

Human Resource Management: Skills Gaps and Skills Shortages

AliahPratiwi

Management Study Program, Bima College of Economics, Indonesia

NafisaNurulrahmatia

Management Study Program, Bima College of Economics, Indonesia

Reza Muhammad Rizqi

Accounting Study Program, Department of Economics and Business, Sumbawa University of Technology, Indonesia

First of all, I want to introduce you to workforce skills as not just an organizational issue but a wider economic and political issue as well everybody wants a piece of organizations and their training budget we're going to consider the changing nature of skills in the contemporary economy and in doing that we are going to build on the knowledge that you that you gained in advanced organizational behavior last term in particular the idea of emotional and esthetic skills we're going to look at the difference between training and development there is a difference and it matters in HR terms anyway even if not in the big wider scheme of things and we're going to consider how human resource development is planned and yep you've guessed it we've got another cycle to go through we're also going to look at elearning and internships as well so the skills agenda what do we mean when we say the skills agenda well as this quotes States from the european commission published in 2010 lifelong learning program education and training opportunities for all improving people's skills is a real win-win for all the economy for society for employers and of course of course for individuals themselves in every single EU country unemployment rates systematically vary with qualification levels the employment rate for those with high skill levels across the EU as a whole is approximately 85% medium skill levels 70% and for low skill levels it stands at 50% so we can see here that this is an EU document that in the European Union and other parts of the world as well it's not just about businesses training their workers to do the jobs they require them to do but that educating our workforce is seen as an economic and social good if you are more highly qualified if you have higher skills you're more likely to have a job so here we're seeing an assumption that having a job is a good thing you might change your mind on that when you go out to work I'm going to show you a little video which is from the national employers skill survey these are the latest statistics on skills shortages and gaps the video will explain what a skill shortage and a skills gap is but just briefly to say at the moment we are clawing our way out of a recession in the year in Europe and America at least and it's we're seeing situations of high unemployment

up to 25 percent of young people in Spain are unemployed for example that's not to say that employers can pick and choose from this massive group pool of unemployed people because only some people have the skills that businesses require and that's what this short video is going to be about the UK Commission's employer skill survey is one of the largest surveys of its kind in the world with over eighty seven thousand five hundred businesses interviewed it is the key source of information on business demand for and investment in skills for the first time the survey covers the whole of the United Kingdom which allows comparisons between the home nations and between the United Kingdom and other countries this series of webisodes explores key messages which have emerged from the survey this episode we'll look at skill shortages and skills gaps why they are important and how they impact on business productivity we refer to two key measures in this episode hard to fill vacancies are job vacancies that businesses said were difficult to fill where businesses told us that is because of problems with their applicant skills qualifications or work experience we refer to these vacancies as skills shortages skills gaps occur when a current employee in an organization is not fully proficient in their role how common is it for businesses to experience these problems 16% of all UK job vacancies at the time of the survey were difficult to fill skill-related reasons equating to over 100,000 skill shortages while only a minority of employers experienced a skill shortage they tend to be concentrated in specific industries and occupations skill shortages are particularly prevalent amongst the skilled trades occupational group one in every three vacancies for skilled trades people such as electricians plumbers or chefs are caused by skill shortages which is double the average figure for the entire economy by industry there were nearly 27,000 skill shortages reported in the business services sector including accountancy firms solicitors and marketing companies but this reflects less than one in five of all vacancies in the sector higher concentrations of skill shortages and therefore perhaps more pronounced difficulties for business are found in agriculture manufacturing and the social and personal service sector which includes museums sports clubs and hairdressers so skill shortages reflect difficulties businesses have recruiting staff we turn now to what happens inside the business skills gaps refer to existing members of staff who are not fully proficient in their role and here there is a similar story of concentration overall across the economy 5% of employees are reported as having a skills gap equating to around 1.5 million workers but we can see that gaps are more prevalent in specific occupations and industries sales and customer service occupations such as sales assistance and call center agents and elementary occupations such as bar staff security guards and cleaners see a concentration of skills gaps almost 600,000 people or eight percent in these two occupational groups are not fully proficient by industry businesses in hotels and restaurants and wholesale and retail sectors of the highest proportions of staff with skills gaps turning to the localities where skills gaps are felt there is also a large variation by geography across the United Kingdom 13% of businesses said that at least one member of staff had a skills gap but this has a large range 25% of businesses in Northeast Lincolnshire and 23% of businesses in Plymouth had a skills gap on the other hand two London boroughs Merton and Bexley had the fewest businesses reporting gaps now we know about skills deficiencies in particular pockets of the economy what is the business impact 95 percent of businesses with a skill shortage said that this issue was having an impact on their business the most common impacts were an increase in the

workload of other staff difficulties in meeting customer service requirements and losing business to other competitors or delays in the development of new products and services skills missing within the current workforce also had significant effects sixty-one percent of businesses with skills gaps felt that their business performance have been affected we can see that for businesses that find themselves with skills deficiencies the impact of these issues can prevent them from competing and thriving if you want to address the skills deficiency or introduce improvements to products or services that require new skills what can you do commissioners at the UK Commission for employment and skills have launched funds to invest in business to find solutions to skills needs the growth and innovation fund and the employer investment fund have provided matched funding to target specific sectors where we know that there are skills deficiencies also investors in people is a tool for businesses to achieve better results through their people to view the other webisodes in this series to explore the survey further or to find out more about the UK Commission's work please visit our website or follow us on Twitter I was surprised that hospitality retail and service sector jobs are the areas where most skills gaps occur now when I found this video that's bound to be skilled trades computing engineering something like that I don't know space programming or whatever but hospitality retail and service sector have non proficient staff so that basically means that an organisation's or employers in those sectors feel they're their workforce aren't fully trained for the jobs that they do and that took me by surprise because I don't know maybe I'm being biased having been bar staff and waitress in various places in my life doesn't require an awful lot of training in my humble opinion but maybe that's maybe that's changing so what I'd like you to do for a couple of minutes is sit with a person next to you and make a list of some of the skills that you think are needed to do these jobs so what is it that these employers are expecting people to do that they can't okay just make a literally few minutes four or five minutes you don't need to hand them in or anything right so we've got quite a few ideas here somebody's talking earlier about and he was struggling to find the right words as opposed to you know major skills proper skills it's really hard to define what a skill is do you remember last week we looked at competence and some of these for more firmly into a competence because sure product knowledge for example and giving good customer service is a competence rather than a skill but can they be trained this idea of tacit knowledge if I asked you to explain or who here can can ride a bike who can ride a bicycle a few of you a few of you can't ride a bike really yeah I can ride a bike I'm done for a while if I if I asked you to explain to me how to ride a bike bingley knows I've just used this example with him in personal tutor if I asked you how do you ride a bike and you told me where you have to sit on the saddle and you put one foot on the pedal and then you push off do you think if I had never ridden a bike that would be enough for me to understand how to ride a bike I'd probably fall off wouldn't I because we just know it it's just something that we just know how to do once you've done it once you go oh yeah and you never forget that's a good example of tacit knowledge so a lot of these skills are things that we take as self-evident of course you'd present yourself well if you were going to work you think but maybe not always so let's move to our first PRS slide then wit your hiring hotel receptionist then which two of these skills do you think are the most important right okay so these are the numbers of you that selected these emotional resilience and problem-solving are your two competencies that's really interesting the

number skills I put that one in there because when I started working in shops when I was fourteen fifteen doing Saturday jobs and even even when I was a retail manager one of the things we needed was people to be able to do sums to happy good at maths and that that requirement has almost disappeared because you just scan there's no adding up no counting out of change it the till does it all for you and so I'm not surprised that you've not not rated that one at all sense of humor looking attractive in the middle but this idea of emotional resilience you've identified as the oh okay so which of these do you think is probably the least important then for a hotel receptionist so it's just one just pick one so again you're consistent if nothing else strong numerical skills in a sense of humor we could actually argue that a sense of humor is part of emotional resilience depending on your culture of course you heard the expression you've got a laugh or you'd cry yeah you would do if you work okay so this is just some just really to get your ideas on what the changing nature of skills might be we're perhaps seeing the emergence of new forms of labour I won't dwell on this in any depth because it was covered admirably by my colleague Melissa Tyler in your previous module last term and she gave you an introduction to the theory behind emotional and aesthetic capitalism oops don't know what happened - I should have had should have had a note you should be making notes on your slides that say emotional labor and aesthetic labor it may come up in a minute and hear what's relevant to human resource development this is an extension of what you learned the more theoretical arguments in OB here what's relevant is whether we can train these skills so is it possible to teach somebody to look fit should workplace look looking a tractive be a subject of workplace training yes or no let's have a quick straw poll I'm just going to give you 30 seconds to think about this one I'm not going to break it down by gender I saw a show of hands let's go low-tech who thinks looking attractive should be a subject to workplace training yes oh you're going to do half and half finally I can't get that looks like a majority who thinks no yeah you're in the minority it's really interesting you're all advocates of aesthetic capitalism now who thinks that it is possible to train people so okay maybe it should be but do you think it's possible to teach people to change the way they they their accent and their bodily demeanor is yeah yeah few people nodding yeah yeah whether it's ethical to do so of course was the subject of what Melissa did with you last term and but there is an article I put on Moodle which is from - what's a it's a research group in the north of England I think might be Scotland actually where they have spent quite a long time doing research on whether aesthetic skills can be trained and how they can be trained so if you're interested in reading about this further for example if for your case study news story you've chosen something that's about skills development or about appearance or discrimination lookism there's some quite a lot of stories around about discrimination on the basis of looks you might find that article useful and interesting we're also seeing a rise of white-collar work demise of the Industrial Revolution and in factory type work and that's changing the skills that people need 25 years ago nobody would expect anybody to have skills with spreadsheets unless you were going to be an accountant with Excel now basic awareness of Excel is a cornerstone of IT literacy there's an emphasis on qualifications and codification of knowledge so we're a few years ago you might be able to get a job based on your experience but without a qualification that's becoming less and less likely certainly to middle management and knowledge work and there's very much an emphasis on learning for life rather than just get your

qualifications at school tiny percentage of people went on to university and then you spent the rest of your life doing a job now there is an expectation that the employee will take responsibility for continuing to develop those skills as they go through their career and this links to the notion of Career Management which we don't have time to cover on this module but you will find a chapter on this on your in your textbook right over to you I asked you to prepare the case study on whatever it's hiding - nothing on professional accreditation and you're going to work on that for the next 20 minutes to half an hour so it wasn't very long if you didn't find time to read this then I may as well just give you 20% now to be fair because you could have read this on the bus on the way into campus even if you live in north towers so you you have questions to discuss which are on the back of the case study I'm going to give you a sheet of paper and on that sheet of paper I would like you to write your team name along the top I want you to fill in some key ideas and then you're going to swap with a group to give feedback I am going to collect these in okay Shh shop thank you I'm going to collect these in so if you could make them legible and then we'll do the usual I'll show a few of them to the group so is everyone alright with what they're doing good a few people nodding thank you okay off you go we've got half an hour to do this exercise we'll say two or four o'clock all right so that you've got 25 minutes discussion your groups I'll do my best to get around as many of you as I can maybe not in the middle I can't reach you in the middle slowly while you sit there but I'll be coming around to to discuss anything you're not sure about all right and I'll come round with some paper you thank you right let's pick some of these out somebody's been taking a leaf out of our book in terms of feedback what does that mean details so what does the case study reveal about the real-life practice of HRD that it meets organizational change I'm not too sure yeah employees are let's have a look at this one benefits and we come out of it ok so what are the benefits to both organizations and employees increased skill flexibility facilitation of change more qualified employees professionalism excellent there's an assumption there that being qualified leads you to be actually being a professional doesn't it you certainly would be a member of a profession but whether that would make you behave more professionally we'd like to think so but we're not sure it's an assumption that we make benefits for the employee acquisition of new or updated skills greater value to the firm and an increase in salary there's very little intrinsic value to accounting qualifications I doubt many five or six year olds say I can't wait to be able to calculate the net present value of the assets of a firm while they're at nursery so on balance perhaps the organization gains more in terms of brand reputation what do we have here yep so this is a summary of different businesses have different perspectives on how people should go about studying ie time off if you don't pass the first two sits you're expected to go elsewhere song about my manky pilaster not all costs are incurred by the business I'm not sure what that one means but it's very much to do with the fact that the costs incurred by the employees are having to work in their spare time for example they go to work all day and then they've got to study for their exams to do the job they're already doing so there's an issue there the rush wannabes what do we got here.

What's the relationship between the professional body in the organization consistency service search through relevant topics yeah.

I mean there's a positive spin on this that when you're studying exams the professional body does just like we've been seeing the CIPD has a lot of resources that they can throw behind doing research in the field in that industry and that means that your employees get access to that which is a good thing it also means wonder if anybody's yeah we've got this one here mutual relationship part of the requirement from the organization but actually does the got another one here a win-win relationship of mutual benefit you're all being very nice to the profession here have we got anybody that says profession has complete stranglehold on all organizations in the field hmm possibly not just have a look and see um note that's for number three this one's just so beautiful I think I have to show it they benefit from each other whoever that was they benefit from each other ACK again money BBS employees gain skills and education it is the trade-off but the BBS which is the organization can't go and get their employees trained by anyone else they have to have ACCA accreditation in order to have that market value what might happen to those who fail their qualifications they won't get a job miss out on potential skills can look negative absolutely yeah so there's a real onus on the individual to take responsibility for their own learning let's have another look what have we got here ultimately the responsible employees are responsible for learning well surely if the employer wants a skilled workforce for their brand reputation then it's their responsibility to ensure the staff are appropriately equipped with the right skills and that would we would assume be at the very least giving them half a day to do their training but as anyone who knows these firms will tell you they want their pound and several pounds of flesh and more for their money oh very good yep increases the cost of the firm so this was it was what the drawbacks for the organization and the employees we got here right team chod that's a particular piece of slang in English that if you are not familiar with what a chaud is I suggest you visit the urban dictionary and find out in real-life undertaking qualifications as important without it they would lose their job that question was particularly looking at how it's difficult to put into practice some of the things we're going to look at in the second half of this session it's all very easy to say are we engage in a training cycle we identify training needs we implement the training we measure it we evaluate it well actually that's really difficult in practice how do you deal with employees who don't want to be trained who think they are perfectly competent and that's a particular issue in organizational change as a couple of you have already correctly picked out because you may wish to upskill your workforce and they may not wish to be up skilled so one of the ways in which bbs did that was to make the first exam sitting free or they would pay for the first exam so they're using that as an incentive do it and do it well now and we'll pay if you fail you rece it anonymous this one is I would have we got yeah you've got lots of lots of wind winds and lots of fails yeah.

I'm not surprised that most of you so far all of you picked out the idea that we the learner is responsibility the learner is responsible for being trained because you've all I think all of you here I don't think there were any mature students in this group and all of you have been brought up in a culture where it's a learner centered the responsibility for learning is increasingly on individuals it's it's really something that's changed over the last sort of 2013 and also we got team named EB who is ultimately responsible for learning in this environment Society that'd be great wouldn't it so now I don't need to do any work because

did you not prepared this week oh yeah society didn't do it for me they didn't download the case study it's interesting though.

I'm assuming that that answer means culture and that that's the responsibility I think I'm not sure I'm thinking on my feet now here we go number one not much consideration for the graduates Thanks I was as far as hoping give yourself a team light give us a bit of a lift on a Monday afternoon Oh maybe no pun intended with the with the name of this team I don't need any of those thank you okay yes these are slightly more critical I think we'll just shunt sugartits off the top yeah this is the benefit to the employee is the proof on paper thing you know you actually got something that you can do it that's an interesting one the process of undertaking training whilst you're doing a full-time job also means you can show you can do more than one thing at once your degree will demonstrate to your future employers not just that you are absolute experts in business and management studies or management marketing or whatever it is you're studying but also that you've got the guts and the stamina to stick it out for three years that you are prepared to invest in your future that you have prepared to go into considerable debt or mummy and daddy have gone into considerable debt to ensure you have a better chance in the future so an education and qualifications signals those things as well as the subject that you're studying thank you very much for that guys and gals and I will leave these in piles on the end in a minute and then you can come and get your hard end just spread them out of it you can come and collect your hard end work if you wish to I'd like to think that we could scan them all in and put them up on Moodle but I think that might take me about 40 years right that's not too bright is that all right if I leave that on is it bit like I know sort of they can be a bit bright so moving swiftly on then let's look at training and development in a bit more depth bit of light relief there the systematic training cycle yet another circle analysing training needs designing training delivering the training and evaluate the effectiveness as we saw in the case study it's not quite that straightforward it's this bit here that very rarely actually gets done usually training leads straight to deliver training not much thought goes into the design and not much thought goes into evaluating the effectiveness of the training so how do you measure whether it's had any difference whether those skills gaps have been closed you can do an analysis of training needs on several levels and these are just the two the organization and the individual which is there is a middle one as well if you want to go and look it up it's in Sarah Gilmore's book on HRM and let's start with this one here this is quite common big organizations tend to benchmark themselves against competitors so they look at what other comparable firms are doing and they say oh no in it we're not doing that maybe we should so another word for this is envy maybe or jealousy priority problem analysis we need something doing we need to enter social media sphere for example we don't have the right skills in our workforce we either decide to outsource it or we upscale our workforce training needs in particular if you if you're wanting to introduce competent standards then as we looked at competencies last week if you remember if you're wanting to raise everybody to this particular level then you would have to undertake training you'd have to identify against your competencies rather than requirements of the job at the individual level the performance appraisal which we'll look at next week has great has great importance in training and development needs so it's the discussion with the manager the line manager

and the employee that identifies either where the employee feels they they're not happy that they don't have the skills they need or the manager says you're not performing to the standard we require so you need more training and if we link this to the talent management approach that we covered briefly last week it might be that the employee doesn't recognize that they have a development need that they could be even better and that's the role of a good line manager is in coaching the employee to see their potential so part of that is self assessment and this idea of continuing professional development it doesn't stop any profession.

I don't know whether the HR profession need to do CPD but if you're in a medical profession or a legal profession or the accounting profession you need to do so many hours per year education in order to keep up-to-date with the latest development so this is another way that the professional bodies keep their hold over the employees who or their members because funnily enough continuing professional development courses don't come cheap and it's a requirement of still being a member of the profession that you do them so going back to training then I'll just scoot this off for a minute which two of these methods are usually associated with training there is a slight catch to this in that I am particularly asking you about training and not development right so eLearning to coaching three leadership courses for mentoring five continuing professional development six induction two of those are usually associated with training and not development.

Oh a bit split on this one six and one with the correct answers eLearning it's can be used for development and we'll look at that in a minute actually because as technology becomes more sophisticated you can do an awful lot more via the internet than you could two years ago five years ago and certainly 10 years ago but elearning tends to be used for training as opposed to development and we'll look at the difference in a minute and induction making sure people know where the fire escapes are the fire policy where the toilets are the harassment code who the CEO is the sorts of things that you need to know arguably when you join an organization if you think about it as training is is think of the hypodermic needle training is inserting information into the employee that the employer needs them to have and developing is encouraging people to inject themselves no I'm not sure that's quite the right metaphor but development is about encouraging potential in the employee that may not be immediately obvious to the employer so number two here coaching is very much a development as opposed to a training tool number three leadership courses yet same thing for mentoring again that's a very much a development tool as opposed to training on-the-job training is different to mentoring and then induction a number five continuing professional development is as its name suggests development which is not a benefit of e-learning them we're going to have a little digression into e-learning before we go back to development so one of these is not a benefit of e-learning I'll set that going there we go yes that is the correct answer which I haven't actually put in but that is the correct answer number three it is not very good for training soft skills what do we mean by soft skills those kinds of things that are the tacit knowledge the personality the disposition the customer service communication skills negotiation those sorts of things not so good for those types of training so let's have a look at how a learning is being used in practice this is an example of a really interesting platform the reason the links are not showing so well here is that I

hopefully have downloaded the videos while you were doing the case study so that we will actually be able to play them seamlessly from beginning to end it's a phone call bryte wave co uk and it's pretty cool oh except I've actually hang on laughs I'm learning trains I'm okay and we're both lifetime learning trains and we want to spend a few minutes telling you about life all you need is a set of headphones with a VC of that there are over 100 sessions you can access on our website and they have a business finance communication management and people skills sessions run by three times a day every session lasts 30 minutes it's on the right they make people call these organizations run world and there I am at the top I'm trainer our sessions start quickly your million sharing ideas straightaway we keep you constantly involved with using polls like this or audio recordings of actors so you are always in my chat box at the end the session we are huge in how we will be learning into practice and then of notes and sources of further information don't forget you can also stay back while stirring the specific questions to at my time we also make hmm what do you think about that cool this sorta cool how would you like to do your training at work like that from your desk eating the sandwich who thinks they would probably quite like to do that sort of training actually instead of instead of coming here today would prefer to learn in that environment none of you nobody would prefer to learn in that cut one person yet.

I teach I have taught in that kind of environment it's knackered I tell you from a teaching point of view much much harder than doing this but from a student point of view I did some research on how my students experience the it was nowhere near as technology as sophisticated as that but we had chat rooms basically and we had videos and things and the novelty factor was quite high but actually the the reality was when it came to the exams they didn't really feel they'd learnt as much because they were too busy chatting and going off-topic and so on although they enjoyed it it was a quite a mixed bag but I wonder if in an organizational setting that this would work quite well it's certainly a long way away from the Moodle type quizzes that you did in be 400 you remember your multiple-choice questions in the first year those of you that were here for the first year I mean that's the way we did for smiling fondly oh yeah I remember I remember Patrick and his be 400 questions and it's that's the way we tend to think about e-learning training and its really changing so this is what's known as synchronous synchronous training synchronous being at the same time Oh so this is much more than this passive delivery of material it's not like the way we used Moodle Moodle could be used in ways that are synchronous I could have chat rooms where we would all log on and have online classes and does it is a slight problem if you can't type very fast because you have to type to talk and you would think wouldn't you that students whose native language is not English would really struggle well in my experience I found the complete opposite the overseas students had a voice because they didn't feel they were sitting in the corner not being able to speak their writing skills were quite good and we could write in just text speak didn't matter about spelling it was just about communicating and actually they really enjoyed that so let's have a look at how social media is being used for human resource development this is a five minute video from BP from the same company as I say I have I hope downloaded it so it will play and this guy is telling us how they use social media at BP in terms of resumes and easy math is easier level zeros now and SRC because you should always think possible and its impact and there's a few that we're

working on at the moment so hopes a comfort about the impact but they be designed around have a big impact so watching to see that that I'll be presenting us some sort of award ceremony half game feature they are kind of expressly in terms of social media in a few years worth of experimentation social media I think now I've got a better sense of what goes wrong and how to get right so we have a kind of pilot such a media experimental product management you think that's Africa or what Bob the idea is to enable the organization to share best practice and to share money so we're generating a lot of come short videos in this sort of video sharing environment where equal to rating videos and see things related some of the challenges of their face I'm very excited by that in the initial response has been very positive so I see that as a kind of stronger direction for us I think two other projects have skipped all kind of conversion things and I think diversity inclusion a lot of filming we spoke very carefully about how we make difference in area where it's slightly very difficult to make an impact or any difference and so typically please reverse what we've done now is we try to think differently around diversity and inclusion instead of thinking that's you know that's greatest of course we've looked at the whole learning process which is typically something of a workshop as a line manager and they make a commitment to the end of that workshop which often is a handful to the teams so we thought about what we can do to support of that process how do we make that easier and what more engaging conversation air so short video drama which we we are going to support my managers in opening a conversation on diversity inclusion and together with the Johnsons of going at some summative is going to be what rehearsal day the third part of thing is just a baby project where we take this this radically different approach so cognitive course we're going to look at Range Resources which we support the need to learn and obviously subjective culture and they range across this step I think that's what's interesting about and range across the care section contains where you know people don't care so we want to make so do not bad families then what's the best way of breeding making people care enough exactly's always the other they care deeply which will be specific information which will help them doing a job we're creating some results format which we think will will help people get up to speed very quickly so there are three exciting projects in very different civil ways and each of which we go make a big difference so the priorities that I had a ahead of me probably sort of fall into three categories it's the highest level we're trying to help support and to drive adoption of BP's values so there are perhaps ethics and working professor safety community but they're also sickness or type of things you're looking around such as courage and especially one team soundtrack but in a large multinational organization work we do really have a great people together and especially what we're doing an asset social media video sharing space and in fact where we're working is di content to really make people more aware inclusivity in what I means on a daily basis actually be able to see behaviors and important behaviors which will help drive more kind of listening culture and equally seeing our culture and then find the excellence again.

We're working to hire excellence only model for future learning abilities I think we are we're serious we we have to be very active in the organization I don't find the good stuff and bringing it back into central location so that we share so the higher sale we're working on their funds I think a little bit more working people capability as well leave these investing

very much in something building on the skills so we have to work alongside all this interface track and to help locate the Lisi and finally I think business insurance so to help provide the level of business issues that is expected of us to do which is construction so again you can see quite a long way from the click quizzes using social media in particular video media and allowing people to comment and rate different videos but letting it used the metaphor the honeybee model of training and development which there he's talking about hive mentality he's talking about the fact that nobody really directs the the activity of a hive the bees just get on with it but they transmit messages among themselves and their self-organizing and that's the kind of metaphor that he's trying to get across there that by letting things go viral by putting out these little videos of good practice in various different parts of the business that this stuff will just sort of spread so it's quite risky colleague of mine did a study of a merger of telecommunication firms where they allowed they had a Facebook page where they allowed people to comment on any aspect whatsoever of the merger and as you can imagine there some quite damaging defamatory rude stupid comments now as a organization do you allow that this is supposed to be a forum for free expression so how far do you censor the the comments and the rates and all of that kind of stuff it's it throws up a whole load of issues that certainly traditionally HR departments have not been so you know have not had to deal with and we're going to look at this in the final lecture of the module about social media and how it's changing the way HR professionals do their jobs but also manage the organization but some some interesting examples there I'm going to skip through the next couple of slides training to development as I've already said development is the growth or realization of a person's ability and potential through the provision of learning and development experiences whereas training is this deficit model filling gaps in the capability that the organization needs to see 49 billion was spent in the UK on training in 2011 that came from the other video that I didn't show you these guys here the national employer skill survey 49 billion I was going to get you to think about why companies spend so much money but we're running short of time and I want to get to the end did I give you this slide with all the note okay I'll put this slide up on Moodle you don't have to copy all this down don't worry because we were going to be doing that exercise I didn't want you to just copy them from the set the next slide so I will put this slide up on Moodle in a minute when I get back to my office you can see here.

There's lots of internal drivers for wire firm invest in HR d changing to roles changing organizational strategy this one was identified by one of the groups looking at why having why having qualifications and externally market factors new technology a credit in criteria all mean that the organization has to respond by training and Bor by developing their employees this is an interesting slide from the most recent learning and talent development survey from the CIPD.

Hopefully it's big enough for you to see on your handout.

This is right in the grip of the recession this this data was gathered at beginning of 2012 maybe the end of 2011 and apart from the public sector if we take this out you can see that all resources available for human resource development stayed the same or increase that sixty-six percent of organizations surveyed didn't cut their training budgets or their

development budgets even though they were under financial pressure even the not-for-profit sector seventeen percent of them increased their resources for training and development so you might think that development is the one thing that gets cut back on when firms are have faced an uncertain financial future but these statistics show that perhaps not remember what I said about the CIPD tending to survey its own members who tend to work in larger firms but here I think we're quite interested in larger firms because smaller firms don't have a budget for training and development usually anyway and it tends to be on a much more ad-hoc basis headcount just means numbers of people employed in the training team you can see the public sector is completely different and that's because during this time in the UK the government launched a comprehensive spending review so-called austerity measures whereby they reduced the funding available to public sector organisations there they did cut an awful lot of jobs as you can see 60 percent made people redundant within their training teams we might say that short-sighted perhaps because if you don't have good training you end up with skills gaps and so on so that's just a little bit of information there I just like to finish by showing you yeah we've just about got time a video about internships twenty percent of UK employers plan to use interns in the summer of 2010 that was the latest figures.

I could find that's an awful lot an internship comes from America but the idea of an internship I'm sure you all know because you've probably been either undertaking them or looking for internships and those are usually placements within an organization where you are not paid the same rate as the other people you're doing the job with and the idea is that you use it to gain experience and to gain a notch on your CV particularly whether or not with a good prestigious organization the more prestigious the organization the less they need to pay so this has come under a lot of controversy controversy 37% of organizations who use interns pay less than the national minimum wage that is now beginning to be ruled as unlawful by employment tribunals but if you remember back to your employment law courses an employment tribunal does not make the law it's not like another court of law in the in the land which actually makes common law employment tribunals just make decisions on cases and so it's not illegal yet for any organization to pay nothing to an intern if they want to not very good practice and there's a video here which I think you'll find interesting which is one student's experience of being an intern breakfast sorry work this summer as an intern in the hope of wedded unable to find a job you really want graphic designer back in his hometown of you're a lot of children I think the one tonight up in Alaska with only his expenses covered James isn't left with much money for accommodation taking up an offer from a friend to use their spare room while they're on holiday means that James can make ends meet the first month is race now but after that he doesn't know how people say that the number of unpaid placement have been decreasing suspicious this is where his accusation thing young people are being exported some interns have even taken comes to employment tribunals and one arguing that they should have been paid at least the minimum wage then - or McKenzie internal there says young people need to know more about their work students is your working hours between set tasks and in return your second to get a recklessness and extremely likely you are water under the tree wage deserving technician relief is very inefficient in time that's the case then you had like paid

her wage I can't help laughing ok back to the pencil it's estimated around fifth amendment in employment systems aberdeen university are taken on by employers for me the previously ten work experience and in such a competitive jasmine it turns like jeans may be more work than ever to work that little bit hurt and for free in the hope of finding work Angie minister podcast so Alan passenger boats at a single petty cash pora that their errors who is something to university to you both oh so I will start with you because we work free that's the way it is the juggler why is it something up there I think you can I work free users on it slightly to in biology or co2 arts instruction classes of great interviews I think the reason that this off much now is a budget to find really hard to get jobs and secondly so what you need to say is there's a change in the kind of companies are looking for interns now whereas it is traditionally the media and charities and politics of big uses in terms annales a there are lots of other companies that consider them or build a suspect edges of you for free or grote layer and governments intern website is silly Liberty internships and our future quadri internships that work no education anyway and you know it just makes life so easy to graduate we felt expertise as an internships and some occasions yes okay happy and are these hidden tasks like picking up laundry taking dogs for a walk my turn now not being very doing those tasks but then I have a lot of other internships and what worries me is both situations where they do with like genuine placements for a general payroll we're doing that great that's what the bargaining situation is how well you've done it varies and placements how do you learn to distinguish just right one who's watching it's a power money tips go inside to get a good experience happiness too simple to clean water I think it just comes unfortunately from doing them fun I think if you go to you know a website like will carnage us on where everybody this to be the applications company see how much will be paid and what you expected early internships is workplaces with nothing they have before have them actually so what was it is that the words we use it have changed what we expect that this is really good at work experience it the natural eaten we can't expect a some kind of enumeration well I think those who returned back to say is that companies already advertising these in voiding mattifies jobs and the law is actually very pleased you are worker and it that music that doesn't mean written contract so both you've got really hours you're effectively there's nine five you do doing set tasks somehow it's a problem yet do you should be paid work how to send report you have on happy.

I think the problem is though that for many projects University they haven't got a sense the workplace they don't have an inside contact and it's contacted the no sign you're thinking these internship for unpaid work rather than necessarily actually doing the job is you know that way committee only seeing muscle meaning target last when you get to meet some people in the office alone office politics and as we asked did you ever get a good job or job for this oh I've had freelance work from the contract of making excessive certainly but I think there is a habit it is eternal sessions like this subjects that will be enjoyed at the end of every month period that's very positive in terms I've spoken to have been promised some sort of cake work at the end of it and you know more often amount they don't area so there is a culture promising you know if you're working at six months you may get permanent and then some actually come in association when you're applying this so these are if you very much how depressing it's that and when we think about who going back to the case study

who actually benefits who's responsible for the learning we could perhaps see the answer to that question more clearly when we look at something like an unpaid internship the employee is responsible for their learning but who's getting the benefits here overwhelmingly the employer they get probably a brilliant bright keen enthusiastic graduate like everybody in this room for free so I just wanted you to be aware that when you're looking for internships just just bear that in mind you know they're lucky that you are willing to work for less money to gain experience or for free and but it's as an HR tool if we take off our critical hat and we stand on the HR side of the fence what a bloody brilliant invention that is you can give them a real trial on the job you can charge it you basically they cost next to nothing they're going to be really committed because they desperate for this job that you're actually not going to give them you know we're going to look at whether HR is ethical in a few weeks time and I think it's a good example of that but it as an HRM recruitment selection and development tool you know it's pretty good this is just the story of the woman who was successful in bringing at her case in 2009 just to give you a bit of information there okay so in summary then skills are changing a skilled workforce is not just an organizational issue we're seeing a shift from training to development but we've got to ask who really gains from development new forms of human resource development techniques.



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