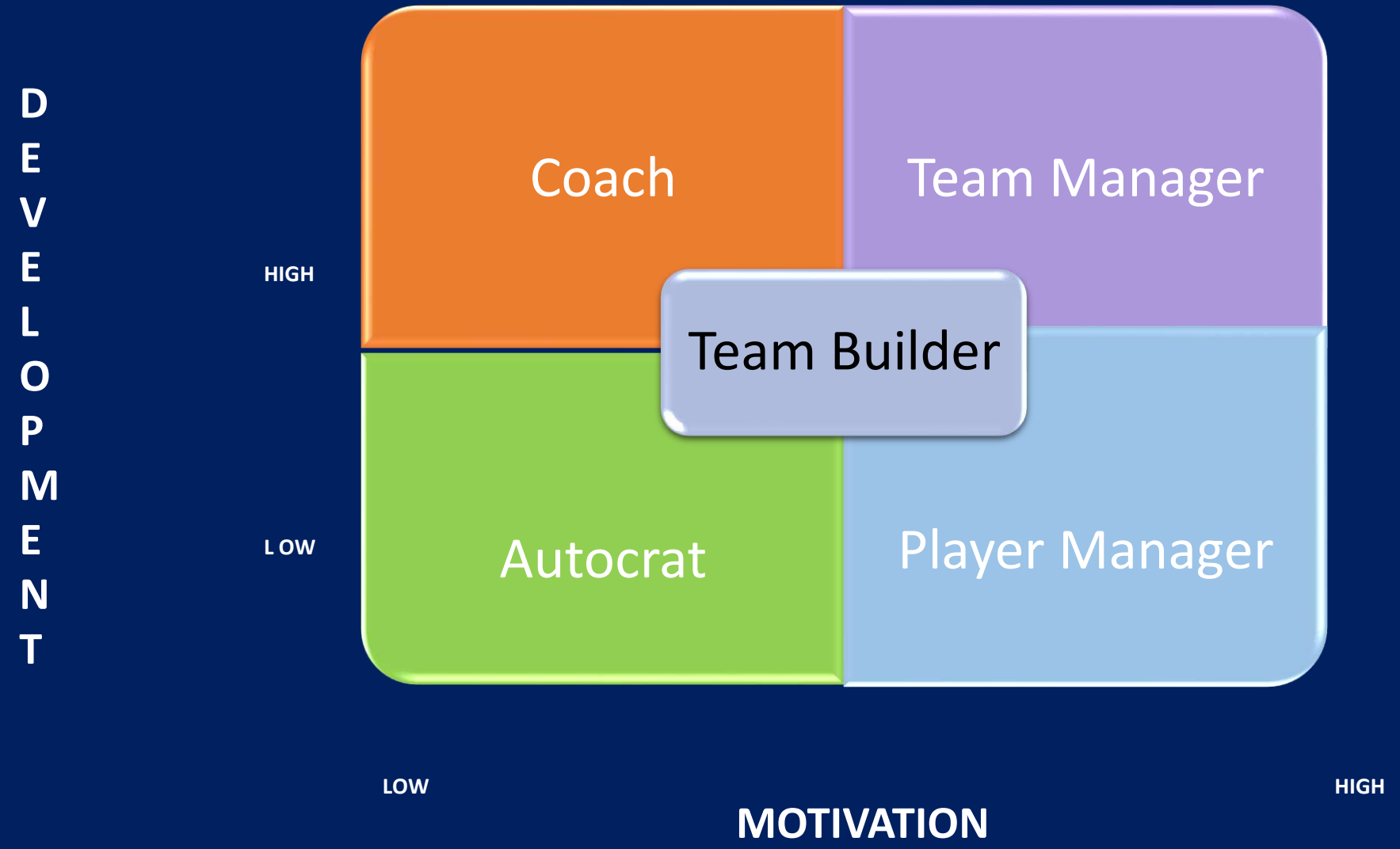
AUTOCRATIC – impose decisions / force
DEMOCRATC – involve others / consensus

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



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

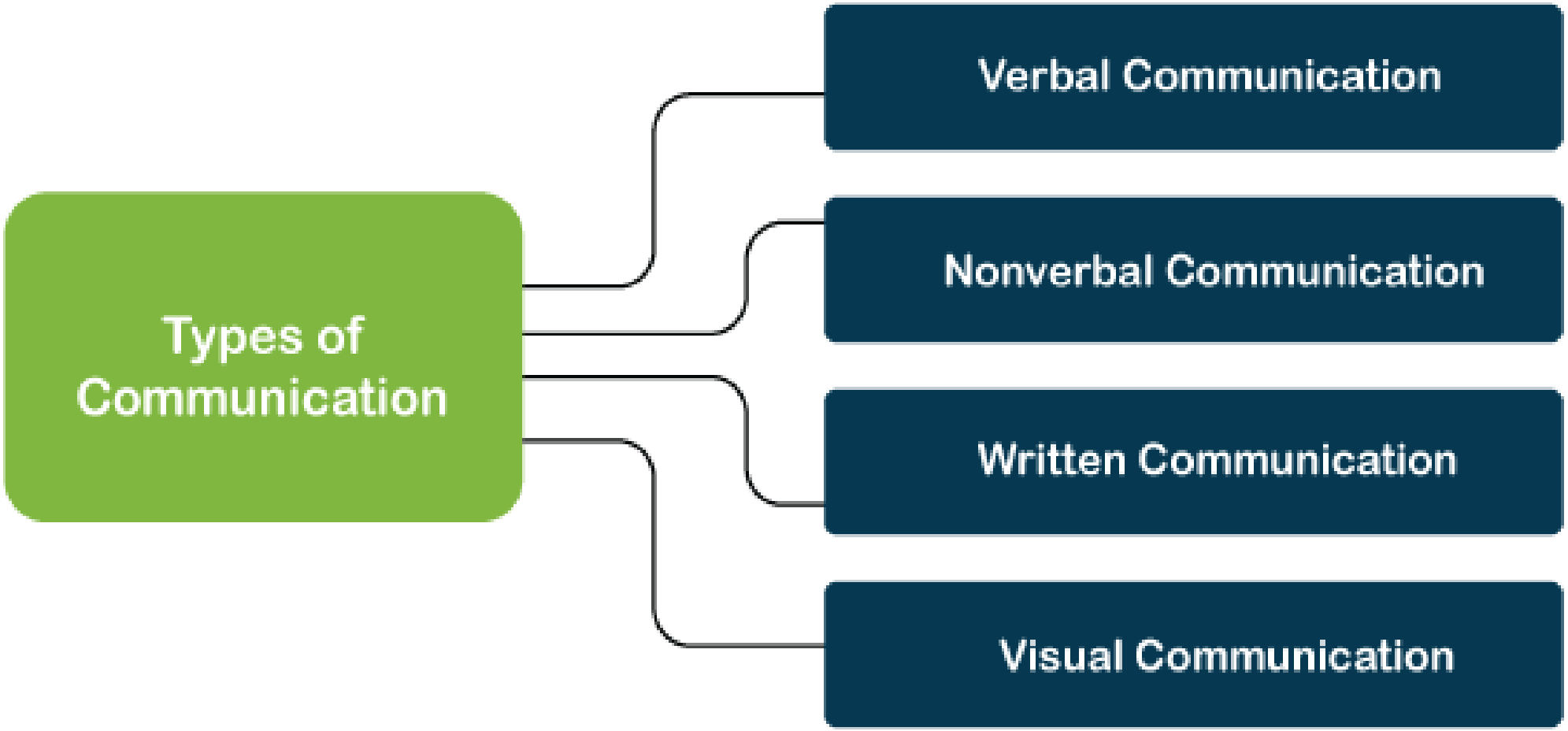
(Professional success, value status & compensation)

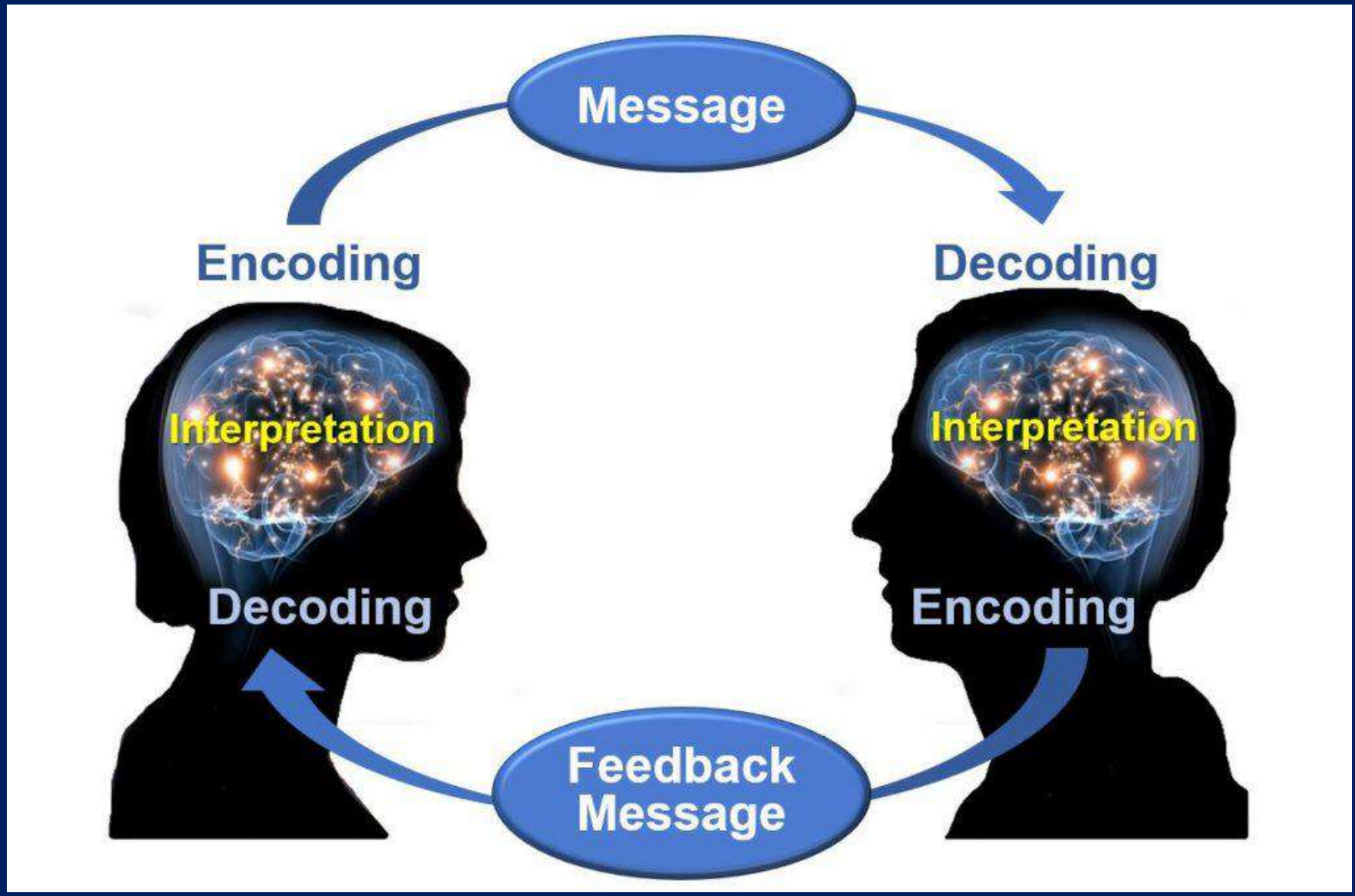
Pioneers

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

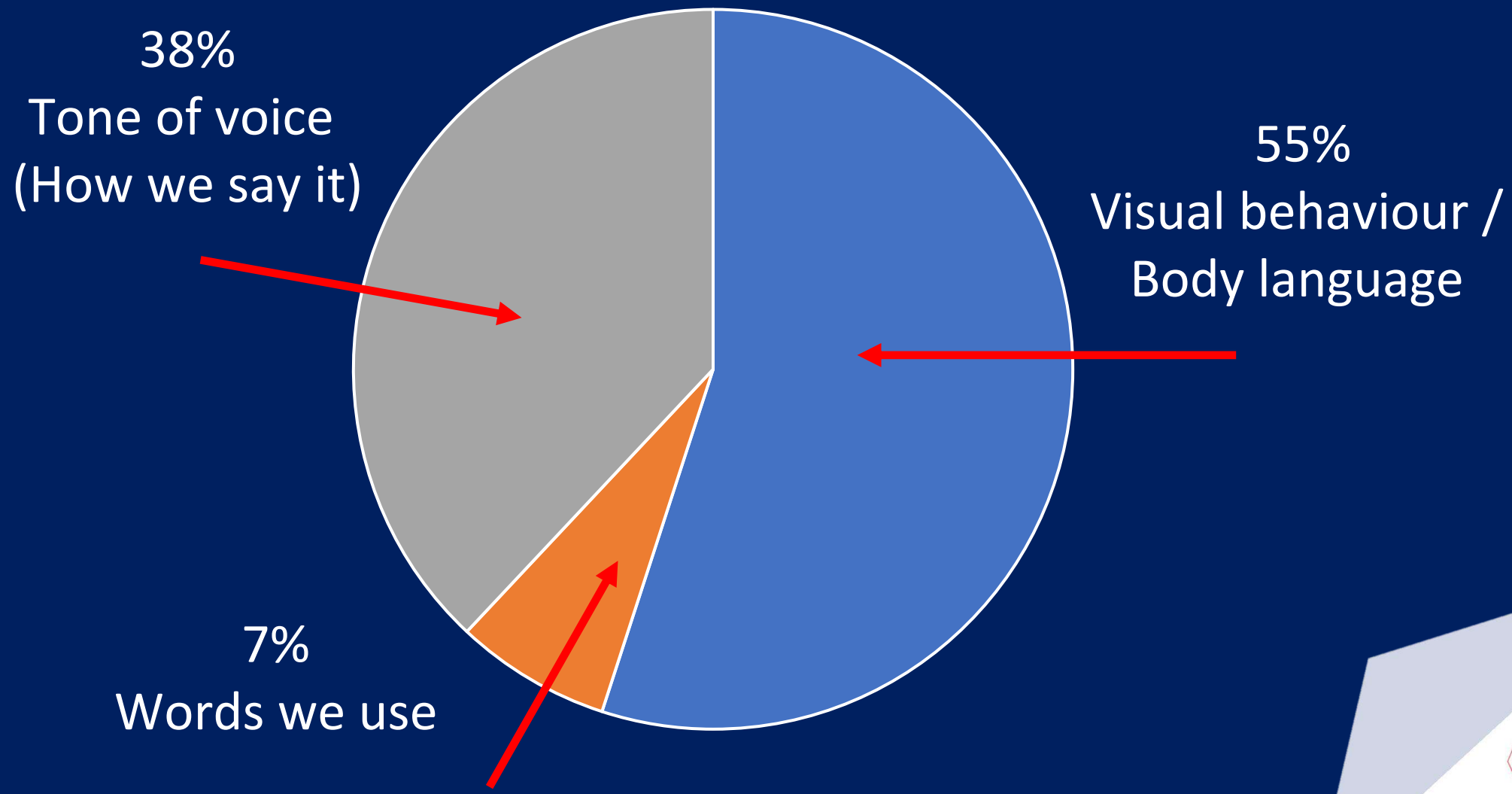
https://www.inc.com/jessica-stillman/hiring-employee-archetypes-bain-report.html

Communicating with others


Types of Communication
Verbal Communication
Nonverbal Communication
Written Communication
Visual Communication


Message
Encoding
Decoding
Interpretation
Interpretation
Decoding
Encoding
Feedback
Message

How we communicate



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

- 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

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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 CHALLENING – 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

People engagement and commitment

Drivers of engagement

Outcomes of engagement

- 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

- 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

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

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

- 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

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Lecture 6

Reward Management

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The fundamentals of reward management and managing and developing reward systems

Rewards

Financial 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, stick 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

The total reward model

	Common examples	Reward elements	Definition
INTRINSIC (CONTRIBUTES TO INTERNAL VALUE AND MOTIVATION	Quality of work	Engagement factors	
	Work/life balance		
	Inspiration/values		
	Enabling environment		
	Growth opportunity		
EXTRINSIC (HAVING A MONETARY VALUE)	Tangible benefits e.g. cars	Active benefits	
	Memberships		
	Discounts		
	Retirement	Passive benefits	
	Health & welfare		
	Holidays		
	Stock / equity	Long-term rewards / incentives	
	Performance shares		
	Annual incentives	Short-term variable	
	Bonus / awards		
	Team awards		
	Base salary	Base cash	
	Hourly wage		

TOTAL CASH

TOTAL DIRECT COMPENSATION

TOTAL REMUNERATION

TOTAL REWARD

21 ACADEMY

Undergraduate Diploma in Business Administration