BMA121
Management of Human Resources

Semester 5, 2013 (Spring School)

Teaching Team:

Dr Graeme Tonks

CRICOS Provider Code: 00586B
# Contact Details

<table>
<thead>
<tr>
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<th>Dr Graeme Tonks</th>
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<tbody>
<tr>
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<td><strong>Consultation Time:</strong></td>
<td>By appointment</td>
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Unit Description

The principle aim of the unit is to provide an overview of the fields of HR & IR that provide the underpinning knowledge and understanding of core theoretical principles and models to enable students to undertake units at 200 & 300 level in the HR & IR major.

The effective management of employees is becoming an increasingly vital concern in organisations whether they are 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.

The material will be presented in a sequence of five modules:

1. Evolution of disciplines of HR & IR; theoretical frameworks; strategic HRM; context of HRM.
2. Employment relationships; Legal framework.
3. HR planning; Attraction.
4. Retention.
5. Review.

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.
### 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><strong>Ford case study; Assessment Items 1, 2, 3, 4.</strong></td>
<td><strong>Knowledge</strong>&lt;br&gt;Comprehension of the fundamental tenets and elementary theories of HRM as a discipline, and an awareness of the relevant legal prescriptions and ethical concerns. An ability to apply these to given business/organisational/workplace situations.</td>
</tr>
<tr>
<td>Use HR principles and models to assess people management problems and suggest possible solutions.</td>
<td>Explain the relationship of key HR elements to the management of people in organisations.</td>
<td><strong>Ford case study; Assessment Items 2, 3, 4.</strong></td>
<td><strong>Communication</strong>&lt;br&gt;Produce concise and convincing academic written work which conveys intended meaning and defends positions taken. Appreciation and correct application of the lexicon of HRM.</td>
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<td></td>
<td>Conceptualise personnel-related problems in organisations.</td>
<td><strong>Ford case study; Assessment Items 2, 3, 4.</strong></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>
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<td></td>
<td>Research, analyse and evaluate current HR literature and apply concepts therein to practical situations.</td>
<td><strong>Ford case study; Assessment Items 2, 3, 4.</strong></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>
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<tr>
<td>Awareness of the legal, social and humane elements of managing employees.</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><strong>Ford case study; Assessment Items 2, 3, 4.</strong></td>
<td></td>
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<tr>
<td>Report knowledge of subject matter and outcomes of research/analysis.</td>
<td>Present knowledge/findings in a cogent manner.</td>
<td><strong>Ford case study; Assessment Items 1, 2, 3, 4.</strong></td>
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<td></td>
<td>Use the language of HRM.</td>
<td><strong>Ford case study; Assessment Items 1, 2, 3, 4.</strong></td>
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<td></td>
<td>Communicate in scholarly English – verbal and written.</td>
<td><strong>Ford case study; Assessment Items 1, 2, 3, 4.</strong></td>
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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


It is possible for students to use the previous edition of this text, however it should be noted that the sequencing and content of chapters (after Chapter 5) is different, and the page references in the Study Schedule are different. The previous edition is: Nankervis, AR, Compton, R, Baird, M & Coffey, J 2011, Human Resource Management: Strategy and Practice, 7\textsuperscript{th} edn, Cengage, South Melbourne.

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.


Kramar, R, Bartram, T & DeCieri, H 2014, Human resource management in Australia: Strategy, people, performance, 5\textsuperscript{th} edn, McGraw-Hill North Ryde, NSW.

Dessler, G, B 2013, Human resource management, 13\textsuperscript{th} edn, Pearson, Boston.

Hartel, CEJ & Fujimoto, Y 2010, Human resource management, 2\textsuperscript{nd} edn, Pearson, Frenchs Forest.


**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
Useful Websites

School of Management:  http://www.utas.edu.au/management/home

e-journal database:  http://search.proquest.com/advanced?accountid=14245


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. To get started please refer to the University’s Learning and Teaching with MyLO homepage - http://www.utas.edu.au/learning-teaching-online.

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.

Details of Teaching Arrangements

Spring School is conducted over a five week teaching period between 18 November and 20 December. Because the content of BMA121 in Spring School is practically the same as that taught over a ‘standard’ 13 week semester, the instruction and assessment is condensed. Compressed teaching schedules require considerable commitment by students because the workload is effectively doubled. It is strongly suggested that students who are unable to devote about 20 hours each week to this unit should enrol in BMA121 in Semester Two when the delivery is paced over three months.

Learning in this unit will be facilitated by three activities: study of instructional material, workshops (face-to-face students) and webinars and/or discussion boards (distance students), and individual research.

DISTANCE STUDENTS ARE VERY WELCOME TO ATTEND ALL OR ANY WORKSHOPS. NO NEED TO ADVISE THE LECTURER; JUST TURN UP.
The delivery of instructional material in this unit is by way of (i) the prescribed text, (ii) designated supplied readings, and (iii) narrated PowerPoint presentations. As these present the core concepts upon which the workshops, online discussions and assessment items are based, it is imperative that students know the material thoroughly and ensure that they keep up to date with the study schedule. **Failure to complete these tasks in a timely manner will prevent students from satisfactorily completing the assessment items.**

- Workshops and webinars/discussion boards – see below.

- Individual research. Having gained knowledge and understanding of HRM from the readings, PowerPoints, workshops, webinars, discussion boards, students have the opportunity to apply their learning to a real business/workplace situation. This will be done by researching and writing four, weekly essays. These essays constitute the entire assessment load in BMA121.

### Workshops

#### SCHEDULE

For attending students, the workshop dates and times is as follows:

- **Workshop 1**
  - Fri 22 November
  - 9.00am to 5:00pm
- **Workshop 2**
  - Fri 29 November
  - 9.00am to 5:00pm
- **Workshop 3**
  - Fri 6 December
  - 9.00am to 5:00pm
- **Workshop 4**
  - Fri 13 December
  - 9.00am to 5:00pm
- **Workshop 5**
  - Fri 20 December
  - 9.00am to 5:00pm

The workshops will not incorporate lectures; as noted above, students are expected to access and assimilate the instructional material as part of their private study regimen. It is necessary that students understand the reading/PowerPoint material prior to attending the workshops.

#### DISCUSSION TOPICS AND QUESTIONS

Each workshop will open with a forum during which students are encouraged to raise issues for clarification, share insights, provide examples of personal experiences relating to the subject topics, review the week’s readings and PowerPoint presentation, discuss assessment items, and so forth.

The rest of the session will be devoted to the consideration of a series of questions and discussion points. Students should prepare responses to these as part of their study program and be ready to contribute to the workshop dialogue. Details of the questions/discussion points for workshops 1 to 4 are listed below.

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1 The PowerPoint presentations in this unit were prepared by Dr Simon Fishwick, whose thoroughness and detail therein is evident. Thank you, Simon. They may be downloaded as vodcasts and podcasts. These can be downloaded onto portable audio and video devices.
WORKSHOP 1 – INTRODUCTION AND CONTEXT; EMPLOYMENT RELATIONSHIPS, PT 1

Exchange
Dialogue about unit content, expectations, study habits, student queries, and the like.

Case Study

Questions
1. In your own words, describe what you think HR involves.
2. The role of the HR manager involves being a strategic partner, employee champion and an administrative expert. Which role is more important and why?
3. Compare and contrast the merits and shortcomings of ‘hard’ and ‘soft’ HRM.
4. Why is the issue of ethics important to HR professionals? Discuss the impact of inappropriate or unethical behaviour in the workplace.
5. How do laws impact on the ways in which firms manage human resources?
6. What general business and human resource factors would impact on a firm’s approach to industrial relations

Discussion Topic – The nature and impact of the present HRM environment
1. Prepare a list of contextual factors which influence the management of HRM in contemporary Australia.
2. For each element in the above list, explain why it is important to the management of people in the workplace.
3. Based on the foregoing, what do you think will be the three most important challenges facing HRM in the coming decade?

Hot Topics
Discussion of contemporary HR/IR issues arising from workshops, discussion boards, assignment findings, media reports, student workplace experiences, and so forth.

WORKSHOP 2 – EMPLOYMENT RELATIONSHIPS, PT 2; LEGAL FRAMEWORK

Exchange
Dialogue about Assessment Item 1, unit content, clarification of HR concepts, etc. causing problems, student queries, and so forth.

Questions
1. Is conflict inevitable and is it always bad for the employment relationship?
2. Compare and contrast EEO and diversity.
3. 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?

4. What are the challenges for Australian firms in seeking to use a diversity strategy as a source of competitive advantage?

5. Undertake ‘Tutorial Activity’ number 1 on page 537 of Nankervis et al 8/e.

6. Why should management be concerned about job stress? What can it do to reduce stressors in the workplace?

**Discussion Topic – Employment Relationships and Legal Framework**

1. Refer to the unitarist/pluralist debate on page 18 of Nankervis et al 8/e. Consider how employers’ unitarist/pluralist assumptions can be expected to influence their approach to industrial relations?

2. Working from the list of contextual factors determined in Workshop 1, consider the reasons behind the development of EEO and diversity practices and laws in Australia.

3. Working from the list of contextual factors determined in Workshop 1, consider the reasons behind the development of WHS practices and laws in Australia.

**Hot Topics**

Discussion of contemporary HR/IR issues arising from workshops, discussion boards, assignment findings, media reports, student workplace experiences, and so forth.
Exchange
Dialogue about Assessment Item 2, unit content, clarification of HR concepts, etc. causing problems, student queries, and so forth.

Questions
1. You are the HR manager for the following organisations:
   - A public service department which is about to be relocated from a capital city to a country area, according to state government policy
   - A Japanese multinational company which is keen to reduce staffing numbers and costs in its subsidiary in the Gold Coast.
   - An inner-city manufacturing organisation which has experienced high levels of process workers leaving over the past couple of years (87 per cent annual average). Although it offers competitive salaries and rapid promotion, it cannot seem to keep its employees. To maintain its market position, the company needs to improve productivity levels.

Questions:
   a) What kinds of problems do you anticipate?
   b) Are they pressures or opportunities? Can you convert the pressures into opportunities? How?
   c) How will you cost-effectively address these situations?

2. What is the relationship between job analysis and job design?
3. How can job analysis information be used to support recruitment; selection; induction; performance management; training and development; and remuneration planning?
4. Organisations that need to recruit constantly from outside are admitting failure – they also take a huge gamble on largely unknown people. Discuss.
5. The unemployment rate for youth (% of total labour force ages 15-24) in Australia was last reported at 11.5 per cent in 2010, according to a World Bank report published in 2012.
   Read ‘HRM in Practice’ on pages 226-227 of Nankervis et al 8/e.
   Can these two reports be reconciled?
6. Why are the concepts of validity and reliability important in employee selection?
7. What are the arguments for or against screening for substance abuse? (See below)

Discussion Topic – Work design and its influence on employee performance and attitude.
1. What factors in your present job do you find demotivating and/or physically/psychologically wearing?
2. What factors covered in Chapter 5 of Nankervis et al 8/e do you think are important in designing a job that you would find rewarding?
Hot Topics
Discussion of contemporary HR/IR issues arising from workshops, discussion boards, assignment findings, media reports, student workplace experiences, and so forth.

WORKSHOP 4 - RETENTION

Exchange
Dialogue about Assessment Item 3, unit content, clarification of HR concepts, etc. causing problems, student queries, and so forth.

Questions
1. The search for the perfect appraisal form is akin to the search for the Holy Grail. In reality, the form used may well be a secondary consideration. Other factors will be of primary concern if the scheme is to be successful. Discuss.
2. Employee counselling is just another example of management playing big brother. What good can a third party do? If employees cannot take the heat, let them get out of the kitchen. What are the implications of this attitude?
3. Deming argues that MBO nourishes short-term performance, destroys long-term planning, builds fear, demolishes teamwork, creates rivalry and encourages politics. (See p 351 of Nankervis et al 8/e.) Is there any place for performance reviews in ‘quality’ organisations?
4. Why should organisations spend money on training? Why not select employees who already have the skills the organisation needs?
5. Generation X and Y employees are quite capable of managing their own careers. They don’t need help from managers or mentors, especially as their commitment to organisations is generally transactional. Discuss.
6. Discuss some of the problems associated with linking pay to performance. How might these be overcome?
7. 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’?

Discussion Topic – Planning, Attraction and Retention in practice.
1. Is HR Planning really feasible, given that most organisations hire and fire on demand, most companies in Western economies have short-term perspectives, and democratically elected governments only care about the economy in the present electoral cycle?
2. What recruitment method would you suggest for attracting process workers? How would you make the job and the organisation seem appealing?
3. Having generated a pool of process workers, what selection method would be appropriate? Justify your answer.
4. Due to EB agreements, union intervention, and competitive pressures, organisations are generally unable to pay process workers much above the ‘going rate’. How then can organisations recognise the contribution of ‘good’ staff?

**Hot Topics**

Discussion of contemporary HR/IR issues arising from workshops, discussion boards, assignment findings, media reports, student workplace experiences, and so forth.

**WORKSHOP 5 - RETENTION**

**Exchange**

Dialogue about Assessment Item 4, review of unit content, review of HR concepts and practices etc, student queries, closing matters.

**Webinars**

Online chats will be scheduled for distance students. Similar to the workshops, these provide the opportunity to share thoughts, explore ideas and discuss assessment items with the lecturer and other students. The scheduling of webinars will be advised.

**Assessment**

To accommodate the condensed format of this unit, there will be no formal examination and assignments will be due each week. Feedback on the latter will be rapid. As noted previously, the intensity of the BMA121 learning program in Spring School demands considerable student commitment.

Over the five week course of this unit, students will conduct in-depth research into the HR practices and policies of the Ford Motor Company during its early years. Although the assessment deals with only one case study, four separate, but interrelated essays will be required. The first will be largely descriptive, and the remaining there will be analytical.
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>Ford case study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Item 1.</td>
<td>20%</td>
<td>Tuesday 26 November at 5:00pm</td>
<td>1800-2000 words</td>
</tr>
<tr>
<td>Ford case study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Item 2.</td>
<td>30%</td>
<td>Tuesday 3 December at 5:00pm</td>
<td>1600-1800 words</td>
</tr>
<tr>
<td>Ford case study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Item 3.</td>
<td>20%</td>
<td>Tuesday 10 December at 5:00pm</td>
<td>1450-1600 words</td>
</tr>
<tr>
<td>Ford case study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Item 4.</td>
<td>30%</td>
<td>Tuesday 17 December at 5:00pm</td>
<td>1600-1800 words</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
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*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.

Case Study – The Ford Motor Company

Almost since its inception over a century ago, the Ford Motor Company (FMC) has provided scholars of business with a seemingly endless stream of case material concerning areas such as strategy formulation, job design, corporate governance, international management, entrepreneurship, social responsibility, organisational structure, and many others. Among the fields of study in which Ford provides many seminal examples of organisational activity are human resource management and industrial relations. These are the focus of the four assessment activities in this unit, which are built around a single progressive case analysis requiring weekly assignments.

Students will examine the HR philosophy, policy and practices of FMC evident during the period when its founder, Henry Ford, headed the organisation. For about half this time, he owned the company outright; there were no external shareholders to intervene in the functioning of the world’s largest automobile company.

This case study is designed to assist you in recognising actual HRM issues occurring in a real business setting over an extended period, and analysing those issues in the light of HR concepts and theories. In some instances, you will be asked to compare aspects of FMC’s contemporary situation (1903-1947) with that which would happen in modern Australia.

The case material from which students will work is presented in the movie titled *Ford: The Man and the Machine*. It can be accessed on YouTube (*Ford: The Man and the Machine - 1987 - YouTube*). It is

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2 There was no formal HR or personnel management system in place for much of the period under review.
also available on DVD. The movie is based on Robert Lacey’s biography of FMC and its key players; this book - titled *Ford: The Men and the Machine* - is on reserve at the UTas library. It will be assumed that students will work from the movie, however the book is equally acceptable. The movie follows the book fairly faithfully, however it spans only the life of Henry Ford (1863-1947), whereas the book continues with an account of the Ford Motor Company until the early 1980s. Students are expected to research only the period during which Henry Ford was alive.

Lacey’s work is based on scholarly research, but it was not designed as a case study of organisation and management. Hence, there are few direct references to such matters. As noted above, a key task of students in this series of assignments is to recognise those issues and events presented in the Ford case which are relevant to the study and practice of HRM. Further, there may be times when Lacey’s narrative provides insufficient information to make fully informed responses. In such circumstances, students are encouraged to infer information from the surrounding case material.

The life of Henry Ford and the history of FMC are well documented; reference to other literature on the subjects is encouraged.

As this project represents the equivalent of the tests, assignments and exams found in 13 week units, an ongoing and rigorous effort is expected over its 4 week duration. Thus, success will depend on students’ willingness to devote time and effort to researching HR/IR literature pertinent to the case. It may also be necessary to search outside HRM/IR specific literature and consider related fields. In other words, only minimal responses will be able to be drawn from the prescribed text and material supplied on MyLO. No particular number of references is stipulated; the number used depends on the depth of inquiry chosen by each student.

The format of each assessment item is to follow the conventions of a formal academic essay.

Assessment of this project is based on the material shown in the Learning Outcomes Table, and marking will be executed according to the assessment criteria matrices appearing in MyLO.

Students are required to submit their essays on Tuesdays. Detailed ‘model’ answers will be supplied via MyLO on the following Thursday; this, together with the research findings in students’ individual assignments, will provide much foundational material for the next assessment item.

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4 There may or may not be factual errors in the movie and/or the book, and the latter may condense events or timeframes. For the sake of this case analysis, students may assume the material to be accurate as presented.
5 The story depicted in the movie and book covers a huge range of issues over 80 years. Students are urged to be careful to restrict their focus to HR/IR issues; it would be easy to become ‘side-tracked’ in the scope and detail of the Ford saga.
6 Students must explain the reasoning behind any conjectures made.
Assessment Item 1

**Task Description:**
Provide an account of the evolving environment which influenced the life of both Henry Ford and the manner in which FMC developed and functioned. Include both internal (ownership, culture, management philosophy, employees, etc.) and external (social, economic, legal, etc.) contextual determinants in your answer.

**Task Length:**
1,800 - 2,000 words

**Due Date:**
Tuesday 26 November at 5:00pm

**Marks:**
20

Assessment Item 2

**Task Description:**
Choose one of the following topics:

Describe the nature of industrial relations (IR) at FMC through the years. Analyse your findings in the light of (a) the changing environment examined in Assessment Item 1, and (b) industrial relations and conflict & negotiation concepts and/or theory.

OR

Identify the Equal Employment Opportunity (EEO) & Diversity and Workplace Health & Safety (WHS) issues evident in the case. Analyse your findings in the light of (a) the changing environment examined in Assessment Item 1, and (b) current Australian laws and social expectations.

(Students only need to analyse the Ford case in the context of 'modern' Australia; you are not required to suggest solutions based on that analysis.)

**Task Length:**
1,600-1,800 words

**Due Date:**
Tuesday 3 December at 5:00pm

**Value:**
30 marks

Assessment Item 3

**Task Description:**
Provide a detailed account of how jobs and work were designed at FMC. Identify the job design model used at FMC, and explain the dominant theory behind it. Discuss and explain the impact of job/work design on worker behaviour at Ford.

**Task Length:**
1,450 – 1,600 words

**Due Date:**
Tuesday 10 December at 5:00pm

**Value:**
20 marks
Assessment Item 4

Task Description: Identify dysfunctional aspects of, and/or associated with, the Planning, Attraction\(^7\) and Retention practices at FMC. Analyse your findings in the light of the changing environment examined in Assessment Item 1. Using current theory, HR wisdom and (Australian) legal prescriptions, provide solutions and/or alternative practices to the ‘problem areas’ you detected.

Task length: 1,600-1,800 words

Due Date: Tuesday 17 December at 5:00pm

Marks: 30

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 A257 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/.

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.

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 5.00pm on the due date.

\(^7\) Do not include the Work Design dimension when analysing Ford’s Attraction practices; this has been completed in Assessment Item 3.
**Requests for Extensions**

**Written Coursework:**
Because a model answer for each Assessment Item will be posted on MyLO on the Thursday immediately following the due date, **it is not possible to grant extensions in this unit beyond 24 hours.** This is not negotiable, irrespective of medical conditions or any other circumstances; to do so would provide an unfair advantage to the student concerned.

Applications for a 24 hour extension 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. Extensions are not available for work or personal commitments. Late assignments which have not been granted an extension will be penalised by deducting ten percent of the total available marks for that assessment item. Submissions after 24 hours (with or without an extension) will not be read and no marks awarded.

**Alternative Assessment:**
Students who are unable to submit any one or more of the four assessment items will be able to undertake an examination of the same value of the assessment item(s) not submitted. Examinations will be conducted during late January or early February 2014, and questions will be drawn from the entire body of material contained in this unit. Requests to take an examination should be made in writing to the unit coordinator prior to the due date of the assessment item which the examination will replace. Medical certificates or other evidence must be attached and must contain information which justifies the extension sought.

**Faculty of Business Assessment Submission Policy**

A full copy of the Faculty of Business Assessment Submission policy is available from the Faculty homepage at [http://www.utas.edu.au/business/student-resources/policies,-forms-and-other-information2/faculty-policies-and-administration](http://www.utas.edu.au/business/student-resources/policies,-forms-and-other-information2/faculty-policies-and-administration)

**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](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](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/](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](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/](http://www.utas.edu.au/plagiarism/) or follow the link under ‘Policy, Procedures and Feedback’ on the Current Students homepage.
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