

**BMA583 (Full-Time)  
Human Resource Management**

*Semester 1, 2008*

This unit will be offered in:

**Hobart**

The lecturing team responsible will be:

**Mr Simon Fishwick (Lecturer-in-Charge)**

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<http://www.utas.edu.au/mgmt/student.htm>

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## **Introduction to the Unit**

The effective management of human resources is becoming an increasingly vital concern in organisations, whether they are professional practices employing only a few staff, multinational corporations, public sector or not-for-profit organisations. The impact of globalisation, increased competition for talented employees and changing expectations of the employment relationship pose increasingly complex challenges for all organisations.

Therefore, sound understanding of human resource principles and how to effectively implement human resource policies and procedures is of importance to human resource specialists, as well as for line managers with people management responsibilities.

Effective human resource management requires a thorough knowledge of, and skills in, the various people management functions, together with the ability to weld these functions into a carefully planned, well-integrated program focused on the achievement of the objectives of the organisation.

The core of the unit is to examine current HRM topics to bridge theory and practice by examining issues from both strategic and operational perspectives. There is a focus on students' understanding of the skills required to be an effective human resources specialist or people manager. HR matters are examined from the perspective of managers, HR specialists and employees.

### **Enrolment in the unit**

Unless there are exceptional circumstances, students should not enrol in BMA units after the end of week two of semester, as the School cannot guarantee:

- that any extra assistance will be provided by the teaching team in respect of work covered in the period before enrolment; and
- that penalties will not be applied for the late submission of any piece or pieces of assessment that were due during that period.

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## **Learning Outcomes**

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

- Present well-researched and appropriate solutions to HR problems by demonstrating understanding of the relationship between HRM and an organisation's business strategy;
- Understand the importance of an integrated approach to HR strategy and practice;
- Attain proficiency in applying human resource theory and knowledge to case examples;
- Gain insight through reflective practice;
- Describe how the principal elements of human resource management impact on organisations, employees and society;
- Analyse strategies for the attraction, development, remuneration and retention of employees;
- Demonstrate an appreciation and understanding of the current issues facing the field of managing people.

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## Generic Graduate Attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

### Knowledge

- Students will be presented with relevant theory and research into people management as the basis for their understanding which will be extended by the use of case studies;
- Students will explore the application of the major components of human resource management and how this integrates with the practices of people management in a range of organisations;
- Students will use a range of skills to research, analyse and evaluate relevant literature for the purpose of making presentations, writing essays and answering examination questions.

### Communication Skills

- Students will demonstrate effective communication skills through workshop discussion and presentations;
- Written communication skills will be assessed through assignments;
- Students will develop reasoned, coherent arguments in assessed work;
- Students will demonstrate skills in critically assessing course material, readings and by positively contributing to discussions.

### Problem-Solving Skills

- Students will develop practical problem-solving strategies in addressing human resources issues as applied to a range of industries through workshop activities and the assignment;
- Students will develop the capacity to plan and manage successfully in an increasingly complex and turbulent national and international environment, within the framework of societal values;
- Students will develop the ability to locate and use relevant academic information for preparation as well as in submitting internal assessments.

### Global Perspective

- A global and cross-cultural perspective on human resource theories and application to the management of people will be developed.

### Social Responsibility

- Students will be encouraged to think and act ethically, with integrity and social responsibility in the management of human resources.

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## Texts

### Prescribed Text

Nankervis, A., Compton, R. & Baird, M. 2008. *Human resource management: Strategies & processes* (6<sup>th</sup> ed.). Victoria: Thomson.

### School Publications

Students must obtain the following electronic publications which are available from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

*Writing Assignments: A Guide*

*School of Management Referencing Style*

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## Recommended Reading

The publications listed below are highly recommended for further reading on the topics covered in the unit.

### Books

Anthony, W.P., Perrewe, P.L. & Kacmar, K.M. 2002. *Human resource management: A strategic approach* (4<sup>th</sup> ed.). Fort Worth: Dryden.

Bray, M., Deery, S., Walsh, J. & Waring, P. 2005. *Industrial relations: A contemporary approach*. NSW: McGraw-Hill.

Brewster, C., Dowling, P., Grobler, P., Holland, P. & Warnich, S. 2000. *Contemporary issues in human resource management: Gaining a competitive advantage*. Cape Town: Oxford University Press.

DeCieri, H. & Kramar, R. 2005. *Human resource management in Australia: Strategy, people, performance*. (2<sup>nd</sup> ed.). Macquarie Park, NSW: McGraw-Hill.

DeNisi, A.S., & Griffin, R.W. 2005. *Human resource management*. (2<sup>nd</sup> ed.). Boston: Houghton Mifflin.

Dessler, G. Griffiths, J. & Lloyd-Walker, B. 2007. *Human resource management* (3<sup>rd</sup> ed.). Frenchs Forest: Pearson.

Gomez-Mejia, L.R., Balkin, D.B. & Cardy, R.L. 2004. *Managing human resources* (4<sup>th</sup> ed.). Upper Saddle River: Pearson.

Hartel, C., Fujimoto, Y., Strybosch, V. & Fitzpatrick, K. 2007. *Human resource management – Transforming theory into innovative practice*. Sydney: Pearson.

Pilbeam, S. & Corbridge, M. 2006. *People resourcing: Contemporary HRM in practice*. London: Prentice Hall.

Sappy, R., Burgess, J., Lyons, M., & Bultjens, J. 2006. *Industrial relations in Australia: Work and workplaces*. Frenchs Forest, NSW: Pearson Education Australia.

Stone, R. J. 2008. *Managing human resources* (2<sup>nd</sup> ed.). Brisbane: John Wiley.

Storey, J. (Ed.) 2001. *Human resource management: A critical text* (2<sup>nd</sup> ed.). London: Routledge.

### Journals and Periodicals

Apart from books, you will find it valuable to get into the practice of reading relevant articles from journals and periodicals (including newspapers and magazines).

*Academy of Management Executive*

*Academy of Management Journal*

*Academy of Management Review*

*Annual Review of Psychology*

*Asia Pacific Journal of Human Resources*

*Australian Financial Review (periodical)*

*Australian Journal of Psychology*

*Australian Psychologist*

*HR Focus (periodical)*  
*HR Monthly (periodical)*  
*Human Resource Management*  
*Human Resource Management Journal*  
*Human Resource Planning*  
*International Journal of Human Resource Management*  
*Journal of Human Resources*  
*Journal of Industrial Relations*  
*Journal of Occupational and Organizational Psychology*  
*Journal of Occupational Behaviour*  
*Personnel Management*  
*Personnel Psychology*  
*Personnel Review*  
*Public Personnel Management*

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## **Unit Structure**

### **Wednesday: Lectures and Workshops**

There will be nine two-to-three hour workshops on Wednesday afternoons for the delivery of topic material (see study schedule). These two-to-three hour workshops are a compacted style of teaching the conventional weekly lecturer/tutorial, with face-to-face contact between students and lecturers. It is essential that students complete the required reading and study tasks from the unit outline (and/or accompanying unit materials in MyLO) before the workshop. In this manner, students will be able to keep up with the study schedule and will be prepared to discuss the material during the workshops. There are three writing and presentation workshops (see study schedule).

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## **Flexible Learning: MyLO**

MyLO software has been incorporated into the delivery of this unit to enhance the learning experience by providing access to up to date course materials and by allowing for online discussion through this web based environment.

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. See **Learning Online** at <http://uconnect.utas.edu.au/> for computer software you will need.

**Note:** Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 6226 1818 if you experience difficulties. The School of Management has prepared a MyLO Information Sheet which includes access guidelines and contact information. It is available to download as a word document from the School of Management website: <http://www.utas.edu.au/mgmt/student.htm>

## **Privacy Policy and Notice**

The School of Management takes the utmost care to protect the privacy and security of your personal information and to ensure its accuracy.

If you have any concerns about your privacy in MyLO please contact the lecturer-in-charge of this unit or view the University of Tasmania MyLO Privacy Policy Statement available from the university website on <http://www.utas.edu.au/coursesonline/privacy.htm>.

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## Assessment

In order to pass this unit you must achieve an overall mark of at least 50 per cent of the total available marks. Details of each item of Coursework are provided in the Assignment Topics section.

Method of Assessment	Value	Due Date	Length*
<b>Coursework</b>			
Writing Exercise	5	Draft 7 March, Final 18 March	No more than 500 words
Presentation (see page 15)	10	Various	Presentation and discussion
Reflective Practice Journal	15	2 May	1500 words
Individual Essay	20	14 May	2000 words
<b>Examination</b>	50	Exam Period	3 hours
Total Marks	100		

\* **Word Limit:** The word count includes such items as headings, in-text references, quotes and executive summaries. It **does not** include the reference list at the end of the assignment.

## Examination

### *Format*

The final examination will be of three (3) hours duration. The exam will contribute to 50 per cent of the overall assessment of the unit. The examination will consist of a case study (20 per cent) and a choice of essay questions (30 per cent). The best preparation for the exam is consistent work throughout the semester.

### *Scheduled date and place*

Your final examination for this unit will be held during the scheduled examination period as indicated by Student Administration in correspondence to you.

Examinations will normally be scheduled Monday to Saturday inclusive. Examinations may be held during the day or evening and students should consult the university information which will be made available towards the end of semester.

You are advised to make any necessary arrangements with employers now for time off during examination period to sit this examination. Your participation at the scheduled time is not negotiable unless there are exceptional circumstances.

**Note that you will be expected to sit the examination at your recorded study centre.**

### *Supplementary Examination*

Except in special circumstances and on the recommendation of the lecturer-in-charge or the Head of School, a student who fails will not be granted a supplementary examination.

## Special Consideration and Student Difficulties

If a student is experiencing difficulties with their studies or assignments, have personal or life planning issues, disability or illness which may affect their course of study, they are advised to raise these with their lecturer or the Postgraduate Academic Adviser in the first instance. The Postgraduate Academic Adviser can provide assistance with academic issues arising from your studies and identify appropriate support for general personal issues. The Postgraduate Academic Adviser is located in Room 320b in the Commerce Building in Hobart and can be contacted by phone on 6226 1939.

Should a student require assistance in accessing the Library, visit their website for more information at <http://www.utas.edu.au/library/>

Students who have completed their examinations and who feel that they have been disadvantaged due to illness or other circumstances affecting their study, may fill out a form to request that their lecturer takes this into consideration when marking the examination. Forms should be submitted directly to the relevant school, accompanied by appropriate supporting documentation, as soon as possible after the completion of the examination. Granting of special consideration is at the discretion of the lecturer and school. The relevant form can be found at the following website:

[http://www.studentcentre.utas.edu.au/examinations\\_and\\_results/forms\\_files/index.htm#eits](http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/index.htm#eits)

Students with a non-English speaking background may be permitted to take a bilingual dictionary into an exam. This dictionary must not be annotated, that is, must have no notes written in it. In order to use a bilingual dictionary students must request permission from the Student Centre.

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## Submission of Coursework

### Lodging Coursework

All Coursework must have the School of Management Assignment Cover Sheet and Title Page attached, both of which are available as a blank template from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

**All assignments must include the tutor's name on the assignment Cover Sheets when they are handed in. If this is not done the assignment will not be accepted and therefore marked.**

Please remember that you are responsible for lodging your Coursework on or before the due date. We suggest you keep a copy. Even in the most 'perfect' of systems, items sometimes go astray.

Note that you may also be required to submit an electronic copy of your Coursework. More details of this will be given in Lectures.

*Hobart students:* Lodge in assignment box at room 316, Commerce & Economics Building.

**All coursework must be handed in at 2.00 pm on the due date.**

### Late Coursework

#### *Written Work*

Extensions will only be granted on medical or compassionate grounds and will not be granted because of work or other commitments. Requests for extensions should be **made in writing** to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the extension sought.

Late assignments which have **not** been granted an extension will, at the lecturer's discretion, be penalised by deducting ten per cent of total marks for each full day overdue.

Assignments submitted more than six days late will normally not be accepted by the lecturer-in-charge.

## **Return of Coursework**

Coursework will be returned during classes or it can be collected from the lecturer's or tutor's room at nominated times; it will not be available from the School's offices.

## **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; or
- 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, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

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. Details of penalties that can be imposed are available in the Ordinance of Student Discipline—Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/ord9.pdf>

**The University reserves the right to submit (or to require you to submit) assignments to online plagiarism detection software, and might then retain a copy of the assignment on its database for the purpose of future plagiarism checking.**

## **Occupational Health and Safety (OH&S)**

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 policy at: [http://www.admin.utas.edu.au/hr/ohs/pol\\_proc/ohs.pdf](http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf)

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## Workshop Outline

### *Workshop 1 - 27 February, 2008*

#### **Part A: Unit Overview**

#### **Part B: Evolution of HRM & HRM in Context**

This section introduces the concept of Human Resource Management (HRM) and its role within organisations. The activities involved in HRM and the relationship between HRM and an organisation's business strategy is considered. This first topic serves as the basis upon which the entire unit is built.

#### **Required Reading:**

Nankervis, Compton & Baird - Text: Chs. 1 & 2.

#### **Recommended Reading:**

Buyens, D & De Vos, A. 2001. Perceptions of the value of the HR function. *Human Resource Management Journal*, 11 (3): 70–89.

Currie, G. & Proctor, S. 2001. Exploring the relationship between HR and middle managers. *Human Resource Management Journal*, 11 (3): 53–69.

Michelson, G. & Kramar, R. 2003. The state of HRM in Australia: Progress and prospects. *Asia Pacific Journal of Human Resources*, 41 (2): 133–148.

Sheehan, C., Holland, P. & Di Cieri, H. 2006. Current developments in HRM in Australian organisations. *Asia Pacific Journal of Human Resources*, 44 (2): 132–152.

### *Workshop 2—12 March, 2008*

#### **Part A: HR Planning**

The aim here is to introduce the concept of human resource planning and how human resource planning (HRP) is/can be undertaken. After reviewing the nature of HRP and its purpose, the focus is on the need for organisations to consider environmental trends and issues in developing strategic human resource planning. The different approaches to forecasting the demand and supply of human resources (quantitative and qualitative) are presented, and then attention turns to the requirements of effective human resource planning.

#### **Required Reading:**

Nankervis, Compton & Baird - Text: Ch. 4

#### **Recommended Reading:**

Hall, R. 2006. Temporary agency work and HRM in Australia. *Personnel Review*. 35 (2): 158–174.

O'Brien, M., Valadkhani, A., Waring, P. & Denniss, R. 2007. The Australian labour market in 2006. *Journal of Industrial Relations*, 49 (3): 311–326.

Pocock, B. 2005. Work-life balance in Australia: limited progress, dim prospects. *Asia Pacific Journal of Human Resources*, 43 (2): 198–209.

Shacklock, K., Fulop, L. & Hort, L. 2007. Managing older worker exit and re-entry practices: A revolving door? *Asia Pacific Journal of Human Resources*, 45 (2): 151–167.

## **Part B: Work design challenges**

The principal concerns of this subject are:

- Job analysis - the collection of data for analysing jobs, the methods of job analysis, problems which might be encountered, and the use of job analysis in relation to other HRM functions;
- Job design and the characteristics that should be considered when designing any job.

### **Required Reading:**

Nankervis, Compton & Baird - Text: Ch. 4

### **Recommended Reading:**

Chang, I.W. & Kleiner, B.H. 2002. How to conduct a job analysis effectively. *Management Research News*, 25 (3): 73–81.

Cordery, J.L. 1995. Work redesign: 'Rhetoric v reality'. *Asia Pacific Journal of Human Resources*, 33 (2): 3–19.

## **Workshop 3—2 April, 2008**

### **The Employment Relationship (includes Industrial Relations, Workplace Conflict and OH&S).**

This topic provides an overview of the context for HR, including EEO, discrimination, harassment behaviours and discusses related IR and OH&S issues.

### **Required Reading:**

Nankervis, Compton & Baird - Text: Ch. 3, 11 & 12.

### **Recommended Reading:**

Di Cieri, H. & Kramar, R. 2005. *Human resource management in Australia: Strategy, people, performance*. (2<sup>nd</sup> ed.). Macquarie Park, NSW: McGraw-Hill. Chapter 3.

Jayne, M.E.A & Dipboye, R.L. 2004. Leveraging diversity to improve business performance: Research findings and recommendations for organisations. *Human Resource Management*, 43 (4): 409–424.

Johnstone, R., Quinlan, M. & Walters, D. 2005. Statutory occupational health and safety workplace arrangements for the modern labour market. *Journal of Industrial Relations*, 47(1): 93–116.

Lansbury, R. D. 2004. Work, people and globalisation: Towards a new social contract for Australia. *Journal of Industrial Relations*, 46 (1): 102–115.

## **Workshop 4—9 April, 2008**

### **Part A: Recruitment**

Here, the recruitment process within organisations is discussed. The need for a strategic recruitment approach will be discussed as well as the advantages and disadvantages of internal and external recruitment. International recruitment will also be considered.

### **Required Reading:**

Nankervis, Compton & Baird - Text: Ch. 7

### **Recommended Reading:**

Jones, D., Schultz, J. & Chapman, D. 2006. Recruiting through job advertisements: The effects of cognitive elaboration on decision making. *International Journal of Selection & Assessment*, 14 (2): 167–179.

Ryan, A.M. & Tippins, N.T. 2004. Attracting and selecting: What psychological research tells us. *Human Resource Management*, 43 (4): 305–318.

### **Part B: Selection**

This section identifies the role of selection processes and the importance of developing a strategic approach to selection. The concept and necessity of strategic selection is considered, the need to develop an organisation-based selection policy is discussed, and selection criteria which are valid and reliable are addressed.

#### **Required Reading:**

Nankervis, Compton & Baird - Text: Ch. 7

#### **Recommended Reading:**

Behling, O. 1998. Employee selection: Will intelligence and conscientiousness do the job? *Academy of Management Executive*, 12 (1): 77–86.

Di Milia, L. 2004. Australian management selection practices: Closing the gap between research findings and practice. *Asia Pacific Journal of Human Resources*. 42 (2): 214–228.

Hough, L.M. & Oswald, F.L. 2000. Personnel selection: Looking toward the future - remembering the past. *Annual Review of Psychology*, 51: 631–664.

Lim, G-S & Ng, H-L. 2001. Biasing effects of physical disability, race, and job skill level on assessment of applicants. *Asia Pacific Journal of Human Resources*, 39 (3): 82–108.

Robertson, I.T. & Smith, M. 2001. Personnel selection. *Journal of Occupational and Organisational Psychology*, 74 (4): 441–72.

### **Workshop 5—16 April, 2008**

#### **Developing Human Resources**

##### **Required Reading:**

Nankervis, Compton & Baird - Text: Ch. 8

##### **Recommended Reading:**

Arthur, W., Bennett, W., Edens, P. & Bell, S. 2003. Effectiveness of training in organizations: A meta analysis of design and evaluation. *Journal of Applied Psychology*, 88 (2): 234–245.

Smith, A. 2003. Recent trends in Australian training and development. *Asia Pacific Journal of Human Resources*. 41 (2): 231–244.

Wright, P. & Geroy, G. 2001. Changing the mindset: The training myth and the need for world-class performance. *International Journal of Human Resource Management*, 12 (4): 586–600.

### **Workshop 6—30 April, 2008**

#### **Performance Management**

The principal focus is the importance of performance management and its relationship to business strategy and various HRM activities, followed by a detailed overview of the types of performance appraisal systems used by organisations and their associated problems. Also discussed are the key characteristics of an effective performance management system.

##### **Required Reading:**

Nankervis, Compton & Baird - Text: Ch. 9

### **Recommended Reading:**

Bradley, L.M. & Ashkanasy, N.M. 2001. Formal performance appraisal interviews: Can they really be objective, and are they useful anyway? *Asia Pacific Journal of Human Resources*, 39 (2): 83–97.

Nankervis, A.R. & Compton. 2007. Performance management: Theory in practice. *Asia Pacific Journal of Human Resources*, 2006 44 (1): 83–101

Williams, R. 2002. *Managing employee performance: Design and implementation in organizations*. London: Thomson: Chapter 10: Implementing and managing performance management, pp.229–254.

### **Workshop 7—14 May, 2008**

#### **Remunerating & Rewarding Employees**

The central theme here is the different remuneration systems available to an organisation and how the relative worth of jobs is calculated. Key aspects of developing appropriate remuneration systems are reviewed. The key is rewarding past performance and motivating for future performance. Different types of incentive programs, which are used, are described, and a number of key issues that should be considered when designing an effective incentive pay system are identified. The use of benefits by organisations requires the consideration of the organisation's objectives when utilising such programs and the types of benefits used.

#### **Required Reading:**

Nankervis, Compton & Baird - Text: Ch. 10

#### **Recommended Reading**

O'Donnell, M. & Shields, J. 2006. The new pay: Performance-related pay in Australia. In J. Teicher, P. Holland, & R. Gough (Eds.), *Employee relations management: Australia in a global context* (2<sup>nd</sup> ed.): 383–412. Frenchs Forest, NSW: Pearson Education Australia.

O'Neill, G. & Berry, A. 2002. Remuneration of Australian executives: A practitioner review. *Asia Pacific Journal of Human Resources*, 40 (2): 228–45.

Rynes, S.L., Gerhart, B. & Minette, K.A. 2004. The importance of pay in employee motivation: Discrepancies between what people say and what they do. *Human Resource Management*. 43 (4): 381–394.

Taylor, J. 2005. The next generation of workers in Australia: Their views on organizations, work and rewards. *International Journal of Human Resource Management*. 16 (10): 1919–1933.

### **Workshop 8—21 May, 2008**

#### **HR Evaluation & Future Challenges**

This topic covers aspects of reviewing and evaluating the organisation's effectiveness in managing its employees and the effectiveness of the HR function. Future challenges for people management and Human Resources are discussed.

#### **Required Reading:**

Nankervis, Compton & Baird - Text: Ch. 13 & 14

#### **Recommended Reading:**

Armstrong, G. 2005. Differentiation through people: How can HR move beyond business partner? *Human Resource Management*, 44 (2): 195–199.

Carey, L. 1999. Ethical dimensions to a strategic approach to HRM: An Australian perspective. *Asia Pacific Journal of Human Resources*, 37 (30): 53–68.

Michie, J. & Sheehan, M. 2005. Business strategy, human resources, labour market flexibility and competitive advantage. *International Journal of Human Resource Management*, 16 (3): 445–464.

Ulrich, D. & Smallwood, N. 2005. HR's New ROI: Return on intangibles. *Human Resource Management*, 44 (2): 137–142.

***Workshop 9—28 May, 2008***

Review and Exam Preparation.

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## Assignment Topics

### Integrated Writing Exercise, Individual Essay & One Group Presentation

*Due Dates:* Writing Exercise: Draft 7 March, Final 18 March  
Group Presentations: 2 April, 9 April, 16 April or 30 April  
Individual Essay: 14 May

*Length:* Writing Exercise: No more than 500 words  
Group Presentations: 10 minute presentation and 10 minute discussion  
Individual Essay: 2,000 words

*Value:* Writing Exercise: 5 marks  
Group Presentations 10 marks  
Individual Essay: 20 marks

During the first workshop you will be assigned to a group (usually three students) in which you are required to decide on a specific job, which you will analyse. This analysis forms the basis of both the individual essay and group presentation.

#### *The Question*

One of the central aspects of an HR professional's work involves the design of human resource processes. This is the focus of the project. Having selected a job, your group is required to design a comprehensive 'human resource package'. This should include:

1. How the position fits within the organisation and the organisation's approach to managing its people;
2. A job analysis and brief resulting position description (including job specification and person specification);
3. The recommended attraction and recruitment processes for filling a vacancy in the job;
4. The recommended selection process and the procedure for making the final decision;
5. Training and development requirements for the position;
6. The recommended performance management system for the job.

#### *Group Presentation*

A schedule for presentations will be organised in the first workshop. As a group, you are expected to present an aspect of your 'human resource package', focussing on the topic of the workshop in which you are scheduled. In other words:

Workshop 3:	Employment Relationship (points 1 & 2)
Workshop 4:	Attraction, Recruitment and Selection (points 3 & 4)
Workshop 5:	HR Development (point 5)
Workshop 6:	Performance Management (point 6)

The group presentation is designed for your group to present to the rest of the class your analysis of your job in terms of the course material covered in the relevant workshop. This, in essence, acts as a 'progress report' on the state of your analysis.

The presentations should be structured to be a learning exercise for the whole class and so might include material such as handouts that could serve as a learning aid or as review material. Other class members will be encouraged to ask questions to aid you in furthering your analysis.

The presentation is expected to reflect the contributions of all members of the group and not just a series of individual presentations. All group members are expected to contribute equally to the presentation and write up, though not all are required to talk. It is expected that each member of the group will receive the same mark for the presentation: however, the lecturer in charge reserves the right to speak with the group if it is believed that awarding differential marks is warranted.

## ***Individual Essay***

For the individual essay, you are expected to provide a full write-up of the 'human resource package'. It is expected this will be based on a review of the literature and current work on the management of human resources. An extensive list of references is required (12–15).

A rationale should be provided for each step in the process, especially with regard to validity (use literature here). Specific examples of techniques should be provided (e.g. the actual job analysis process; the job advertisement, as is applicable; tests to be used; the application form; performance rating scales, etc.). Discuss the advantages and disadvantages of the overall process and any anticipated problems with implementation. Legal and ethical issues (e.g. EEO/anti-discrimination) should be considered throughout the essay. Use of appendices for examples of techniques is permissible.

This essay is meant to represent an individual effort, and so please do not share your essays with your other group members as this can inadvertently lead to plagiarism.

### ***A checklist for preparing the individual essay***

You are expected to meet academic conventions with regard to presentation, formatting, literacy, level of analysis, and provision of evidence to support points made in developing a line of reasoning and analysis. To avoid problems and disappointments, it is strongly recommended that you take account of the following aspect when preparing your essay.

#### **1. Comprehensiveness**

Have you addressed all aspects of the assignment question (read the question carefully)?

#### **2. Synthesis and Use of the Research Literature**

Have you carefully selected a wide range of texts and journals for your assignment preparation? A number of appropriate readings are listed in the unit outline under Recommended Reading (pages 4–5) and Workshop Outline (pages 10–14). Have you used the literature to explore the topic and as evidence to support the points you make?

Reliance on your own experiences and observations will not satisfy the assessment requirements; you must also use the literature. However, the descriptive retelling of source material alone is insufficient. You are expected to demonstrate your knowledge and understanding of the literature by *using* the literature to argue a case in support of your point of view. Be sure to use your own words to present the ideas you have obtained from the literature and to cite your sources. Direct quotes generally do little to demonstrate *your* understanding of the source material and are often regarded as very weak evidence. Quotations, if used, should be accurately quoted, referenced and interpreted.

#### **3. Analysis**

Have you moved beyond simple descriptions? From the theoretical foundations, have you drawn conclusions, and insights, which address the assignment question? To undertake an analysis you have to answer the questions “So what?” and “What does it all mean in relation to my point of view?” Based on your analysis you must make some logical conclusion/s. Analysis does not come just by descriptively listing the views of the various writers. Instead you must break down the various arguments. You must look for the strengths and weaknesses in each argument. If you have read widely, many of those strengths and weaknesses will have been highlighted for you in the other papers you have read.

#### **4. Application to the Case**

Have you demonstrated skills in applying theory to practice? This is an important criterion.

#### **5. References**

In-text: Using the author-date method of referencing, have you correctly cited all the authors whose work you have drawn upon? (See the School of Management website for the correct referencing style: <http://www.utas.edu.au/mgmt/student.htm>).

Reference List: Have you correctly listed all references used throughout the body of your essay in an end reference list?

## Individual Reflective Practice Journal

*Due Date:* Submission of complete journal, 2.00 pm, Friday 2 May, 2008

*Length:* 1500 words (maximum total for the final submission that incorporates first two reflective practice journal entries)

*Value:* 15 marks

You will be required to complete a reflective practice journal based on your workshop activities, reading and relevant experience. The purpose of the journal is to encourage you to reflect on how your understanding of human resource theory and research applies in practice. The focus is on the behaviour of managers and HR specialists in designing and implementing human resource policy and practices.

What is sought from the reflective practice journal is for you to select an “issue” that is significant to you: something you found interesting, new, different or objectionable.

The nature and structure of this journal will be discussed in the first two workshops. It is expected that you will make regular entries in the journal – the *minimum* number of entries being:

- Week 4 (electronically by 2pm, Friday 28 March);
- Week 6 (electronically submitted 2pm, Friday 11 April);
- Week 9 (submitted in hard copy to Assignment Box by 2.00pm, Friday 2 May).

You will receive brief feedback on the two electronic submissions if the journal entries are not consistent with the five points listed below:

1. Clearly explain what it is and why it is significant to you in your own words rather than material you have read.
2. Provide a clear link to theory/research or model relevant to this unit.
3. Explain its significance in a practical sense for employers.
4. Explain its significance in a practical sense for employees.
5. Explain its significance in a practical sense for HR specialists.

The assessment of the complete journal will be a combination of:

- Your demonstrated understanding of the material relevant to the unit.
- Your capacity to express the relevance of theory/research to practice.
- Your ability to express yourself clearly, in a well-structured way and free from error.
- The level of insight demonstrated by your journal entries: this includes evidence of meta-reflection (i.e. reflection of your past reflections).

## Study Schedule

Semester 1, 2008

Week	Start of Week	Text Chapter	Topic	Due Dates
1	25 February	Chaps. 1 & 2.	Evolution of HRM & HRM in Context	Writing Exercise First Draft: 7 March
2	3 March		<i>Workshop on Academic Writing I</i>	
3	10 March	Chaps.4 & 5	HR Planning & Work Design Challenges	
4	17 March		<i>Workshop On Presentations</i>	Writing Exercise Final 18 March
Mid-Semester Break 20—26 March				
5	31 March	Chaps. 3, 11 & 12	Employment Relationship (Industrial Relations, OH&S and Conflict)	Presentation
6	7 April	Chaps. 6 & 7. Chap 8	Attraction, Recruitment & Selection	Presentation
7	14 April		Developing Human Resources	Presentation
8	21 April		<i>Study Week 21–25 April</i>	
9	28 April	Chap. 9	Performance Management	Presentation Reflective Practice Journal 2 May
10	5 May		<i>Workshop on Academic Writing II</i>	
11	12 May	Chap. 10	Remunerating & Rewarding Employees	Individual Essay 14 May
12	19 May	Chap. 13 & 14	HR Evaluation & Future Challenges	
13	26 May		Review and Exam Preparation	
Examination Period: 7—24 June 2008				
A Calendar/Study Planner showing dates is available from School of Management website at <a href="http://www.utas.edu.au/mgmt/student.htm">http://www.utas.edu.au/mgmt/student.htm</a> .				