BMA121
MANAGEMENT OF HUMAN RESOURCES

Semester 5, 2012 (Spring School)

Teaching Team:
Dr Graeme Tonks

CRICOS Provider Code: 00586B
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Consultation Time: By appointment
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Unit Description

The effective management of employees 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 the costs associated with the ineffective management of human resources, as well as a growing recognition of the positive role which well-managed human resources can play in increasing organisational performance. Sound human resource management requires a thorough knowledge of, and skills in, the various personnel and employment 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 both employees and the organisation.

Pre-Requisite/Co-Requisite Unit(s)

BMA101 Introduction to Management.

Enrolment in the Unit

Unless there are exceptional circumstances, students should not enrol in BMA Spring School units after the start of semester, as the School of Management cannot guarantee that:

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

People considering late enrolment should also be noted that assessment commences on the second teaching day.
# Intended Learning Outcomes and Generic Graduate Attributes

<table>
<thead>
<tr>
<th>In this unit you will learn:</th>
<th>In assessing this unit I will be looking at your ability to:</th>
<th>Assessment Methods</th>
<th>Graduate Attribute Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition, understanding and discernment of principles and models of basic HR topics.</td>
<td>Identify key elements of HRM.</td>
<td>In-class tests; SFL; Exam (notes and/or tests)</td>
<td>The assessments and teaching activities in this unit have been designed to develop the following graduate attributes in students:</td>
</tr>
<tr>
<td></td>
<td>Explain the relationship of key HR elements to the management of people in organisations.</td>
<td>Assignment essay; SFL; Exam (essays)</td>
<td><strong>In-class Tests</strong>&lt;br&gt;<strong>Knowledge</strong>&lt;br&gt;Comprehension of the fundamental tenets and elementary theories of HRM as a discipline. Awareness of the relevant legal prescriptions and ethical concerns.</td>
</tr>
<tr>
<td></td>
<td>Conceptualise personnel-related problems in organisations.</td>
<td>Assignment essay; SFL; Exam (essays)</td>
<td><strong>Student Facilitated Learning [SFL]</strong>&lt;br&gt;<strong>Knowledge</strong>&lt;br&gt;As for on-line assessments, plus an ability to link these with general aspects of people management.</td>
</tr>
<tr>
<td></td>
<td>Research, analyse and evaluate current HR literature and apply concepts therein to practical situations.</td>
<td>Assignment essay; SFL; Exam (essays)</td>
<td><strong>Communication</strong>&lt;br&gt;Presentation of knowledge/findings in a cogent manner.</td>
</tr>
<tr>
<td></td>
<td>Consider and explain how the law, societal expectations and the desires/needs of individual employees impacts on, and is impacted by, HR management.</td>
<td>Exam (essays)</td>
<td><strong>Essay</strong>&lt;br&gt;<strong>Knowledge</strong>&lt;br&gt;As for tutorial presentations, plus an ability to apply these to given business/organisational situation(s).</td>
</tr>
<tr>
<td></td>
<td>Present knowledge/findings in a cogent manner.</td>
<td>Assignment essay; SFL; Exam (essays)</td>
<td><strong>Problem solving</strong>&lt;br&gt;Capacity to think logically about business problem(s) and, by applying HR principles and theories, generate logical and ‘workable’ solutions.</td>
</tr>
<tr>
<td></td>
<td>Use the language of HRM.</td>
<td>Assignment essay; SFL; Exam (essays)</td>
<td><strong>Communication</strong>&lt;br&gt;Writing concise, convincing narrative which conveys intended meaning and defends a position(s). Expresses an appreciation and correct application of the lexicon of HRM. Adherence to the prescriptions of academic writing and the use of formal English.</td>
</tr>
<tr>
<td></td>
<td>Report knowledge of subject matter and outcomes of research/analysis.</td>
<td>Assignment essay; SFL; Exam (essays)</td>
<td><strong>Essay</strong>&lt;br&gt;<strong>Knowledge</strong>&lt;br&gt;As for tutorial presentations, plus an ability to apply these to given business/organisational situation(s).</td>
</tr>
<tr>
<td></td>
<td>Communicate in scholarly English – verbal and written.</td>
<td>Assignment essay; SFL; Exam (essays)</td>
<td><strong>Problem solving</strong>&lt;br&gt;Capacity to think logically about business problem(s) and, by applying HR principles and theories, generate logical and ‘workable’ solutions.</td>
</tr>
</tbody>
</table>

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The assessments and teaching activities in this unit have been designed to develop the following graduate attributes in students:

**In-class Tests**
- **Knowledge**
  - Comprehension of the fundamental tenets and elementary theories of HRM as a discipline. Awareness of the relevant legal prescriptions and ethical concerns.

**Student Facilitated Learning [SFL]**
- **Knowledge**
  - As for on-line assessments, plus an ability to link these with general aspects of people management.

**Communication**
- Presentation of knowledge/findings in a cogent manner.

**Essay**
- **Knowledge**
  - As for tutorial presentations, plus an ability to apply these to given business/organisational situation(s).

**Problem solving**
- Capacity to think logically about business problem(s) and, by applying HR principles and theories, generate logical and ‘workable’ solutions.

**Communication**
- Writing concise, convincing narrative which conveys intended meaning and defends a position(s). Expresses an appreciation and correct application of the lexicon of HRM. Adherence to the prescriptions of academic writing and the use of formal English.
Learning Expectations and Teaching Strategies/Approach

Expectations

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.

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.

Learning Resources

Prescribed Text


Recommended Texts

The publications listed below are highly recommended for further reading on the topics covered in the unit. Some, not all, are available in the UTas library. Those not held in the collection may be ordered by way of inter-library loan; a charge is made for this service.


Connell, J & Teo, S (Eds) 2010, Strategic HRM. Contemporary issues in the Asia Pacific region, Tilde University Press, Pahran.


**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*
*Business Review Weekly*
*Canadian HR Reporter*
*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 Management and Organization
Journal of Occupational Behaviour
Journal of Occupational and Organizational Psychology
Journal of Vocational Behaviour
Personnel Management
Personnel Psychology
Personnel Review
Personnel Today*
Public Personnel Management
Research and Practice in Human Resource Management

* Note that these are professional periodicals and not academic journals.

**My Learning Online (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 at 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 coordinator of this unit or view the University of Tasmania MyLO Privacy Policy Statement available from the university website at http://www.utas.edu.au/coursesonline/privacy.htm.
Details of Teaching Arrangements

Workshops

Spring School is conducted in Block Mode over a three week teaching period and a one or two week examination period as follows:

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop 1A</td>
<td>Mon 26 November</td>
<td>9.00am to 12:00noon</td>
</tr>
<tr>
<td>Workshop 1B</td>
<td>Mon 26 November</td>
<td>1.00pm to 4:00pm</td>
</tr>
<tr>
<td>Workshop 2A</td>
<td>Mon 27 November</td>
<td>9.00am to 11:00am</td>
</tr>
<tr>
<td>Workshop 2B</td>
<td>Mon 27 November</td>
<td>1.00pm to 3:00pm</td>
</tr>
<tr>
<td>In-class test revision</td>
<td>Mon 27 November</td>
<td>3:00pm to 3:30pm</td>
</tr>
<tr>
<td>In-class test</td>
<td>Mon 27 November</td>
<td>3:30pm to 4:00pm</td>
</tr>
<tr>
<td>Workshop 3A</td>
<td>Mon 3 December</td>
<td>9.00am to 11:00am</td>
</tr>
<tr>
<td>SFL</td>
<td>Mon 3 December</td>
<td>11.00am to 12:00noon</td>
</tr>
<tr>
<td>SFL</td>
<td>Mon 3 December</td>
<td>1.00pm to 2:00pm</td>
</tr>
<tr>
<td>Workshop 3B</td>
<td>Mon 3 December</td>
<td>2.00pm to 4:00pm</td>
</tr>
<tr>
<td>Workshop 4A</td>
<td>Tues 4 December</td>
<td>9.00am to 11:00am</td>
</tr>
<tr>
<td>SFL</td>
<td>Tues 4 December</td>
<td>11.00am to 12:00noon</td>
</tr>
<tr>
<td>SFL</td>
<td>Tues 4 December</td>
<td>1.00pm to 2:00pm</td>
</tr>
<tr>
<td>Workshop 4B</td>
<td>Tues 4 December</td>
<td>2.00pm to 4:00pm</td>
</tr>
<tr>
<td>Workshop 5</td>
<td>Tues 11 December</td>
<td>Split exam (optional)</td>
</tr>
<tr>
<td>Workshop 6A</td>
<td>Mon 17 December</td>
<td>9.00am to 11:00am</td>
</tr>
<tr>
<td>SFL</td>
<td>Mon 17 December</td>
<td>11.00am to 12:00noon</td>
</tr>
<tr>
<td>SFL</td>
<td>Mon 17 December</td>
<td>1.00pm to 2:00pm</td>
</tr>
<tr>
<td>Workshop 6B</td>
<td>Mon 17 December</td>
<td>2.00pm to 4:00pm</td>
</tr>
<tr>
<td>Workshop 7A</td>
<td>Tues 18 December</td>
<td>9.00am to 11:00am</td>
</tr>
<tr>
<td>SFL</td>
<td>Mon 18 December</td>
<td>11.00am to 12:00noon</td>
</tr>
<tr>
<td>SFL</td>
<td>Mon 18 December</td>
<td>1.00pm to 2:00pm</td>
</tr>
<tr>
<td>Workshop 7B</td>
<td>Mon 18 December</td>
<td>2.00pm to 4:00pm</td>
</tr>
<tr>
<td>Workshop 8A</td>
<td>Mon 7 January</td>
<td>Split exam (optional)</td>
</tr>
<tr>
<td>Workshop 8B</td>
<td>Mon 7 January</td>
<td>Full exam (optional)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.00am to 11:30am</td>
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<tr>
<td></td>
<td></td>
<td>12.30pm to 3:30pm</td>
</tr>
</tbody>
</table>

Because of the Block mode, it is important that students keep up to date with the readings and preparation for workshops.

Communication, Consultation and Appointments

Consultation with the lecturer will be by appointment.
Assessment

Assessment Schedule

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 assessment item are outlined below.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Value</th>
<th>Due Date</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class test.</td>
<td>10%</td>
<td>At the end of the fourth workshop (2B) on 27 November.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Essay</td>
<td>20%</td>
<td>2:00pm, Monday 17th December</td>
<td>1,500 words* (+/- 10%)</td>
</tr>
<tr>
<td>Student facilitated learning [SFL] (group presentations)</td>
<td>20%</td>
<td>Between Workshops 3A and 3B, 4A and 4B, 6A and 6B, 7A and 7B.</td>
<td>20 minutes and 500 words</td>
</tr>
<tr>
<td>Final Assessment</td>
<td>50%</td>
<td>Monday 7 January 10.00am or 12.30pm</td>
<td>1 ½ hours or 3 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 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.

Assessment Item 1 – In-class test

Task Description: The in-class test will comprise a variety of question formats including short notes, multiple choice questions, and true/false questions. All questions should be attempted.

Bonus marks: Student who achieve a High Distinction grade (i.e. 80% and higher) in the test will be awarded bonus marks at a 1.5:1 ratio. Thus, a score of 15 marks is available for a perfect paper.

The questions will be taken from the text, and will cover the material included in Workshops 1A, 1B and 2A.

Assessment Criteria: Assessment of this component is based on THREE (3) of the four (4) outcomes listed in the Learning Outcomes table (page 5). Marks are accrued by selecting the correct option to ‘multiple choice’ and ‘true/false’ questions, or providing accurate responses to the ‘short notes’ questions.

Task Length: 30 minutes

Due Date: At the end of the fourth workshop (2B) on Tuesday 27 November.

Value: Total of 10 marks (with option of 15 marks)
Assessment Item 2 – Student facilitated learning (Group presentation)

Task Description: In small groups, as arranged in the end of second workshop 1B (26th November), prepare an allocated topic for class activities. This may be a case study, experiential exercise, class discussion questions or some other activity. The activity should involve all other members of the class.

Do not attempt to cover the whole of the topic: select just a portion which is central to the topic.

The presentations will be held between Workshops 3A and 3B, 4A and 4B, 6A and 6B, 7A and 7B, should extend for about twenty minutes, including class participation, and at the conclusion you should hand in an individual 500 word individual summary that reflects your contribution to the presentation.

Assessment will be mainly on the quality of the presentation, a secondary influence will be the written material.

Class work activities may be designed around any aspect of the topic area as allocated. All members of the group should be involved in the preparation and presentation of material. A group contract is to be submitted prior to the presentation.

Assessment Criteria: Assessment of this component is based on all FOUR (4) outcomes listed in the Learning Outcomes table (page 5). Marking will be carried out according to the Assessment Criteria which will be posted in MyLO.

Task Length: 20 minutes and 500 words

Due Date: Various dates – during workshops, commencing after the fifth workshop (3A on Monday 3 December).

Value: 20 marks

Assessment Item 3 – Essay

Task Description: Carry-On Clothing (COC) commenced in 1978 when two enterprising young ladies, Hope Springs and Eileen Dover opened a small dress shop in suburban Sydney. By 1993, COC had outlets in every State capital and most major cities in Australia. In 2000, the firm began manufacturing clothes in Vietnam and China under its own label ‘Carried Away Clothes’ (CAC). Last year COC opened stores in Paris, Singapore and Oatlands.

With the expansion of the business in the past 20 years, there has been a corresponding expansion of administrative staff. Recently, this has been causing concern to the partners, so they engaged an HR consultant, Hans Tremble, to examine all policies and practices throughout COC and CAC. Tremble’s recommendations included an acute downsizing of the HR department, suggesting it be limited to maintaining staff records and
managing payroll. HR in any organisation, claimed Tremble, was nothing more than a clerical and welfare unit which frustrates operations and contributes nothing to the bottom line.

Willie Orwontie, the group HR manager for COC and CAC, has just been handed Tremble’s report. Hope and Eileen have requested a response by the end of the month.

Advise Willie how he might respond to the contents of the report.

Assessment Criteria: Assessment of this component is based on three of the four outcomes listed in the Learning Outcomes table (page 5). Marking will be executed according to the Assessment Criteria matrices appearing in pages 22 to 24.

Task Length: 1,300 words (+/- 10%)
Due Date: 2:00pm, Monday 17 December
Value: 20 marks
Points to note: This assignment should be written as an academic essay, not a business report.

Students are expected to analyse this case study by conducting fairly broad research. It is anticipated that much of the material will be sourced from relevant academic journals.

The ability to compose and present essays in accordance with the conventions of academic writing and the principles of formal, scholarly English is an important aspect of work at university. For this reason, the quality of dimensions shown in Criterion 5 is expected to be high (credit or above), irrespective of the content. Thus, a passing grade (2.5/5 – 2.99/5) for Criterion 5 will result in the downward moderation of the overall mark awarded for the essay by 25%, and a failing grade (≤2.49/3.5) for Criterion 5 will result in the downward moderation of the overall mark awarded for the essay by 33%.

Assessment Item 4 – Examinations
Format: To allow students an opportunity to plan their assessment around the Christmas break, work commitments, and/or preferred study patterns, they have a choice as to how they wish to take the examination in this unit. The options are:

1. Sit a paper covering the content of sessions 1A to 4A (inclusive) on Tuesday 11 December, and sit a paper covering the content of sessions 4B to 7B (inclusive) on Monday 7 January. Each paper will be worth 25 marks each.
2. Sit a paper covering the content of the entire semester, worth 50 percent, on Tuesday 11 December.

**Duration:** Option 1: 1.5 hours. Option 2: 3 hours

Students will be asked to advise the lecturer of his/her preferred option at the end of Session 1B. That advice will be final. The student will not be able to change his/her option.

Please note that **under no circumstances whatsoever** will a student who chooses Option 1 and is not satisfied with his/her mark be allowed to sit the Option 2 paper.

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

**Supplementary Exams:** Except in special circumstances and on the recommendation of the unit coordinator 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 Student Adviser 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 Student Adviser is located in room 318a in the Commerce Building in Hobart and is contactable by phone on 6226 1916. In Launceston the Student Adviser is located in room A168 in Building A and is contactable by phone on 6324 3312. 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, it must have no notes written in it. Students must request permission from the Student Centre in order to use a bilingual dictionary.
Submission of Coursework

Lodging Coursework

All Coursework must have the School of Management Assignment Cover Sheet, which is 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 submitted. If this is not done the assignment will not be accepted and therefore will not be 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.

Assignments must be submitted electronically through the relevant assignment drop box in MyLO. All coursework must be handed in by 2.00pm on the due date.

Requests for Extensions

Written Coursework:

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 unit coordinator 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 available marks for each full day overdue. Saturdays and Sundays are included in the count of days for overdue assignments.

Assignments submitted more than five days late will normally not be accepted by the unit coordinator.

In-class Tests:

Students who are unable to sit a test on medical or compassionate grounds (work or other commitments are not considered ‘compassionate grounds’) may request that they be permitted to submit alternative Coursework. 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 unit coordinator 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.

Faculty of Business Late Assessment Policy

A full copy of the Faculty of Business late assessment policy is available from the Faculty homepage at http://fcms.its.utas.edu.au/business/business/policies.asp.

Academic Referencing and Style Guide

Before starting their assignments, students are advised to familiarise themselves with the following electronic resources. The first is the School of Management Guide to Writing Assignment, which can be accessed from the following site - : http://www.utas.edu.au/mgmt/student.htm. The guide
provides students with useful information about the structure and style of assignments in the School of Management. The second 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 Referencing System will be used in all School of Management units, and students are expected to use this system in their assignments.

**Academic Misconduct and Plagiarism**

*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. 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 the Ordinance of Student Discipline – Part 3 Academic Misconduct, see http://www.utas.edu.au/universitycouncil/legislation/.

*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.

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 http://www.utas.edu.au/plagiarism/ or follow the link under ‘Policy, Procedures and Feedback’ on the Current Students homepage.
<table>
<thead>
<tr>
<th>Workshop</th>
<th>Date</th>
<th>Text Chapter(s)</th>
<th>Topic</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>Mon 26 Nov</td>
<td>Ch. 1 (pp 3-15)</td>
<td>Introduction to the unit</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Introduction to HRM</td>
<td></td>
</tr>
<tr>
<td>1B</td>
<td>Mon 26 Nov</td>
<td>Ch. 1 (pp 15-35) Ch. 2</td>
<td>Strategy and context of HRM</td>
<td></td>
</tr>
<tr>
<td>2A</td>
<td>Tues 27 Nov</td>
<td>Ch. 4 (pp 119-142) (pp 151-153)</td>
<td>HR Planning</td>
<td></td>
</tr>
<tr>
<td>2B</td>
<td>Tues 27 Nov</td>
<td>Readings - MyLO</td>
<td>Equal Employment Opportunity and Diversity</td>
<td>In-class test</td>
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<tr>
<td>3A</td>
<td>Mon 3 Dec</td>
<td>Ch. 5 (excl. pp 193 – 195) Ch. 11</td>
<td>Part 1 Job Analysis &amp; Job Design Part 2 Occupational Health and Safety</td>
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<td>3B</td>
<td>Mon 3 Dec</td>
<td>Ch. 11</td>
<td>Occupational Health and Safety (Cont’d)</td>
<td>SFL presentations</td>
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<tr>
<td>4A</td>
<td>Tues 4 Dec</td>
<td>Ch. 6</td>
<td>Recruitment</td>
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<td>4B</td>
<td>Tues 4 Dec</td>
<td>Ch. 7</td>
<td>Selection</td>
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<td>Tues 11 Dec</td>
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<td>6A</td>
<td>Mon 17 Dec</td>
<td>Ch. 9</td>
<td>Performance Management</td>
<td>Essay due 2:00pm</td>
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<td>6B</td>
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<td>Ch. 10</td>
<td>Remuneration and Reward</td>
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<td>7A</td>
<td>Tues 18 Dec</td>
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<td>HR Development</td>
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<td>Tues 18 Dec</td>
<td>Ch. 3</td>
<td>Employment Relations</td>
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<td>8A</td>
<td>Mon 7 Jan</td>
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<td>Split exam Part 2 (optional)</td>
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<td>8B</td>
<td>Mon 7 Jan</td>
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<td>Full Examination (optional)</td>
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