

# MACQUARIE UNIVERSITY

## Department of Business & Department of Psychology

### BBA250 Human Resource Management 2004 Unit Outline

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#### STAFF

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#### OVERVIEW

The unit provides an overview of human resource management (HRM) in Australia as well as the international scene and will draw on case studies and related research to illustrate these practices. Major HRM topic areas include: human resource planning, selection, training, career planning, performance management, occupational health and safety, and industrial relations. The unit will also cover the role of HRM in the achievement of strategic business objectives including productivity, quality management, and innovation.

#### REQUIRED TEXT

Stone, R. J. (2002). Human resource management, (4th ed.). Brisbane: Wiley.

This text will be examinable. You are also required to bring it (or photocopies of relevant sections) to tutorials. A student website associated with this text can be accessed at:

[http://www.johnwiley.com.au/highered/hrm4e/student\\_resources/index.html](http://www.johnwiley.com.au/highered/hrm4e/student_resources/index.html)

If you are a full-time student you can join the Australian Human Resources Institute for free for one year, including subscription to their monthly magazine (you must apply online). I strongly encourage all eligible students to take up this great offer! Go to [www.ahri.com.au](http://www.ahri.com.au) for details.

#### WEBSITE

The course website is <http://online.mq.edu.au/public/BBA250/index.html>. If you have difficulties logging on to this website try the follow help site: <http://online.mq.edu.au/docs/tecinf.html>. This course outline, all lecture notes, study notes, and useful links to other websites will be available from this website. **Students are expected to bring along copies of the lecture notes to each lecture and copies of the appropriate study notes and the textbook (or copied sections of it) to each tutorial.**

## UNIT STRUCTURE

### Lectures

There will be one 2-hour lecture per week, given on Wednesday 4-6 pm. Lectures are recorded on audiocassettes available in the library, and will also be available as a digital download via iLecture. Lectures will be held every week in X5B T1.

### Tutorials

There are eleven one-hour tutorials associated with the unit. Tutorials will be held in weeks 3 to 13, and students will attend one one-hour tutorial each week. Students were allocated to tutorials when they enrolled and must stay in enrolled tutorials. Tutorials will typically cover the following structure: (1) Discussion of Voice game progress (if relevant for that period of the course), (2) Review of study note questions, (3) Case study.

## ASSESSMENT

Assignment: Climate & Culture Survey Report (Data due 9am Wednesday 15 September) (Report due at your assigned tutorial in Week 10)	40%
Presentation of Voice Game Strategy & Results (During your assigned tutorial in Week 13)	10%
Final Examination (80 multiple choice items)	50%

### Exam

The exam will be negatively marked. That is, marks will be deducted for incorrect answers (e.g., a quarter of a mark will be deducted for getting a 5-option multiple choice question wrong or if no answer is provided). This method of marking will ensure that someone who randomly guesses all questions will most likely receive a score of 0.

**Passing the course requires that you pass the final exam.**

Dictionaries can be taken into the exam to assist students who do not have English as a first language. To arrange this, follow the standard university processes regarding use dictionaries.

All students are expected to be available for the entire exam period to sit the exam. The reason of "needing to travel home early" will not be accepted as a reason for needing a supplementary exam (also note that the planned supplementary exam dates are LATER than the normal exam period).

Supplementary exam dates are currently scheduled for:

Thursday 16 December 2004 & Friday 17 December 2004.

Please note that these dates may change and are determined by the university in general, not by anyone involved in running BBA250. Permission to sit a supplementary exam will only be given under exceptional circumstances (see the University Handbook regarding criteria for sitting a supplementary exam). In almost all cases a medical certificate will be required to justify the need to sit a supplementary exam.

## LECTURE AND TUTORIAL SCHEDULE

Lectures: Wednesday 4-6 X5B T1

Wk	Lecture Date	Lecture*	Tutorials
1	4 Aug	Overview of strategic HRM (1)	NO TUTORIAL
2	11 Aug	NO LECTURE	NO TUTORIAL
3	18 Aug	Planning & design (2 & 5)	Strategic HRM
4	25 Aug	Recruitment & selection (6 & 7)	Planning & design
5	1 Sep	Learning & development (9 & 10)	Recruitment & selection
6	8 Sep	Performance management (11 & 8)	Learning & development
7	15 Sep	Compensation (12)	Performance management
		MID SEMESTER BREAK	
8	6 Oct	Occupational health & safety (18)	Compensation
9	13 Oct	Industrial relations (15)	Occupational health & safety
10	20 Oct	Law & Diversity (4 & 19)	Industrial relations
11	27 Oct	Technology (3)	Law & Diversity
12	3 Nov	Evaluation & audit (22)	Technology
13	10 Nov	Review & exam preparation	Group presentations

\*Numbers in parentheses refer to relevant chapters from your text

### Tutorials:

Day	Time	Room	Tutor
Wednesday	9-10	W5C234	Monica
	9-10	C5A 307	Daniel
	10-11	W5A201	Monica
	11-12	W5C 211	Monica
	11-12	E8A 188	Lauren
	12-1	W5C 210	Monica
	12-1	W5C310	Lauren
	1-2	C5A401	Monica
	1-2	E6A 109	Lauren
	6-7	W5C 303	Daniel
Thursday	10-11	W5C334	Zaklina
	11-12	W5C334	Zaklina
	4-5	E6A 108	Wendy
	5-6	E6A 108	Wendy

## GENERIC SKILLS

Although the central aim of the course is to develop your knowledge and skills in the practice of human resource management, the course has also been designed to develop a range of generic skills as outlined in the table below.

Generic skill	How developed in BBA250
Written communication skills	<ul style="list-style-type: none"> <li>Students are required to submit written reports individual assignments. One of the marking criteria for these reports will be quality of writing.</li> </ul>
Presentation skills	<ul style="list-style-type: none"> <li>Students are required to present in the final tutorial the results and analysis of their participation in the Voice Game. Students will also be requested to give ad hoc presentations of group discussions in tutorials throughout the course.</li> </ul>
Information technology skills	<ul style="list-style-type: none"> <li>The course relies heavily upon information technology. All students are required to regularly access the course website and download lecture and tutorial materials. Digital recordings of all lectures will be available via the course website. The Voice Game will be conducted electronically. Finally, successful completion of assignments will require searches of electronic databases of management journals.</li> </ul>
Teleworking/virtual workplace skills	<ul style="list-style-type: none"> <li>The course has been designed to make all course materials available online. Face-to-face lectures and tutorials will be available, but students who are unable to attend lectures and tutorials will hopefully experience minimal inconvenience.</li> </ul>
Hands-on experience	<ul style="list-style-type: none"> <li>For the major assignment students are required to collect data from an organisation and analyse the data.</li> </ul>
Teamwork skills	<ul style="list-style-type: none"> <li>Students will be assigned to teams to compete in the Voice Game.</li> </ul>
Critical analysis skills	<ul style="list-style-type: none"> <li>The major assignment, the Voice Game report, and the group presentation will require the critical analysis of data and the appropriateness of individual and group decisions.</li> </ul>
Problem-solving skills	<ul style="list-style-type: none"> <li>As well as problem-solving required during the completion of assignments, the Voice Game is a significant problem-solving exercise, requiring students to analyse data about the performance of a hypothetical organisation and make investment decisions with the aim of maximizing future performance of the organisation.</li> </ul>
Creative thinking skills	<ul style="list-style-type: none"> <li>The Voice Game will require considerable creative thinking at an individual and team level. Also, demonstration of creative thinking will be a marking criterion for the major assignment and the group presentation.</li> </ul>
Cultural understanding	<ul style="list-style-type: none"> <li>All teams will be encouraged to include at least one international student and comprise members from at least three ethnic cultural backgrounds.</li> </ul>

## QUESTIONS & GRIEVANCES

First, please check this course outline - it has been designed to answer the majority of questions you may have. Your tutor should always be the first person to speak to about any questions or grievances not resolved by the course outline. Contact Dr Peter Langford only if the course outline and your tutor has been unable to answer your questions or settle any concerns.

## ASSIGNMENT

Your assignment should be handed in to your tutor at your assigned tutorial. Use the coversheet available on the course website for your assignment. Emailing of assignments is not acceptable.

**Late assignments must be submitted to an appropriately labeled drop-box near the Psychology Office, ground floor of C3A. All tutors have been instructed not to accept late assignments.**

Unless you have medical documentation verifying illness prior to the due date, late assignments will be penalised at the rate of two marks per working day. For example, consider a report handed in on a Monday that was due at a tutorial the previous Thursday. Four marks will be deducted from the final mark for that report, so if it originally received 25 out of 40, the mark would be revised to 21 out of 40.

All applications for extensions (with appropriate documentation and medical certificates) must be made in writing and presented in person to Dr Peter Langford **before** the assignment is due. **No assignments will be accepted after two weeks beyond the due date.**

## Climate & Culture Survey Report

Every student will be required to approach a chosen organisation and collect at least 10 completed versions of the employee from employees of that organisation. **DO NOT APPROACH ANY STUDENT OR STAFF MEMBER OF MACQUARIE UNIVERSITY TO COMPLETE THE SURVEY WITHOUT FIRST CHECKING WITH DR PETER LANGFORD.**

Students can join together to collect data from a single organisation, but the number of surveys completed must still average at least 10 surveys per student. For example, two students could collect 20 or more surveys from a single organisation.

You will need to obtain written consent from a manager within your chosen organisation before you can get people in the organisation to complete the surveys.

Upon sending me the completed responses, I will send you a graphical report providing detailed quantitative results for the organisation and benchmarking performance of the organisation against available norms. You will then write your report discussing the quantitative results and providing an educated interpretation (in discussion with the manager of the organisation) of the results. Essentially, you are to put yourselves in the shoes of a consultant who is writing up a report evaluating the functioning and performance of your chosen organisation.

The report should be no longer than 1500 words and 6 pages, not including the cover page, executive summary, reference list, or summary of scores and analyses. Write your report more in the style of a consultant's report, not an academic report, but maintain academic and scientific rigour when writing the report.

**Hand in your consent form attached to the back your assignment.**

In return for participation in the research, organisations will receive an electronic report outlining the quantitative results that I will produce.

By 9am Wed 15 Sep each student is required to have emailed Dr Peter Langford a single Microsoft Excel file containing the data from your chosen organisation. You **MUST** use the provided Excel template to submit your data.

From the combined data from all students I will conduct an analysis of results across all organisations and present some high level results in Week 12.

### **Requirements for your individual written assignment:**

- For the written assignment follow these guidelines:
  - Use 12pt Times New Roman or Arial font, double-spaced A4 pages, with 2.5 cm margins on all sides
  - Include a reference list, citing only literature referenced in the report. The reference list should follow standard referencing guidelines such as those of the American Psychological Association's "Style Manual" 4<sup>th</sup> ed.
  - On the front page of each report attach the standard coversheet.
  - Include a one-page executive summary in each report
  - Attach your consent form to the back of your report
  - Staple the final printed report – **DO NOT** use any form of binder, folder or cover for the report

Your written assignment will be marked against the following criteria:

- Adherence to the stipulated word length, font, spacing, margins, binding, etc.
- Correct grammar, punctuation and spelling
- Logical flow and reading ease of report
- Thoroughness and appropriateness of background research (literature review and further investigation of the organisation beyond the surveys)
- Understanding of the major theoretical and empirical issues associated with the assignment topic
- Appropriateness of the interpretations and recommendations in your report

### **Voice Game & Presentation**

Rules, procedures and materials for the game will be explained in the first lecture and tutorial. Teams will compete against each other for 5 "years". Each team will be required to submit their plans for the next "year" by 5pm on the Friday of Weeks 4, 6, 8, 10 and 11 (note that the final year is due in Week 11). Plans for Year 1 must be submitted by 5pm Friday 27 August. Plans must be emailed to Dr Peter Langford using an Excel template that will be available on the course Website. Results will be emailed back to you by the morning of the following lecture.

Upon completion of the game, each team will be required to deliver a 5-minute presentation to their tutorial group in Week 13 detailing:

- What strategies your team adopted during the game and why you used those strategies.
- What game strategies worked, what strategies didn't work and how you would do things differently if were to play the game again.
- What you learnt from the game that could be applied in a real workplace.

Your presentation will be marked on the following criteria:

- The quality of your visual materials
- The logical flow of your presentation
- The level of analysis of your team's performance, and
- How well your team answered questions following your presentation.

### **Plagiarism**

Plagiarism involves the intentional copying of another person's work without giving reference to the original source of the information. Plagiarism may involve copying of another student's work or the work of another author such as a researcher, writer or consultant. Plagiarism will result in an automatic failure in the course, and may have greater ramifications regarding progression in your degree. For more information regarding plagiarism, see <http://www.student.mq.edu.au/plagiarism>

### **FINAL SCORES & GRADES**

Final scores and grades in all undergraduate courses are subject to potential scaling to a distribution recommended by the university. It is important to recognize that your final score and grade may not equal the sum of the scores for individual assessable material. Nevertheless, your rank order in the course will remain unchanged if scaling occurs.

### **FAILING THE COURSE**

There is not a requirement that a certain percentage of people fail the course – it is possible for everyone to pass the course. Nevertheless, based on results from past years, it is anticipated that 3-5% of students will fail (this number does not include those students who do not complete the course) and 10-15% will receive PCs.

### **GRADING SCHEME FOR MARKING**

- HD:** (85-100%), denotes work of exceptional quality across all aspects of the content with evidence of a substantial knowledge beyond the course text.
- D:** (75-84%), denotes work of superior quality, which may be demonstrated in terms of criticism, logical argument, interpretation of material, skilful use of methods, or originality and creativity, with evidence of considerable reading beyond the course text.
- C:** (65-74%), denotes work of predominantly good quality, demonstrating a sound grasp of content together with efficient organisation, the capacity to make some critical appraisal of the material, and evidence of some independent reading beyond the course text.
- P:** (50-64%), denotes a clear pass and satisfactory achievement of the course objectives, with adequate understanding of the material in the course text.
- PC:** (45-49%), denotes a pass that is marginal, with understanding of a few basic aspects of the course. A PC will not allow progression to other courses that state that this course is a prerequisite.
- F:** (0-44%), denotes that a candidate has failed to complete the course/assignment satisfactorily.

## HELP FOR STUDENTS WITH POOR SKILLS IN WRITTEN ENGLISH

Assignments are often less successful than they could have been, partly because of certain problems in presentation and/or written expression. All students who have difficulties with written English should seek advice, as soon as possible, in one of the courses or services offered by the University, as detailed below.

<p><b>WRITING SKILLS</b> (no credit points). Designed primarily for students who are native speakers of English (or advanced non-native speakers), this is a set of short courses on essential writing techniques.</p> <p><b>COURSE A</b> (May/June) deals with the planning &amp; organisation of essays for exam purposes.</p> <p><b>COURSE B</b> (August/September) deals with all kinds of written assignments, including tutorial papers, reports and essays, and how to design and present them.</p> <p><b>COURSE C</b> (August/September) deals with details of expression such as cohesion, sentence formation, punctuation and word choice.</p> <p><b>Individual consultations</b> available through Writing Skills Advisory Service (see below)</p> <p><b>Enquiries to Sue Spinks (Linguistics) C5A 531, phone 9850 8770; or the Linguistics Office C5A 508, phone 98508740.</b></p>	<p><b>ENGLISH FOR ACADEMIC PURPOSES</b> offers a range of programs for students of non-English speaking background (NESB):</p> <p><b>EAP 100 (DE1&amp;2), EAP 101 (D2).</b> These 3 credit point task-based units aim to help students develop an awareness of spoken and written academic genres. They are restricted to overseas and other NESB students.</p> <p><b>Workshops</b> are offered in Discussion Skills, Pronunciation and Grammar. Contact Ken, Peter or Margaret (see below).</p> <p><b>Individual consultations</b> are also available on request.</p> <p><b>Enquiries to Ken Singh, W3A 411 phone 98509936; Peter Roger W3A 409 phone 98509650; or Margaret Gillam W3A 407 phone 98506781.</b></p>
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The **WRITING SKILLS ADVISORY SERVICE** offers students individual help with academic writing problems. Consultations with a writing skills adviser can be made through the Centre for Open Education, X5B, phone: 98597470. External students or others unable to make a face-to-face appointment can also obtain help - via a phone consultation (same contact details).

**Note:** These services aim to help you develop your own writing and editing strategies; the service DOES NOT act as an editor of your draft essays before you submit them. You should bring your marked essay(s) with you to the consultation or hand them in for us to look over beforehand.

**LING253 THE ENGLISH LANGUAGE DE2 (4 CREDIT POINTS).** This unit is open to students of all disciplines once they have 12 credit points towards their degree. It engages with writing and writers at large, analysing the components of effective writing from both theoretical and practical perspectives. Common problems faced by writers both at university and beyond are tackled in lectures, workshops and tutorials (Convener: Sue Spinks: 9850 8770).

It would be a good idea for you to get some help with your academic writing techniques as early as possible in your student career.