

# **The Summary of Human Resource Management for Language Teaching Organization**

**SM. Budiyanto**

(Doctor' candidate)

FKIP, Universitas Muhammadiyah Surakarta

Jl. Achmad Yani, Tromol Pos 1, Pabelan Kartasura, Surakarta, 57102 Central Java, Indonesia

Corespondent:mr.buddy64@yahoo.com

Mobile: 08562818721

## **ABSTRACT**

**T**he main target of this writing is to show that HRM (Human Resource Management) has very important and crucial role for enlarging and enriching LTO (Language Teaching Organization), therefore, better quality of HRM will be better the LTO'performance. Smart and professional candidate is badly needed in this case, therefore, an accurate and honest selection should be conducted in fair way to get the best result of it. Accurate selection of candidates, cooperation, and understanding among the members of LTO; from manager, teachers, staffs, up to workers will give a great impact for the betterment of LTO. Skill and professionalism should be the first priority for running on the LTO program. Vision and Mission should be clear and sharp in giving guidance and direction of the main target of LTO. This simple writing will guide you, how to find out the best things for your language teaching organization. If you did it in order, you will find it your qualified and excellent organization. If everything runs well, LTO will reach up the best achievement.

Keywords: achievement; human resource; mission; professional; skill; vision.

## **A. Introduction**

A new paradigm was born, and there is no doubt anymore that Human Resource Management has a very crucial role in Language Teaching Organization, eventhough there are a lot of variety in it.

The subject of Human Resource Management includes discussion of what motivates your staff, how can you evaluate their performance, how your staff can develop themselves, and how to get the best out of your staff as well as more detailed questions such as how to hire/fire staff and dealing with local labour laws regarding staffing.

On a simple level, it has been said that what we call Human Resource Management or managing people boils down to answering three fundamental questions:

1. Why do people work for you?
2. Why do people apply for jobs with you?
3. Why do people leave?

## **B. Staffing**

### **1. Organizational**

We should take into account the people who perform those function specifically their needs, values, talents, and personalities

## 2. The recruitment process

It runs from the identification of the need for a new hire all the way through to orientating the person recruited to their new job.

## 3. Reference to mission and vision

Staffing is another area where two fundamentals of organizational planning can be used as a way of defining what the organization's needs actually are.

## 4. The hiring committee

Many larger LTOs will have policies and procedures fill needs to be made clear. In smaller LTOs it is common that one person is charged with defining position, advertising the post, shortlisting, interviewing, and hiring, whereas in larger organizations this is a task that is often carried out by a committee

## 5. Job description and job model

This is a list of all the responsibility in particular job, and servesto tell the applicant pool what the job involves, and the employer what kind of person might right for the post. The job description will also form the basis for the contract that the new employee will be offered.

### A job model has five categories:

1. Result achievable (What is the person will be expected to achieve)
2. Priorities (What aspects of the job description are the priorities)

3. Obstacles (What might make the achievement of the result difficulty)
4. Environment (what kind of situation the person will find themselves working in colleques, workspace, etc)
5. Management style (What kind of manager they will be working under)

## C. Interviewing

1. Can they do the job?/  
capabilities,
2. Will they do the job?/  
motivation,
3. How well will they fit into the organization?

There are three main types of interview questions:

1. those which asked about candidates' past experiences (tell us about your experiences of teaching ...)
2. those which ask candidates to put themselves in hypothetical situation (What would you do if a student stopped attending the course)
3. those which test candidates' ability to solve a problem that no related with the job itself.(a logic puzzle to solve or some form of lateral thinking problem)

## D. Reference and qualifications Checking

References are of questionable value; candidates are only likely to suppl references from those people who will give a glowing review. In addition, there is a sizeable (financial and time) cost in taking up references.

### 1. Offering the job

Having chosen your ideal candidate, and checked their credentials to your satisfaction you can go ahead and offers him/her the position.

## 2. Orientation of new staff

Having made your new hire, the new person needs to be orientated to the workplace. There are two aspects to this, information and socialization. At the stage, In some countries and in some position, this is the signal for negotiations to begin over salary and benefits.

## E. Contract

Once a candidate has been offered the job, and has accepted it, you will need to issue a contract. Much of what is included in this document will be mandately by local labour laws. Teachers are likely to be contracted to a full time teaching load, others on part-time but fixed teaching load, while others maybe working on a freelance or hourly-paid basis.

### 1. Satisfiers and dissatisfiers

Frederiks H(1987) identified two distinct types of factors governing motivation.

- a. Motivators'/satisfiers' these are features of one's job that actually inspire and encourage. They include such elements as enjoyment of the work itself, responsibility, achievement, recognition, advancement, and growth.
- b. Maintanance factors/dissatisfiers': aspects of the jobs that in and of themselves do not actually motivate but the absence of which can be demotivating. These include job security,

salary, administration, supervision, interpersonal relationship, working condition, and status.

## 2. Job enrichment

Kohn(1995) proposes a model he refers to as "job enrichment", with 5 steps:

- a. Combine tasks, to increase skill variety and task identity.
- b. Create natural work units, to make work meaningful and provide "ownership" of tasks.
- c. Establish client relationships, to increase skill variety and autonomy for employees.
- d. Expand jobs vertically, to give responsibility and increase employee autonomy.
- e. Open feedback channels, to improve employee awareness of performance level.

## 3. Compensation systems

It can involve many elements, such as: salary, health insurances, bonuses, pension plans, and others fringe benefits. Salaries and other compensation can be determined by various methods.

## 4. Prioritization

It is not an area necessarily linked to motivation but it can be affected by motivation and in turn have an impact itself. Some employees may choose to focus on the area that motivates them, leave the remains task for another time, while others may prefer to prioritize the tasks they do not enjoy and move on to the more interesting elements of their job later.

## F. Performance Management

**1. Feedback**

It helps the receiver to form their self concept, reduces uncertainty about whether their behavior is on the track, serves to signal which organizational goals are most important, helps employees to master their environment and feel competent.

**2. Giving effective feedback**

Feedback may be considered effective when the receiver clearly understands what is being said and does not become defensive. It keeps the channels of communication open and the relationship between the giver and receiver strong, and ensure that feedback is not avoided in the future. (Porter,1982 identifies 13 criteria for effective feedback, p65-67)

**3. Performance appraisal**

it is important to bear in mind that a performance appraisal system is not a replacement for regular and timely feedback, but rather is a formalized addition to it.

**4. Teacher observation**

While they are often used as a part of the performance appraisal system of an LTOs are often fraught with problems. In theory ,teacher observations ought, first and foremost to be developmental.

**5. Discipline**

Occasionally, and regrettable, despite excellent feedback and performance management systems, a staff member need to be disciplined for some infraction. The most important here is that it must be clear why this staff member is being disciplined.

**6. Professional development**

It is clear that creating and offering professional development opportunities for our staff is an integral part of that overall process. Sydanmaanlakka (2002) in defining an “intelligent organization” links the ideas of the learning organization with the need for a well-constructed development needs.

**G. Deligating**

An effective manager is one who can deligate tasks succesfully. We know this intuitively, and yet is often seems to be one of the most difficult elements a manager’s job, often to the point where the manager actively avoids deligating and does things personally.

**1. Deligating tasks effectively**

One way to do this is to list all the tasks to that you do, and then next to them write K (keep), S (share), or D (delegate), to decide who should take care of these elements of your work.

- a. Consider the strengths and weakness of your staff and distribute tasks that allow them to use their strengths and work on their weakness.
- b. Having selected the person to whom you will delegate, and explain the task and your expectations clearly and thoroughly, include the deadlines and ensure that the person is appropriate authority to carry it out.

**2. Conflict Management and Negotiation**

Conflict happens. Much as we may like to avoid it, there will, from time to time, be conflict in any organization and any group. Indeed there are situations in which conflict can be advantageous.

**3. Motivations, needs, conflict styles;**

People involved in conflicts typically have different motivations, needs, and consequent conflict management styles'. These styles are vary according to their need to preserve relationships and their need to get the task done. There are advantages and disadvantages in every position;

**3.1. Compromising is appropriate when:**

- a. Goals are important but not worth the effort.
- b. Time pressures necessitate expedient solutions
- c. Collaboration or competition is unsuccessful.
- d. It is desirable to achieve temporary settlements to complex issues

**3.2. Competing is appropriate when:**

- a. Quick, decisive action is vital.
- b. Unpopular actions on important issues must be implemented
- c. You know you are right regarding issues vital to the LTO's welfare.
- d. People will take advantage of non-competitive behaviour.

**3.3. Collaborating is appropriate when:**

- a. An integrative solution must be found
- b. Your objective is to learn
- c. Insight from people with different perspective should be considered jointly.
- d. Commitment can be gained by incorporating concern into a consensus.

**3.4. Avoiding is appropriate when:**

- a. An issue is trivial
- b. You perceive no change of satisfying your concern
- c. Potential disruption outweigh the benefit of resolution.

- d. People must cool down to regain perspective.
- e. Others can resolve the conflict more effectively.

**3.5. Accomodating is appropriate when:**

- a. You find that you are wrong.
- b. You wish to learn.
- c. You wish to satisfy others.
- d. You need to maintain co-operation.
- e. It is desirable to build social credits for later issues.
- f. It is desirable to allow others to develop by learning from mistakes.

**H. The manager as arbitrator in conflict**

**As a manager** you may well be called upon to arbitrate in a dispute. This dispute may be between two staff members, teacher and student, staff and customer, or even, in the worst case scenario, between two factions of staff.

**The most important** action you can take is to listen to the two sides of argument and hear them both. As a staff member or customer who feels that you have not listened to their perspective is not going to leave the conflict feeling that it has been resolved to their satisfaction. Indeed their anger or resentment may be transferred to you. In many cases a participant in a conflict who feel that their point of view has been really heard will often feel satisfied with that outcome, even if you do not offer to do what they asked initially.

**I. The manager as participant**

There will, of course, come a time when you will be involved in a conflict not as mediator, but as participant. In general, in such situations, it is important to follow that same procedure as outlined above. Make sure you listen and make it clear you

have listened. When conveying your feelings about the issue, do so bearing in mind the principles of effective feedback. When trying to resolve the conflict, do so with best interests of the organization at the forefront.

If the conflict proves to be too intractable for all of the above to work effectively, then it may need to be mediated by an outsider uninvolved in the conflict. This will almost certainly not be another member of staff under you, since to put such a person in such a position would be unreasonable, however open and approachable you feel yourself to be as a manager. It could be someone outside the organization, from a different department, or above you. The person needs to be accepted by both participants in that conflict, and it needs to be clear that both participants will accept their judgement, whatever it proves to be.

#### **J. Dealing with grievances**

Many countries have national laws ensuring that all companies have an official grievance procedure, by which employee can register their complaints through an official process indeed, it is defined as a formal statement of complaint. Obviously, the hope of every manager is that there will be no such complaints, or if there are they can be dealt with by unofficial means; we like to think that employees with a problem could approach us to discuss it rather than instituting official proceedings. However, it may happen that a staff member feels that an injustice has been done and that it needs to be addressed in an official manner.

#### **K. Legislation**

Along with financial management, human resource management is the most legislated area of management. It is, however, extremely important for a manager, who is dealing with the hiring

and firing of staff, to become familiar with important aspects of national legislation.

In general, the best way to avoid falling foul of legislation is also the best way to work as a manager, that is, to act ethically at all the times. Make sure you are not making decisions subjectively, maintain a dialogue with all your staff, solicit feedback, and generally be open to the continued development of your staff and your organization.

#### **L. Conclusion**

1. **Arguably** there is no area of managing an Language Teaching Organization more crucial than Human Resource Management. As we have seen, it ranges from administrative tasks such as the recruitment process and satisfying legal requirements, to higher issues of leadership and management involved in motivating staff performance management.
2. **Effective managers** must be able to delegate tasks successfully, must be adept at both giving and receiving feedback, should understand the motivations and needs of staff and be able to speak to those motivations, must be able to deal with conflict, and has to find ways of supporting and developing staff professionally.
3. **On the plus side**, The soft skills required by an effective HR manager are not dissimilar to many of those needed by the teacher. However, **on the minus side**, because of its nature as people management, a badly handled conflict or poorly delivered feedback can cause long term problems. Effective HRM is critically important to the success, effectiveness and harmony of the LTO.

4. **The action plan** should take seriously and accurately in order that everything can run well and smoothly, whether in short – Mid – or Long term.

That's all about the Action Plans for Language Teaching Organization in Developing Human Resource Management. We do hope that this simple writing gives advantages for beloved readers.

### **Thank You**

### **Honesty and Bravery will lead us to Paradise**

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