

BMA121/221
Management of Human
Resources

Semester 2, 2008

This unit will be offered in:

Hobart and Launceston

The lecturing team responsible will be:

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

Introduction to the Unit

The effective management of human resources is becoming an increasingly vital concern in organisations whether they be professional practices employing only a few staff, multinational corporations or governmental bodies. A major reason for this concern is the awareness of how costly the ineffective management of human resources can be, but coupled with this is a growing recognition of the positive role which well-managed human resources can play in increasing organisational effectiveness. Sound human resource management requires a thorough knowledge of, and skills in, the various personnel and industrial relations 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.

Enrolment in the unit

Unless there are exceptional circumstances, students should not enrol in BMA units after the end of week 2 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.

Learning Outcomes

On completion of this unit, you should:

- Describe how principal elements of human resource management impact on organisations, employees and society.
- Identify the legal and management principles associated with workplace diversity and maintaining a safe working environment.
- Explain the objectives and processes of designing work and staffing organisations.
- Demonstrate an understanding of measuring employee performance.
- Discuss the theory and practice of training and developing human resources.
- Analyse wages theories and assess their relevance in today's economic environment.
- Detail the key aspects of managing employment relations.

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

- Identify the principal elements of human resource management and explain their relationship to the management of organisations.
- Apply human resource management principles and theory to practical situations.
- Use a range of skills to research, analyse and evaluate relevant literature for the purpose of undertaking tutorial presentations, writing essays and answering examination questions.

Communication Skills

- Demonstrate verbal and written communication skills.
- Present reasoned, coherent arguments in tutorials, essays and examination responses.

Problem Solving Skills

- Conceptualise problems related to human resource management issues and present possible solutions.

- Locate and use relevant information for tutorials and essay assignments.

Global Perspective

- Demonstrate cultural sensitivity in managing people in organisational settings.

Social Responsibility

- Consider the ethical dimensions of managing employees.

Prerequisites

BMA101 Introduction to Management.

Texts

Prescribed Text

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

In 2007, the prescribed text for this unit was the previous edition of the above; i.e. Stone, R.J. 2006. *Managing human resources* (1st ed.). Brisbane: John Wiley. As the two editions are quite similar, students may use this text, however they should be aware that disparities do exist and these may relate to the content of the unit. For those choosing to use the 1st edition, it is suggested that each chapter is compared to the 2nd edition and any changes noted; this is particularly the case with Chapter 12.

School Publications

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

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

Writing Assignments: A Guide

School of Management Referencing Style

Recommended Reading

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

Books

Beardwell, I., Holden, L. & Claydon, T. 2004. *Human resource management* (4th ed.). Harlow: Pearson.

Bratton, J. & Gold, J. 2003. *Human resource management: Theory and practice* (3rd ed.). London: MacMillan Press.

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

Clark, R. & Seward, J. 2000. *Australian human resources management: Framework and practice* (3rd ed.).

Sydney: Irwin/McGraw-Hill.

DeCieri, H. & Kramar, R. 2008. *Human resource management in Australia: Strategy, people, performance* (3rd ed). Macquarie Park, NSW: McGraw-Hill.

Dessler, G., Griffiths, J. & Lloyd-Walker, B. 2007. *Human resource management* (3rd ed). Sydney: Prentice-Hall.

Jackson, S. E. & Schuler, R. S. 2006. *Managing human resources*. Mason, OH: Thomson.

Leopold, J., Harris, L. & Watson, T. 2005. *The strategic managing of human resources*. London: Financial Times/Prentice-Hall.

Marchington, M. & Wilkinson, A. 2005. *Human resource management at work: People management and development*. London: CIPD.

Mello, J. A. 2006. *Strategic human resource management* (2nd ed.). Mason, OH: Thomson.

Nankervis, A.R., Compton, R.L. & Baird, M. 2008. *Human resource management* (6th ed.). Melbourne: Thomson.

Nieto, M.L. 2006. *An introduction to human resource management*. Basingstoke: Palgrave Macmillan.

Price, A. 2004. *Human resource management in a business context* (2nd ed.). London: Thomson.

Storey, J. (Ed.) 2001. *Human resource management today: An assessment*. London: Thomson Learning.

Teicher, J., Holland, P. & Gough, R. (Eds.) 2002. *Employee relations management: Australia in a global context*. Frenchs Forest, NSW: Pearson Education Australia.

Travaglione, A. & Marshall, V. (Eds.) 2000. *Human resource strategies: An applied approach*. Sydney: McGraw-Hill.

Wiesner, R. & Millett, B. 2003. *Human resource management: Challenges and future directions*. Milton, Qld: Wiley.

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 Journal

Academy of Management Review

Administrative Science Quarterly

Annual Review of Psychology

Asia Pacific Journal of Human Resources

Australian Financial Review

Australian Journal of Psychology

Australian Psychologist

Career Development International

Human Resource Management Australia

HR Monthly

Human Resource Planning

Journal of Applied Behavioural Science
Journal of Applied Psychology
Journal of Applied Social Psychology
Journal of Human Resources
Journal of Occupational Behaviour
Journal of Occupational and Organizational Psychology
Journal of Vocational Behaviour
Personnel Management
Personnel Psychology
Personnel Review
Public Personnel Management

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** <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>.

Assessment

Just as people's styles of learning differ, so do their preferences and aptitudes towards the evaluation of learning. To accommodate such differences, a choice of three (3) assessment options is available in this unit.

Assessment Option 1 has an equal coursework/examination balance as is typically found in many units.

Assessment Option 2 has no examination; all marks are accrued through coursework.

In **Assessment Option 3**, all marks, except those associated with the tutorial presentation and tests, are gained in the end of semester exam.

Each Assessment Option is described in detail below.

At the end of the first lecture, each student will nominate which option s/he prefers. Students who commence the unit later than the delivery of the first lecture or miss the first lecture will be required to take Assessment Option 1. Students cannot select components from within the three options; each assessment set is treated as a 'whole'. Under no circumstances whatsoever (including medical and hardship issues) will any changes to students' nominated assessment set be allowed.

Irrespective of which Assessment Option is selected, 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.

Assessment option 1

Method of Assessment	Value	Due Date	Length*
Coursework			
Tutorial presentation	10	Various dates	25 minutes
Tutorial test	15	Weeks 4, 5, 6, 7, 8, 9, 11	7 minutes
Assignment	25 marks	Thursday 14 August 2:00pm	1,750 words*
Examination	50	Exam period	1 essay valued at 20 marks 3 essays valued at 10 marks each
Total Marks	100		

Assessment option 2

Method of Assessment	Value	Due Date	Length*
Coursework			
Tutorial presentation	10	Various dates	25 minutes
Tutorial test	15	Weeks 4, 5, 6, 7, 8, 9, 11	7 minutes
Assignments 3 x papers	75 (3 X 25)	Selected from topics in Weeks 4, 5, 6, 7, 8, and 9.	1,750 words*
Examination			No examination
Total Marks	100		

Assessment option 3

Method of Assessment	Value	Due Date	Length*
Coursework			
Tutorial presentation	10	Various dates	25 minutes
Tutorial test	15	Weeks 4, 5, 6, 7, 8, 9, 11	7 minutes
Examination	75	Exam period	2 essays valued at 20 marks each 3 essays valued at 10 marks each 1 brief essay valued at 5 marks
Total Marks	100		

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

Study Week

All undergraduate units offered by the School of Management are scheduled to include a Study Week. The dates for this Semester are shown in the attached Study Schedule.

The purpose of the Study Week is to allow students an opportunity to consolidate their studies thus far, and to research coming assignments.

Tests

Please do not expect a special test to be held for you if you choose to go on holidays or undertake other activities on the scheduled date. If you do need to request alternative Coursework, you should do so in writing to the Lecturer-in-Charge or the Hobart Unit Co-ordinator **prior** to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the request. The telephone number of the doctor should also be included.

Examination

Format

Persons taking **Assessment Option 2** will not be required to take a final examination.

The final examination for students taking **Assessment Option 1** will be worth 50 per cent of your assessment and will consist of two parts - Part A and Part B. You will be required to attempt one (1) question (worth 20 marks) in Part A and three (3) questions (worth 10 marks each) in Part B.

The final examination for students taking **Assessment Option 3** will be worth 75 per cent of your assessment and will consist of three parts – Part A, Part B, and Part C. You will be required to attempt two (2) questions (worth 20 marks each) in Part A, three (3) questions (worth 10 marks each) in Part B, and one (1) question in Part C.

Part A will consist of four (4) questions worth 20 marks each; there will be a selection of case studies, essays and multiple-choice tests. Part B will consist of six (6) essay questions worth 10 marks each. Part C will consist of two (2) essay questions worth 5 marks each.

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 in the first instance. Students may also contact the Catalyst Officer, who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with academic staff, as well as referring students to any relevant University-wide support services. The Catalyst Officer is located in room 318a in the Commerce Building in Hobart and is contactable by phone on 6226 1916. There is also a range of University-wide support services available including Student Services, International Services and Learning Development. Please refer to the *Current Students* homepage at: <http://www.utas.edu.au/students/index.html>

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

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.

Submission of Coursework

Lodging Coursework

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

<http://www.utas.edu.au/management/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 written Coursework on or before the due date. We suggest you keep a copy—photocopying is ideal. 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 written Coursework. More details of this will be given in Lectures.

Hobart students: Lodge in assignment box beside room 325, Commerce & Economics Building.

Launceston students: Lodge in assignment box beside room A170.

All coursework must be submitted by 2.00pm 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 or local unit co-ordinator 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 twenty per cent of the total available marks for each full day overdue (including Saturdays, Sundays and public holidays). No written feedback other than a mark will be provided in relation to the quality of work submitted late without an approved extension.

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

Tutorial Program

Tutorial Questions for Discussion

Note that the tutorial program does not start until Week 2 of semester.

Questions for discussion are to be prepared before you come to the tutorial.

Week 2—Introduction to HRM

1. In your own words, describe what you think HR involves.
2. What do you think is the most important issue facing HRM in the coming decade?

Week 3—Strategy and HRM

1. What is the importance of HRM to an organisation? To employees?
2. Identify and discuss three ways in which HRM can add value to an organisation. How would you measure the value added by HRM?

Week 4—HR Planning

1. What is outsourcing? Why is it so controversial?
2. What is succession planning? Why is it important for an organisation to use succession planning?

Week 5—Job Analysis and Job Design

1. What is the relationship between job analysis and job design?
2. How can job analysis information be used to support recruitment; selection; induction; performance management; training and development; and remuneration planning?

Week 6—EEO and Diversity

1. Consider the following list of questions and identify which ones you would consider permissible and which would you consider not permissible to ask in HR activities (e.g. recruitment advertisements, selection interviews, performance appraisals, promotion applications, etc). Why?
 - Are you married?
 - Do you own a car?
 - Can you work evenings and weekends?
 - Are you an Australian citizen?
 - When did you finish high school?
 - Are you a homosexual?
 - Do you have any communicable diseases?
 - Do you have any small children at home?
 - Do you have a criminal record?
 - Are you willing to follow our dress code?
 - What hobbies do you have?

- Are you disabled?
 - What does your spouse do?
 - How often have you taken sick leave in your previous jobs?
 - Are you a vegetarian?
2. What is meant by the term ‘workforce diversity’? List some of the observable and underlying differences among members in your tutorial group.

Week 7—Occupational Health and Safety

1. Why are OH&S concerns for small businesses different from those for large organisations?
2. List and explain the steps that you, as an effective HR manager, would take to institute an OH&S program in your organisation.

Week 8—Recruitment and Selection

1. Design a recruiting campaign for each of the six situations described below. Justify why your recruiting plan is appropriate and cost effective for the particular job that you are trying to fill. Explain why your six recruiting plans differ from each other.
 - A small (25 employees), family-owned, air-conditioning business in Adelaide needs to hire two refrigeration mechanics to service domestic and commercial air-conditioning units.
 - An international computer manufacturer needs 200 computer science graduates for entry-level positions.
 - A moderate-sized publishing company based in Sydney needs a new vice-president.
 - A prestigious medical school wishes to fill the post of chief of ophthalmic surgery.
 - A large insurance company’s regional office needs to hire twenty word-processor operators.
 - A seventy-outlet retail clothing store chain needs to fill two middle-management positions in its headquarters. The HR director realises that all the current middle managers are white males.

(Source: Adapted for Australian conditions from an original idea by Fisher, C.D., Schoenfeldt, L. F. & Shaw, J. B. (1993) *Human resource management* (2nd ed.) Boston, Houghton Mifflin, p. 257.)

2. What types of information can an application form provide, and which issues must be carefully considered in the design of these forms?

Week 9—Selection (Continued)

1. What are the arguments for and against screening for substance abuse?
2. What are the pros and cons of using personality tests, lie detectors and honesty tests in employee selection?

Week 10—Study Week

No tutorials

Week 11—Performance Management

1. Explain some of the problems to be avoided in appraising performance.
2. Why might a manager intentionally distort appraisal results? What would you recommend to minimise this problem?

Week 12—Remuneration

1. Discuss some of the problems associated with linking pay to performance. How might these be overcome?
2. You have been asked to evaluate whether your organisation's current pay structure makes sense in view of what competing organisations are paying. How would you determine which organisations to compare your organisation to? Why might your organisation's pay structure differ from those in competing organisations? What are the potential consequences of having a pay structure that is 'out of line', relative to your competitors'?

Week 13—Exam Review

Assignment Topics

Group presentations

Due Date: Various dates - during tutorial sessions, commencing in Week 3

Length: 25 minutes (maximum) oral presentation

Value: 10 marks

This assignment is mandatory, irrespective of the Assessment Option chosen.

In small groups (2-3 people), as arranged in the first tutorial session (Week 2), students will prepare a class presentation on the topics appearing on the following pages. These are to be delivered during tutorials in Weeks 3 to 12 inclusive. The presentation will be limited to a maximum of twenty five minutes. Because it is important to make the presentation interesting and informative to the audience, students are encouraged to use a variety of formats (discussions, case studies, role plays, movies, etc) and to involve class members. Please do not simply read from prepared scripts. Fellow classmates are encouraged to ask questions of the presenting group.

Students are not required to submit a formal essay or report of their presentation, however they will give the tutor a reference list which shows the sources upon which the presentation is based. The reference list will adhere to the format used by the School of Management, but should be categorised according to the relevant topic areas. The actual pages of the cited articles from which the presentation material is drawn should also be shown.

The tutor will evaluate the presentation which will attract a maximum of 10 marks. The assessment criteria used will be:

- Overview
- Style
- Vocabulary
- Coverage
- Rationale
- Media and use of audio visual material
- Team roles
- Interaction
- Referencing

Based on the assumption that each member of the group will contribute equally to the workload, a common mark will be awarded. In order to manage the equitable division of labour, it is strongly recommended that each group maintain a record of their meetings; this should show the dates, times, attendees, topics discussed, etc., and *must* be signed by all participants at each meeting. If there is a dispute as to the relative contribution of any member(s), the matter is to be raised with your tutor, and the *record of meetings must be produced*. Tutors will not become involved in any discussion in the absence of this documentation.

Objectives of this item of assessment

The purpose of this assessment task is to:

- research and construct a succinct response to a given question;
- work effectively in small teams; and
- prepare and deliver an oral presentation which informs and involves the audience.

Design of this item of assessment

This assessment activity is structured to:

- allow students to be creative in their synthesis and sharing of information; and
- assist students in making public presentations in a non-threatening environment.

Week 3 Presentation – Introduction to HRM

Define and distinguish between instrumental (hard) HRM and humanistic (soft) HRM. Why is the use of both instrumental and humanistic approaches to HRM valid for today's workforce?

Week 4 Presentation – HR Planning

Answer parts (a) and (b)

- a) What is human resource planning? Explain the part it plays in the strategic human resource management process.
- b) Discuss the effects that Australia's impending skills shortage might have on the following three areas of human resource management: (a) selection and placement, (b) HR development and career management, and (c) remuneration.

Week 5 Presentation – Job Analysis and Job Design

From the following mini case study, answer the three questions below.

Competition between two major retailers in Australia had become fierce. Attracting people into their stores, then enticing them to buy, was the role of their visual merchandisers. No-one had ever documented the details of what they did, but visual merchandising was generally described as:

- designing store layout;
- arranging attractive displays that would entice customers to stop and browse; and
- using colour, shape and space to advantage.

But this description didn't really say what a visual merchandiser did each day. It was one of those roles that had just never been analysed and for which no position description existed. This wasn't a problem until the day Jane was poached by the opposition. It was then that Henry James Stores realised they had a problem.

Try as they might, Julian, her replacement, or those who had worked with Jane, could just not get the space to look the same, and sales soon began to fall. Worse still, those sales were now going to their arch rival, Roy & Thomson.

The merchandising manager called a meeting: "We have to reverse the trend. Let's try to recall what Jane used to do and how she did it. We'll write these on the board here then put them together to write a position description for the visual merchandiser's position".

"You can't do that", said Julian, "it just doesn't work that way. It's about being creative. It's about things – competencies, capabilities, attitudes – that are personal qualities; no-one can write them down."

Questions:

1. Do you believe that some jobs do not lend themselves to being recorded in a position description?
2. If you were set the task of writing a position description for a sales merchandiser, how would you go about conducting the job analysis?
3. Justify your answer to question 2.

(Source: Dessler, G., Griffiths, J. and Lloyd-Walker, B. 2004. *Human resource management* (2nd ed). Sydney: Prentice-Hall, p. 177.)

Week 6 Presentation – EEO and Diversity

Select 3 large Australian-based companies, log onto their websites, and search for their diversity management programs. Compare and contrast these programs, and pay special attention to their treatment of EEO and AA.

Next, search for a small Australian-based company. In what ways, if any, does its diversity program differ from the large company?

Conduct the search again; this time for (i) a company based in Asia, and (ii) a company based in the Middle East. Compare and contrast these with each other, plus one of the large Australian-based companies. Explain the possible reasons for any differences identified.

Week 7 Presentation – OH&S

Answer parts (a) and (b)

- a) Devise and justify a list of possible OH&S issues in each of the following worksites: i) a laboratory, ii) a building site, iii) a hotel kitchen, iv) a supermarket, and v) the areas of this university which you use.
- b) Suggest and defend some measures which might ameliorate each of the issues identified at the above worksites.

Week 8 Presentation – Recruitment and Selection

Organisations which recruit constantly from outside have poor HR planning practices and expose themselves to the risks associated with hiring the wrong people. Discuss.

Week 9 Presentation – Selection

Repeated research has revealed that selection interviews have limited value in predicting job success. Why is this so? Why are selection interviews still used? How can interviews be improved?

Week 11 Presentation – Performance Management

Answer parts (a) and (b)

- a) What is performance? What factors might influence employee performance?
- b) Are performance management and performance appraisal the same?

Week 12 Presentation – Remuneration

Answer parts (a) and (b)

- a) It is a Wednesday afternoon in Melbourne. In three different companies, three different job candidates are at the point of negotiating salary and benefits. One candidate is a new graduate accountant; a 23-year-old female. The second person is also female, 34 years old and has an exceptionally successful sales record. The final person is 48, male, recently moved from Sydney, and is seeking an executive position. What questions would each person be likely to ask his/her prospective employer concerning benefits? Describe the possible benefits package each would try to negotiate.
- b) Imagine that the University of Tasmania institutes a 'Teacher Incentive Program' (TIP) for the Faculty of Business. Basically, the Faculty was told to award \$5000 rises (not bonuses) to about 40% of its staff, based on how good a job they did teaching undergraduates and how many students they taught per year. What are the potential advantages and disadvantages of such an incentive program? How well do you think your lecturers and tutors would accept the program? Do you think it would have the desired effect? Give reasons for your answer.

Assignment Topics

Essay – Assessment Option 1

The performance of students opting for Assessment Option 1 will be evaluated on:

- *Group Presentation* exercise in the tutorials (10 marks),
- Tutorial tests (15 marks),
- The essay noted below (25 marks), and
- Formal examination (50 marks).

Due Date: Thursday 14 August; 2:00pm

Length: 1,750 words

Value: 25 marks

Number of references: Minimum of 15; at least 8 of which are to be drawn from academic journals.

Topic: What is the resource-based view of the firm and how has it advanced the notion of Strategic HRM?

To answer this question, you are required to research and analyse an organisation theory (the resource-based view of the firm), then apply that theory to the concepts of strategic HRM. In essence, this means that your research endeavour will be conducted in two areas – RBV and SHRM; having studied both fields, you can then bring your findings together to draw a conclusion.

Essays – Assessment Option 2

Students opting for Assessment Option 2 are not required to take the end of semester examination. Their performance will be evaluated on:

- *Group Presentation* exercise in the tutorials (10 marks),
- Tutorial tests (15 marks), and
- 3 essays selected from the topics noted below (3 x 25 marks).

Due Date: Weeks 4, 5, 6, 7, 8, and 9.

Length: 1,750 words

Value: 25 marks each

Number of references: Minimum of 15; at least 8 of which are to be drawn from academic journals.

Students will prepare a 1,750 word essay on three of the six topics listed below. Students will nominate their chosen topics during the first tutorial (Week 2).

Essay 1: Strategy and HRM

Due: Thursday 7 August; 2:00pm

Topic: Describe the evolution of the discipline from 'Personnel Management' to 'Human Resource Management' to 'Strategic Human Resource Management'. Be sure to include a detailed explanation of the conceptual and practical differences in these three approaches. Use examples (fictitious or actual) to illustrate the contrast between each approach.

Essay 2: Job Analysis and Work Design

Due: Thursday 14 August; 2:00pm

Topic: Compared to most other options, telecommuting is a superior approach to job design. Discuss.

(Telecommuting is the term for employees working from home, using a computer and telephone to perform their work. When answering this question, be careful to retain an HRM focus.)

Essay 3: EEO and Diversity

Due: Thursday 21 August; 2:00pm

Topic: Formulate an argument that organisational programs to accommodate work-family issues are excessively expensive and therefore not viable economically.

Now devise a case to counter the line of reasoning presented above.

(In your answer, acknowledge any other issues, apart from the economics of the debate, which should be considered in this discussion.)

Essay 4: Occupational Health & Safety

Due: Thursday 28 August; 2:00pm

Topic: Locate a newspaper (or magazine) article concerning workplace violence. Based on the case presented, suggest some possible HRM strategies which might (i) minimise the occurrence of violence, and (ii) manage incidents of aggression and violence when they do occur.

(The newspaper article will need to be of sufficient detail if the question is to be answered effectively. Attach as an appendix to the essay a photocopy of the newspaper article. When discussing the HRM response, build your argument on the actual case provided; that is, provide an answer for the specific events and context of the case. Some responses will, however, be applicable to all scenarios involving workplace violence.)

Essay 5: Recruitment & Selection

Due: Thursday 11 September; 2:00pm

Topic: What arguments might be advanced which support the notion that it is important to select candidates based on their values, as well as the usual selection criteria of skill and experience?

Essay 6: Performance Management

Due: Thursday 18 September; 2:00pm

Topics: Explain why ethical considerations are important when dealing with appraisals, and suggest methods which might increase the ethical rigour of performance management systems.

Objectives of assessment

The purpose of this assessment task is to:

- develop your skills in researching topics associated with the management of people in organisations;
- evaluate your ability to understand the basic concepts and theoretical frameworks which inform HRM;
- apply those concepts and frameworks to specific HRM issues, problems and debates; and
- write a concise, formally structured essay.

Design of this item of assessment

This assessment activity is structured to:

- encourage students to work progressively throughout the semester;
- spread student assessment across a variety of themes, rather than being concentrated on one or two topics;
- respond to student concerns that many units have large essays falling due simultaneously;
- respond to student concerns that the weighting of marks is concentrated on only two or three pieces of assessable work.

Assignment 3: Tests

Due Dates: During tutorials in Weeks 4, 5, 6, 7, 8, 9, and 11

Length: 7 minutes

Value: 2.5 marks per test; 15 marks total of all tests

Tests will be conducted at the commencement of tutorials in the weeks noted above. These are mandatory for all students, irrespective of which assessment option is chosen. The topic(s) included in each test will be that relevant to the tutorial in question; for example, the topic of the Week 5 test will be Job Analysis and Job Design, the topic of the Week 11 test will be Performance Management, and so forth. The nature and of the tests will vary from one session to the next, and will include multiple choice tests, incomplete sentence tests, true/false tests and short note tests.

Throughout the semester, 7 tests will be presented. Your final score will be the sum of your *best* 6 results. As one test does not attract a mark, students do not need to seek a 'catch up' test should they be unable to attend a tutorial.

Bonus marks. For each test in which a student achieves a High Distinction grade (i.e. 80% and higher), a 2:1 bonus will apply. For example, a student achieving 2/2.5 (80%) in a given test will be awarded 4/2.5. It is thus possible for a student to achieve a score of 30/15.

Your best preparation will be to read the relevant chapters progressively throughout the semester as programmed in the Study Schedule, and summarise/synthesise the material as you read.

Objectives of assessment

The purpose of this assessment task is to provide incremental assessment in order to:

- encourage students to revise the bulk of the material in advance of the Study Break (enabling sufficient time to recognise problems and raise questions with lecturers and/or tutors); and
- promote an understanding of the fundamental tenets and concepts in the study of HRM.

Design of this item of assessment

This assessment activity is structured to:

- enable students to be tested topic by topic, rather than across a large body of the course material; and
- provide rapid feedback to facilitate examination revision and discussion with instructors (if required).

Study Schedule

Semester 2, 2008

Week	Start of Week	Text Chapter	Topic	Due Dates
1	14 July	Ch. 1 (pp 1-13)	Introduction to the unit Introduction to HRM	
2	21 July	Ch. 1 (pp 13-37)	Strategy and HRM	
3	28 July	Ch. 2	HR Planning	Weekly presentations commence
4	4 Aug	Ch. 5	Job Analysis & Job Design	Assignment 1 (AO*2) due 7 August
5	11 Aug	Ch. 6 (pp 216-224) Ch. 14	Equal Employment Opportunity and Diversity	Assignment (AO*1) due 14 August Assignment 2 (AO*2) due 14 August
6	18 Aug	Ch. 13 (pp 516-537)	Occupational Health and Safety	Assignment 3 (AO*2) due 21 August
7	25 Aug	Ch. 6 (pp 196-216) Ch. 6 (pp 224-225) Ch. 7 (pp 237-242)	Recruitment & Selection	Assignment 4 (AO*2) due 28 August
Mid-Semester Break 1 - 7 September				
8	8 Sept	Ch. 7 (pp 242-270)	Selection (Continued)	Assignment 5 (AO*2) due 11 September
9	15 Sept	Ch. 8	Performance Management	Assignment 6 (AO*2) due 18 September
10	22 Sept		<i>Study Week</i>	
11	29 Sept	Ch. 11	Remuneration	
12	6 Oct	Ch. 12	Employment Relations	
13	13 Oct		Review	
Exam Period 25 October–11 November				
A Calendar/Study Planner showing dates is available from School of Management website at http://www.utas.edu.au/mgmt/student.htm .				

* Assessment Option