THE IMPORTANT ROLE OF HUMAN RESOURCE MANAGEMENT IN ENLARGING AND ENRICHING LTO

Sapta Mei Budiyanto

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

Abstract: The main goal and target of this writing is to show that HRM (Human Resource Management) has very important role for enlarging and enriching LTO (Language Teaching Organization), therefore, better quality of HRM will be be better the LTO. Accurate selection of candidates, cooperation, and understanding among the members of of LTO; from manager, teachers, staffs, up to the 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 in giving guidance and direction of the main target of LTO. If everything runs well, LTO will reach up the best achievement.

Keywords: achievement; mission; vision; skill; professional

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. HRM is the management of an organization's human resources. It is responssible for the attraction, selection, training, assessment, and rewarding of employees, while also overseeing organizational leadership and culture, and ensuring compliance with employment and labor laws. In circumtances where employees desire and are legally authorized to hold a collective bargaining agreement. HRM will typically also serve as the company's primary liaison with the employees' representatives (a labor union).

HRM is a product of the human relation movement of the early 20th century, when researcher began documenting ways of creating business value through strategic management of the workforce. The function was initially dominated by transactional work such as payroll and benefits administration, but due to globalization, company consolidation, tecnological advancement, and futher research. HRM now focuses on strategic initiatives like mergers and aquisitions, talents management, succession planning, industrial and labor relations, diversity, and inclusion.

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:

Why do people work for you?
Why do people apply for jobs with you?
Why do people leave?

Vision

Vision is your desired future. A Vision is a component in strategic planning, it is a picture of your organization's desired future expression in a way that resonates with all members of organization. The vision is shared with employees, customers,

shareholders, vendors, and candidates for employment and creates shared meaning about what your organization wants to become.

Mission

Mission is what you do. A mission is your expression of what it is that your organization does. Your mission tells a customer, employee, shareholder, vendor an intrested job candidate exactly what you are in business to do. Learn more about what a mission is at it relates to corporate or organizational strategic planning

Staffing

An organization can be seen more holistically than as merely a collection of roles, and that we should take into account the people who perform those function specifically their needs, values, talents, and personalities. It follows that when selecting staff for a new job, one of the most important question to ask is whether the candidate will fit the culture of the organization, and, conversely, how well the organization will fit that candidate.

Organizational

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

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.

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.

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

Job description and job model

This is a list of all the responsibility in particular job, and serves to 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 colleagues, workspace, etc)
5. Management style (What kind of manager they will be working under)

Interviewing

There are three questions you need to answers, both in short listing and interviewing, but during interviewing it is essential you keep them very much in mind. They are:
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 young learners in ...)
2. those which ask candidates to put them-

selves 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).

Such questions can also be of value if they are presented as a task that all the candidates gather together can be asked to solve as a group; the interviewers then have the chance to watch how people interactwith each other, and what the various candidates would bring to the staff room as a team member.

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.

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.

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.

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.

Satisfiers and dissatisfiers

Frederiks H(1987) identified two distintct types of factors governing motivation.
1. 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.
2. 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.

Job enrichment

Kohn(1995) proposes a model he refers to as "job enrichment", with 5 steps:
1. Combine tasks, to increase skill variety and task identity.
2. Create natural work units, to make work meaningful and provide "ownership" of tasks.
3. Establish client relationships, to increase skill variety and autonomy for employees.
4. Expand jobs vertically, to give responsibility and increase employee autonomy.
5. Open feedback channels, to improve employee awareness of performance level.

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.

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.

Performance Management
Feedback

It helps the receiver to form their self concept, reducesI 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 fel competent.

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)

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.

Teacher observation

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

Discipline

Occasionally, and regretable, 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.

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.

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.

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.
1. Consider the strengths and weakness of your staff and distribute tasks that allow them to use their strengths and work on their weakness.
2. 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.

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.

Motivations, needs, conflict styles;

People involved in conflicts typically have different motivations, needs, and consequent conflict management styles'. These styles vary according to their need to preserve relationships and their need to get the

task done.

There are advantages and disadvantages in every position;

1. Compromising is appropiate when:

a. Goals are important but not worth the effort.

b. Time pressures necessite expedient solutions

c. Collaboration or competition is unsuccesful.

d. It is desirable to achieve temporary settlements to complex issues

2. Competing is appropiate 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. Peoploe will take advantage of non-competitive behaviour.

3. Colaborating is appropiate 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 concensus.

4. Avoiding is appropiate when:

a. An issue is trivial

b. You perceive no change of satisfying your concern

c. Potential disruption outweight the benefit of resolution.

d. People must cooldown to regain perspective.

e. Others can resolve the conflict more effectively.

5. Accomodating is appropiate 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 isssues.

f. It is desirable to allow others to develop by learning from mistakes.

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 tranfered 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.

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 approable you feel yourself to be as a manager. It could be someone outside the organization, from a different department, or

above you. The person need 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.

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 state-ment of complaint. Obviously, the hope of every manager is that there will be no such complaints, or if there are they can can be dealt with by unofficial means; we like to think that employees with a problem could approach us to discuss it rather that instituting official proceedings. However, it may happen that a stap member feels that an injustice has been done and that it needs to addressed in an official manner.

Legislation

Along with financial management, hu-man resource management is the most leg-islated 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 deci-sion subjectively, maintain a dialogue with all your staff, solicit feedback, and generally be open to the continued development of your staff and your organization.

Conclusion

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.

Effective managers must be able to deligate tasks succesfully, 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.

On the plus side, The soft skills re-quired by an effective HR manager are not disssimilar 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 poor aly delivered feed-back can cause long term problems. Effective HRM is critically important to the success, effectiveness and harmony of the LTO.

The action plan should take seriously and accurately in order that everything can be run well and smoothly for reaching up the best achievement of LTO, whether in short – Mid – or Long term. So, What are you waiting for?

References

"About Cornel HR" (http:// www.ilr.cornel.edu/about/). Cornel University school of Industrial and labor relation. Retrieved 2010-01-29.

" About SHRM" (http://www.shrm.org/about/). Society for Human Resources Management. Retrieved 2011-12-22

Cullen, Thomas Patrick. Managing Service Quality in the Hospitality Industry Ithaca

New York: Hotel School, Cornell University, 2000.

Cycles: Hallowell, Roger, Virtuous: Improving Service and Lowering Cost in E-commerce. Boston: Division of Research, Harvard Business School, 2001

Office of Human Resources (2003) . Policy #HR23 Promotion and Tenure Procedures and Regulation. The Pennysylania State University > Retrieved March 30, 2005.

White, Ron. Martin, M. Stimson, M. Hodge, R. 2001. *Management in Language Teaching,* Cambridge University Press

White Ron, Andy Hockley, Julie Van der Horst Jansen, Melissa S Laughner "From Teacher to Manager", Managing Language Teaching Organization, Ron Cambridge University Press,2008.