Tasmanian School of Business & Economics (TSBE) (School)

College of Business and Economics (College)

BMA317
HUMAN RESOURCE MANAGEMENT PRACTICES A

12.50 Credit points

Semester 1, 2019

Unit Outline

Megan Woods
CONTACT DETAILS

Unit coordinator

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Room location and number: Room 421, Centenary Building East
Consultation hours: Wednesday 12-1 pm or by appointment
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WHAT IS THE UNIT ABOUT?

Unit description

Strategic and effective human resource management is now widely recognised as a critical contributor to the achievement of organisational objectives, organisational competitiveness and profitability. Today’s HR professionals are expected to understand and practise human resource management that is strategically aligned with organisational goals, and creates value for the organisation. This unit integrates theory and research to develop students’ understanding of evidence-based human resource management, and their professional skills, in human resource practice.

Intended Learning Outcomes

On completion of this unit, you will be able to:

1. develop your knowledge of HRM theory and principles and your skills in applying HRM theory to practice to develop HRM strategies
2. enhance your understanding of the strategic importance of HRM research and how to design, manage and evaluate research into HRM practices.
3. enhance your ability to communicate HRM information in written formats.
Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from the Course Coordinator. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania’s Graduate Statement.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills, and develop critical and creative literacies and numeracies and skills of inquiry. They demonstrate the ability to apply this knowledge in changing circumstances. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability, are entrepreneurial and creative, and are mindful of their own wellbeing and that of the community. Through respect for diversity and by working in collaborative ways, our graduates reflect the values of the University of Tasmania.

Alterations to the unit as a result of student feedback

To make it easier for students to manage their study and assessment workload over the course of the semester the unit has been adapted to incorporate student suggestions to

- Reduce the number of internal assessment items, and especially the number of reflective journal entries completed in the unit
- Incorporate a final exam into the unit

To provide more learning support for distance students, the unit now also incorporates a structured tutorial program for distance students

We hope you find these adaptations beneficial for your learning.
Prior knowledge &/or skills

Pre-requisite units:

BMA121 Managing People at Work and BMA217 Theories of Work & Organisation.

Prior knowledge of strategic HRM or strategic management (eg previous study of BMA202 Strategic Management) is advantageous.
**HOW WILL I BE ASSESSED?**

### Assessment schedule

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1: HRM strategy</td>
<td>Week 2</td>
<td>5</td>
<td>LO1, LO3</td>
</tr>
<tr>
<td>Assessment 2: Research proposal</td>
<td>Week 6</td>
<td>25</td>
<td>LO1, LO2, LO3</td>
</tr>
<tr>
<td>Assessment 3: Interview protocol</td>
<td>Week 10</td>
<td>20</td>
<td>LO1, LO2, LO3</td>
</tr>
<tr>
<td>Assessment 4: Final exam</td>
<td>Exam period</td>
<td>50</td>
<td>LO1, LO2, LO3</td>
</tr>
</tbody>
</table>

### Assessment details

**Assessment Task 1: HRM Strategy**

**Task Description**

HRM strategy for Happy Dogs - The broad purpose of this assessment item is to develop your knowledge about and skills in strategic human resource management. The specific purpose of this task is to develop your knowledge about and skills in:
- identifying an organisation’s strategic goals
- determining the implications that strategic goals have for HRM
- developing a HRM strategy to support achievement of an organisation’s strategic goals

To complete this task you will develop a HRM strategy for Happy Dogs Pty Ltd. You will do this by analysing the strategic context and strategic plan for Happy Dogs and developing a HRM strategy in which you:

1. Identify one strategic goal of the business (*Can be a goal of its growth strategy, diversification strategy or business-level strategies*)

2. Explain the HR implications of this strategic goal. (*Which aspects of HRM will it influence? What will the company need to do that it is not doing now?*)

3. Set an objective for that area of HRM that the company can pursue in order to achieve its overall strategic goal.

4. Identify one external or internal factor which may influence Happy Dogs’ ability to achieve the objective of its HRM strategy and explain how it could do so. (*What is the factor? How will it help or hinder the company’s execution of its HRM strategy?*)
5. Suggest one outcome the company could use as a ‘progress tracker’ to evaluate whether it is achieving its HRM strategy. (If the company was successful in achieving its HRM strategy, what will it have in 12 months time that it doesn’t have now?)

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Criterion Description</th>
<th>Measures</th>
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<tbody>
<tr>
<td>1</td>
<td>Explain HRM theories and principles.</td>
<td>LO1</td>
</tr>
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<td>2</td>
<td>Apply HRM theory to case examples to identify and understand people management issues.</td>
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<td>Make evidence-based recommendations about future courses of action that address HRM issues.</td>
<td>LO1</td>
</tr>
<tr>
<td>4</td>
<td>Communicate using scholarly and discipline-specific language, and Harvard referencing conventions.</td>
<td>LO3</td>
</tr>
<tr>
<td>5</td>
<td>Describe and explain the evidence used to support their argument.</td>
<td>LO3</td>
</tr>
</tbody>
</table>

**Task Length**: 5 minute presentation to Unit Coordinator

**Due by date**: Week 2 Campus students will present their strategy in the week 2 workshop, online students will present in the week 2 tutorial

**Assessment Task 2: Research Proposal**

The broad purpose of this assessment item is to develop your knowledge about and skills in analysing a human resource management problem, identifying the information needed to address the problem, and about engaging in reflective, evidence-based problem-solving as HRM practitioners.

The specific purpose of this task is to develop your knowledge about and skills in:
- Analysing a HRM problem,
- Identifying the information needed to address the problem
- Designing a small research project that would obtain the information you need

To complete this task, you will design a research study that will investigate a human resource management problem being experienced by Happy Dogs Pty Ltd. You will analyse the problem and prepare a research proposal that details how the research will help Happy Dogs to address it. In this instance, you will not actually collect data but will plan the study through the research stages prior to actual data collection or fieldwork.

Your proposal will detail:
- The nature of the company’s problem and the specific objectives for
the research
- The type of information needed to address the problem
- How the information will be collected (eg with a survey or by conducting interviews) and the instruments which will be used (eg the survey items or interview questions)
- Who the information will be collected from
- How any relevant ethical or practical issues will be addressed

Your proposal must also cite all the methodological references you have used to develop your proposal (eg books about research design). At least five should be cited to achieve a grade higher than a pass.

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<tr>
<td>4</td>
<td>Identify HRM research needs.</td>
<td>LO2</td>
</tr>
<tr>
<td>5</td>
<td>Design a research study that meets the research information needs in an area of HRM practice.</td>
<td>LO2</td>
</tr>
<tr>
<td>6</td>
<td>Identify practical and ethical issues in HRM research and recommend strategies to manage them.</td>
<td>LO2</td>
</tr>
<tr>
<td>2</td>
<td>Communicate using scholarly and discipline-specific language, and Harvard referencing conventions.</td>
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<tr>
<td>8</td>
<td>Describe and explain the evidence used to support their argument.</td>
<td>LO3</td>
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</table>

**Task Length** 2000 words (excluding reference list and appendices)

**Due by date** Monday of week 7

**Assessment Task 3: Interview protocol**

**Task Description**

- The broad purpose of this assessment item is to develop your capabilities in evidence-based human resource management by developing your capacity to:
  a) Critically evaluate existing HRM policies and procedures to determine how well they integrate academic theory and research about effective HRM practice.
  b) Develop recommendations for new/ revised HRM policies and procedures based on a relevant evidence base of academic theory and academic and/ or practitioner research.

The specific purpose of this task is to develop and apply your understanding of effective selection to develop effective and useful HRM procedures.

To complete this task you will develop a selection interview protocol...
for Happy Dogs that details how the company should conduct selection interviews with potential employees. To complete this task you will:

1) Research relevant academic theory and academic and/or practitioner research to determine best-practices for conducting valid and reliable selection interviews.

2) Critically analyse the existing Happy Dogs recruitment and selection policy. Identify one weakness of the current policy and explain how it weakens the company’s ability to conduct valid and reliable selection interviews.

3) Develop an interview protocol which details the procedures that should be used to ensure that Happy Dogs conducts selection interviews that are valid, reliable and consistent and consistent with best practice. Explain how using the protocol will enhance the company achieve best practice in conducting valid and reliable selection interviews.

4) Test-run your interview protocol in the week 10 selection interview exercise (campus students will conduct this in the week 10 workshop; distance students will conduct this via web conference).

5) Critically evaluate one mechanism (a resource or a practice) you put into your protocol to make sure your interviews were conducted consistently by completing the following questions.

a) Describe what happened when your interview panel tried to use the mechanism you designed.

b) Interpret your experience. Did the mechanism work as you expected to make your interviews consistent? If your mechanism ‘worked’, why do you think it did? If your mechanism didn’t ‘work’, and your interviews weren’t consistent, why do you think that happened?

c) Evaluate your experience. What did you learn from this experience about the challenges of conducting selection interviews in ways which are valid, reliable and consistent? What did you learn about the value of using the mechanism you chose to ensure your interviews are consistent?
d) How could you use this experience when you conduct selection interviews in the future? What will you make sure you do, or do differently, next time? Why will you make sure you do it that way?

Your plan will require an extensive list of references – at least FIVE (5) should be aimed for in order to get above a pass. These should include academic journal articles as well as books, industry and professional journals and, where appropriate, web pages.

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<td>Identify and explain how learning experiences in the unit are enhancing students’ understanding of HRM concepts, HRM practices and the skills and capabilities they will need in the future as a practitioner in the discipline.</td>
<td>LO1</td>
</tr>
<tr>
<td>5</td>
<td>Identify HRM research needs</td>
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</table>

**Task Length**: 1500 words

**Due by date**: Monday of Week 11 (13 May)

**Assessment Task 4: Final exam**

**Task Description**: The final exam for the unit will have five sections:

**Part 1: Develop a HRM strategy (5 marks)**

This section will present the strategic plans of a case study organisation. You will then develop a HRM strategy for the organisation with the same five components as Assessment Task 1:

1. Identify one strategic goal of the organisation
2. Explain the HR implications of this strategic goal.
3. Set an objective for that area of HRM that the organisation can pursue in order to achieve its overall strategic goal.
4. Identify one external or internal factor which may influence the organisation’s ability to achieve the objective of its HRM strategy and explain how it could do so.
5. Suggest one outcome the organisation could use as a ‘progress tracker’ to evaluate whether it is achieving its HRM strategy.

Part 2: Human resource management research (5 marks)
This section will present a human resource management scenario. The exam question(s) will ask you to identify the research problem and develop a recommendation as to how the company should use research to address the problem.

Part 3: Develop an Attraction and Recruitment strategy (15 marks)
This section will present a human resource management scenario related to the attraction and recruitment of a target category of potential employees. The exam question(s) will ask you to develop recommendations as to
- The Employee Value Proposition (EVP) that the employment opportunity presents to the target employees
- What the company should offer to present an EVP that will attract the desired type of employees
- The recruitment channels that company should use to reach the desired type of employees
- How the company can determine whether its recruitment and attraction methods are being effective in generating applications from the desired type of employees

Part 4: Workplace Health & Safety essay (20 marks)
In this section of the exam you will write an essay about a contemporary workplace health and safety issue of your choice. The broad purpose of this assessment item is to develop and demonstrate your understanding of the factors which influence the management of workplace health and safety. The specific purpose of this task is to develop your knowledge about contemporary workplace health and safety issues and the ways in which HRM can be used to manage them effectively. This essay should be researched and drafted as a prepared essay.

To complete this task you will:
- Identify ONE (i) workplace health and safety issue faced by contemporary organisations (eg sedentary work; managing mental health issues in the workplace; driver fatigue)
- Write an essay that explains:
- What the issue is and how it manifests in organisations (eg the 'problems' it causes for individuals within the organisation, and for the organisation as a whole)
- Two strategies/initiatives that can be used to prevent the issue occurring or minimise it
- Two strategies/initiatives that can be used to address the issue and/or its impact once it has emerged.

You are also expected to provide practical “real-world” examples to illustrate your answer. Examples may be drawn from cases written about in the literature, or can be from your own working life. If the latter, make sure that enough relevant information is provided to make the example understandable to the reader without wasting words on pure description.

Your essay should cite relevant references but only the in-text citation is needed. These can include academic journal articles as well as books, industry and professional journals and, where appropriate, webpages.

**Part 5: Reflective Journal (5 marks)**

During the semester you were set four reflective journal exercises (one for each module) which developed your skills and practices as reflective, evidence-based HRM practitioners by having you consciously reflect upon how your understanding of HRM has changed as you progress through this unit, and identify how your learning experiences may be changing the knowledge, skills and values you will take out of the unit and into the HRM profession.

In this section of the exam you will select one of those experiences and complete the five reflective learning questions related to it.

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Identify and explain how learning experiences in the unit are enhancing students' understanding of HRM concepts, HRM practices and the skills and capabilities they will need in the future as a practitioner in the discipline.

| 4                | Communicate using scholarly and discipline-specific                                   | LO3           |
Describe and explain the evidence used to support their argument.

<table>
<thead>
<tr>
<th>Task Length</th>
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<tbody>
<tr>
<td>3 hours</td>
<td>Exam period</td>
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How your final result is determined

To pass this unit, you need to demonstrate your attainment of each of the Intended Learning Outcomes.

Your grade will be determined in the following way:

Your overall mark in this unit will be determined by combining your results from each assessment task. These marks are combined to reflect the percentage weighting of each task. You need to achieve an overall score of at least 50% to successfully complete this unit. It is expected that you will seek help (from the unit coordinator in the first instance), well before the due date, if you are unclear about the requirements for an assessment task.

- PP (pass) at least 50% of the overall mark but less than 60%
- CR (credit) at least 60% of the overall mark but less than 70%
- DN (distinction) at least 70% of the overall mark but less than 80%
- HD (high distinction) at least 80% of the overall mark

All grades are provisional, until confirmation by the Assessment Board at the end of semester.

Submission of assignments

The act of submitting your assignment will be taken as certification that it is your own work.

Assignments must be submitted electronically through the relevant assignment tab in MyLO. You must ensure that your name, student ID, unit code, tutorial time and tutor’s name (if applicable) are clearly marked on the first page. If this information is missing, the assignment will not be accepted and, therefore, will not be marked.

Where relevant, Unit Coordinators may also request you to submit a paper version of your assignment. You will be advised by the Unit Coordinator of the appropriate process relevant to your campus.

Please remember that you are responsible for lodging your assessment items on or before the due date and time. We suggest you keep a copy. Even in a perfect system, items sometimes go astray.
Requests for extensions

In this Policy:

1. (a) ‘day’ or ‘days’ includes all calendar days, including weekends and public holidays;
   (b) ‘late’ means after the due date and time; and
   (c) ‘assessment items’ includes all internal non-examination based forms of assessment

2. This Policy applies to all students enrolled in TSBE Units at whatever Campus or geographical location.

3. Students are expected to submit assessment items on or before the due date and time specified in the relevant Unit Outline. The onus is on the student to prove the date and time of submission.

4. Students who have a medical condition or special circumstances may apply for an extension. Requests for extensions should, where possible, be made in writing to the Unit Coordinator on or before the due date. Students will need to provide independent supporting documentation to substantiate their claims.

Penalties

Late submission of assessment items will incur a penalty of 10% of the total marks possible for that piece of assessment for each day the assessment item is late unless an extension had been granted on or before the relevant due date.

Assessment items submitted more than five (5) days late will not be accepted.

Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.

Review of results and appeals

Review of Assessment is available to all students once the University has released the final result for a unit. If you are dissatisfied with your final result, you may apply to have it reviewed. Applications for a review of assessment are due within 10 working days of the release of the final result in the unit. When applying for a review, you must pay a $50 fee.

If you wish to have a piece of internal assessment reviewed as part of the review process, please state this clearly on the application form referred to above and include that assessment item with your application.

Please read and follow the directions provided by the University at:

Before starting your assignments, you are advised to familiarise yourself with the following electronic resources.

The first is the Harvard Referencing System Style Guide, which can be accessed from the UTAS library: http://utas.libguides.com/content.php?pid=27520&sid=199808. The Harvard style is the appropriate referencing style for this unit and the guide provides information on presentation of assignments, including referencing styles. In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The second is the Tasmanian School of Business and Economics’ Writing Assignments: A Guide, which can be accessed at: http://www.utas.edu.au/business-and-economics/student-resources. This guide provides you with useful information about the structure and style of assignments in the TSBE.

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others, and how to maintain academic integrity.

The University library provides information on presentation of assignments, including referencing styles and should be referred to when completing tasks in this unit.

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

**Plagiarism**

Plagiarism is a form of cheating. It is taking and using someone else’s thoughts, writings or inventions and representing them as your own; for example, using an author’s words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student’s work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines. You may also find the Academic Honesty site on MyLO of assistance.

The intentional copying of someone else’s work as one’s own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.
The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author’s permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see the Plagiarism and Academic Integrity page on the University web site or the Academic Honesty site on MyLO.

**Academic misconduct**

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

a. seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or

b. improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in Ordinance 9: Student Discipline – Part 3 Academic Misconduct.
WHAT LEARNING OPPORTUNITIES ARE THERE?

MyLO

MyLO is the online learning environment at the University of Tasmania. This is the system that will host the online learning materials and activities for this unit.

Getting help with MyLO

It is important that you are able to access and use MyLO as part of your study in this unit. To find out more about the features and functions of MyLO, and to practice using them, visit the Getting Started in MyLO unit. For access to information about MyLO and a range of step-by-step guides in pdf, word and video format, visit the MyLO Student Support page on the University website. If something is not working as it should, contact the Service Desk (Service.Desk@utas.edu.au, phone 6226 1818), or Request IT Help Online.

Resources

Required readings

You will need the following text [available from the Co-op Bookshop]:

Stone, RJ 2017, Human resource management, 9th ed, John Wiley & Sons: Milton, Queensland. Students can purchase the text as a hard copy text with an interactive e-text code through the Co-op bookshop or can purchase just the interactive e-text through the WileyDirect website.

Recommended readings


Connell, J & Teo, S (eds) 2010, Strategic HRM: contemporary issues in the Asia Pacific region, Tilde University Press, Melbourne.


selection, Blackwell Publishing Ltd, Oxford.

Hartel, CEJ & Fujimoto, Y 2015, Human resource management, 3RD edn, Pearson, Melbourne


**Reading Lists**

Reading Lists provide direct access to all material on unit reading lists in one place. This includes eReadings and items in Reserve. You can access the Reading List for this unit from the link in MyLO, or by going to the Reading Lists page on the University Library website.

**Other Required Resources**

In addition to the texts/software recommended above, you are also expected to be familiar with the key academic journals in the discipline from which useful insights may be derived. In particular, you are encouraged to review regularly the relevant papers that are published in:

Human Resource Management Journals (this is a sample only – check that the journal publishes "peer reviewed" articles):

- Academy of Management Journal
- Academy of Management Review
- Academy of Management Perspectives
- Asia Pacific Journal of HR
Learning expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

**Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.**

Details of teaching arrangements

The unit has been developed to combine self-paced learning and an interactive peer learning environment comprised of weekly workshops and online interactions via MyLO (the UTAS learning management system). The teaching and learning resources are based around four modules of content.

As the average study time recommended for an undergraduate unit is approximately
10 hours per week, students should expect to spend about 130 hours of your time on this unit over the semester.

**Self-paced learning**

Each module will comprise a range of pre-recorded lectures, set readings and other learning resources to develop the knowledge of human resource management theory and practice that will be applied and developed through the face-to-face workshops (for Hobart students) and online activities (for Distance students).

Study activities for each week are detailed in weekly checklists on MYLO. Students are encouraged to work through the material at their own pace, and as it suits their schedule, but must ensure they complete the relevant self-paced learning materials prior to each week's workshop (for campus students) or tutorial sessions (distance students).

**Workshop mode**

The campus-based delivery of the unit is structured into 13 workshops of 3 hours duration. These 13 workshops start in week 1 for each of the Teaching weeks: 1-13. The workshops will comprise a component of content delivery, with most of the time spent in group discussion and skills development activities.

**Distance mode**

The online delivery mode for the unit combines the self-paced learning activities detailed above and a complementary program of weekly tutorial sessions. **Student sessions are optional for online students to attend EXCEPT the sessions in weeks 2 and 10 (see below).** Session details for each tutorial will be posted on MYLO in the weekly checklists.

**Specific attendance/performance requirements**

Campus-based students are expected to attend and actively contribute to all 13 weekly workshops. Online students MUST participate in the week 2 and week 10 tutorial sessions as the session activities directly contribute to assessment tasks. Further details will be provided in through MYLO.

**Teaching and learning strategies**

The University is committed to a high standard of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers. The University's Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.
During the first four weeks of this semester, your participation and engagement in this unit will be monitored. If you do not demonstrate evidence of having engaged actively with this unit by Week 4 of semester, your enrolment may be cancelled or you may be withdrawn from the unit.

These are some of the expectations we have of you as a student enrolled in this unit:

In order to achieve the learning outcomes in this unit it has been designed around a thirteen (13) week study schedule containing four (4) modules, with face-to-face classes commencing the week of Monday, 25 February. The University’s MyLO (My Learning Online) system will be used as the central platform for posting and accessing resources and learning material. The assessment of the learning outcomes will take place via four (4) pieces of assessment: a HRM strategy, a research proposal, an interview and a final examination.

**Work Health and Safety (WHS)**

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University’s [Work Health and Safety website](#) and policy.

**Communication**

**Keeping up with announcements regarding the unit**

Check the MyLO Announcement tool at least once every two days. The unit Announcement will appear when you first enter our unit’s MyLO site. Alternatively, click on the Announcement button (towards the top of the MyLO screen) at any time.

**If you have a question**

Other students may have the same question that you have. Please go to the Ask the Class Discussion forum on the unit’s MyLO site. Check the posts that are already there – someone may have answered your question already. Otherwise, add your question as a new topic. Students are encouraged to support each other using this forum – if you can answer someone’s question, please do. We will attempt to respond to questions within 48 business hours. If your question is related to a personal issue or your performance in the unit, please contact the appropriate teaching staff member by email instead.

**If you have an issue that will impact on your studies or the submission of an assessment task**

If you have a personal question related to your studies or your grades, please contact teaching staff by email.

For general questions about the unit, please add them to the Ask the Class Discussion forum on the unit’s MyLO site. This way, other students can also benefit from the
Email Correspondence

You are expected to check your UTAS email (WebMail) on a regular basis – at least three times per week. To access your WebMail account, login using your UTAS username and password at https://webmail.utas.edu.au/.

You are strongly advised not to forward your UTAS emails to an external email service (such as gmail or Hotmail). In the past, there have been significant issues where this has occurred, resulting in UTAS being blacklisted by these email providers for a period of up to one month. To keep informed, please use your UTAS email as often as possible.

We receive a lot of emails. Be realistic about how long it might take for us to respond. We will endeavour to respond within two business days but this is not always possible.

Concerns and complaints

The University is committed to providing an environment in which any concerns and complaints will be treated seriously, impartially and resolved as quickly as possible. We are also committed to ensuring that a student may lodge a complaint without fear of disadvantage. If you have a concern, information about who to contact for assistance is available on the ‘How to resolve a student complaint’ page.

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with the unit coordinator in the first instance.

There is a range of University-wide support services available to you including Student Learning Support, Student Advisers, Disability Services, and more which can be found on the Student Support and Development page of the University website.

Should you require assistance in accessing the Library, visit their website for more information.
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<thead>
<tr>
<th>WEEK</th>
<th>DATE BEGINNING</th>
<th>MODULE</th>
<th>TOPICS</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>1</td>
<td>25 February</td>
<td>Module 1: Intro to Strategic HRM</td>
<td>Strategic views of HRM&lt;br&gt;Strategic management of organisations&lt;br&gt;Strategic communication with HRM stakeholders</td>
<td>Wed 6th March (campus students)&lt;br&gt;Thursday 7th March (distance students)&lt;br&gt;HRM strategy for Happy Dogs due</td>
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<td>2</td>
<td>4 March</td>
<td>Module 2: Information &amp; Research needs</td>
<td>Research in HRM&lt;br&gt;Purposes of research in HRM&lt;br&gt;The Research process&lt;br&gt;Choosing a research approach&lt;br&gt;Practical issues in research&lt;br&gt;Ethical issues in research</td>
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<td>3</td>
<td>11 March</td>
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<td>18 March</td>
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<td>6</td>
<td>1 April</td>
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<td>7</td>
<td>8 April</td>
<td>Module 3: Attraction, recruitment and selection</td>
<td>Job analysis and design&lt;br&gt;Attracting desired candidates&lt;br&gt;Developing a competitive EVP&lt;br&gt;Designing recruitment campaigns&lt;br&gt;Choosing recruitment channels&lt;br&gt;Selection mechanisms</td>
<td>Monday 8th April: Research proposal due</td>
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<td>8a</td>
<td>15 April</td>
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Mid-semester break 18 April to 24 April (inclusive)
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<td>8b</td>
<td>25 April</td>
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<td>29 April</td>
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<td>10</td>
<td>6 May</td>
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<td>11</td>
<td>13 May</td>
<td>Module 4: Workplace Health and Safety</td>
<td>Introduction to WH &amp; S</td>
<td>Interview protocol due Monday 13th May</td>
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<td>Managing WH &amp; S</td>
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<td>Identifying and minimising risks</td>
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<td>Handling workplace incidents and accidents</td>
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<td>Rehabilitation, return to work and ongoing issue management</td>
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<td>Supporting psychological safety in the workplace</td>
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<td>12</td>
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<td>27 May</td>
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Exam Period 8 – 25 June (inclusive)
ACCREDITATION

AACSB Accreditation

The Tasmanian School of Business and Economics (TSBE) is currently in the process of applying for business accreditation with the Association to Advance Collegiate Schools of Business (AACSB) – the lead program for accrediting business schools globally. AACSB seeks to connect educators, students, and business to achieve a common goal – to create the next generation of business leaders.

By joining AACSB and going through the accreditation process, TSBE is joining a global alliance committed to improve the quality of business education around the world, and to share the latest innovations in business education. Gaining Business Accreditation with AACSB is a multi-year process involving TSBE demonstrating our performance against the 15 accreditation standards.

Once complete, TSBE will join a select community of accredited business schools, with only 7% of all business schools globally having completed the AACSB process. This will further enhance the reputation of TSBE, and further enhance the global recognition of your qualifications. To find out more about AACSB click here.