



**COLLEGE OF COMMERCE
DIVISION OF ECONOMIC AND FINANCIAL STUDIES
DEPARTMENT OF BUSINESS**

**HRM 107
INTRODUCTION TO
HUMAN RESOURCES**

***UNIT OUTLINE
SEMESTER 1, 2006***

**Lecture: Tuesday, 11.00am~2.00pm, X5B 039
Or Wednesday, 6.00pm~9.00pm, X5B 132**

Unit Convenor: Dr. Angie Knox

Prerequisites: Entry to BHRM

Students in this unit should read the Unit Outline carefully at the beginning of the semester. It contains important information about the unit. If anything in it is unclear, please consult the Unit Convenor.



ABOUT THIS UNIT

HRM107 is a 3 credit point unit.

The aim of this subject is to provide you with an understanding of the key issues and contemporary developments in this discipline. The subject examines the role and changing nature of Government, employers (and their representatives) and employees (and their representatives) in the field of labour relations. Accordingly, this subject includes an analysis of the various aspects of employment relations that influence the management of workers, including: centralisation, decentralisation, and forms of collective bargaining and individual bargaining. The influence of trade unions is also examined and their impact on workplace performance is evaluated. Particular issues such as conflict and resistance, employment restructuring, flexible work organisation, work-life balance and women at work are also considered.

TEACHING STAFF

- **Unit Convenor:** Dr Angie Knox
- Room: E4A-633
- Telephone: 9850 6468
- Email: aknox@efs.mq.edu.au
- Consultation: Wednesday 4-6pm

CLASSES

Lecture/Seminar Time: Tuesday 11 am-2 pm in X5B039 OR
Wednesday 6-9 pm X5B132

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Prescribed Text

Deery, S., Plowman, D., Walsh, J. and Brown, M. (2001). Industrial Relations: a Contemporary Approach (2nd ed.). Sydney: McGraw Hill.

Prescribed Unit Materials

Course Notes- Introduction to Human Resources Readings.

Journals

The following journals contain many articles in the area of employment relations and may be useful to students:

- Industrial Relations Journal
- British Journal of Industrial Relations
- International Journal of Human Resource Management
- Employee Relations
- Journal of Industrial Relations
- Human Resource Management Journal

LEARNING OUTCOMES

The learning outcomes of this unit are:

- A detailed understanding of the major concepts in employment relations, including trade unionism, collectivism and individualism, human resource management and contemporary trends in employment and work organisation.
- Demonstration of an ability to analyse policy debates regarding employment and management of workers.
- an ability to understand the implications of changes in work organisation, employment structures and political regulation for the character of work.

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop students' generic skills in a range of areas. One of the aims of this unit is that students develop skills in the following:

- written and oral communication skills
- taking responsibility for your own learning
- critical analysis skills

TEACHING AND LEARNING STRATEGY

This unit is taught using lectures and seminars (whole-of-class tutorial discussions). Students are expected to read in advance of lectures and participate in seminars.

LECTURE PROGRAM

Lecture 1 Introduction to Human Resources
Date: Tuesday or Wednesday February 28 or March 1

Lecture 2 Australian Employment Relations in Transition
Date: Tuesday or Wednesday March 7 or 8

Lecture 3 Flexibility & the Changing Nature of Employment
Date: Tuesday or Wednesday March 14 or 15

ESSAY TIPS

Lecture 4 Collectivism, Individualism, HRM and Non Unionism
Date: Tuesday or Wednesday March 21 or 22

Lecture 5 Trade Union Decline
Date: Tuesday or Wednesday March 28 or 29

ESSAY PLAN DUE

Lecture 6 Trade Unions and Performance
Date: Tuesday or Wednesday April 4 or 5

CRITIQUE DUE

Lecture 7 Equity in the Workplace
Date: Tuesday or Wednesday April 11 or 12

ESSAY DUE

SEMESTER BREAK

Lecture 8 Conflict and Resistance
Date: Tuesday or Wednesday May 2 or 3

Lecture 9 Work-life Balance
Date: Tuesday or Wednesday May 9 or 10

Lecture 10 Women in the Workforce
Date: Tuesday or Wednesday May 16 or 17

Lecture 11 Contemporary Issues in Employment
Date: Tuesday or Wednesday May 23 or 24

SPEAKER (Tuesday 23rd)

Lecture 12 Strategic HRM
Date: Tuesday or Wednesday May 30 or 31

SPEAKER (Tuesday 30th)

Lecture 13 Course Review
Date: Tuesday or Wednesday June 6 or 7

RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

Knowledge and understanding of Introduction to Human Resources is assessed using a combination of written pieces of work. There are three assessment components: an essay plan & critique, the essay, and a final exam.

Essay Plan & Critique (worth 10%) plus an Essay (worth 30%)

Essay Plan

Based on the essay question (see below), you should *write an essay plan* of approximately one page in length. This will provide a brief overview of the major points/issues that you intend to include in your full essay and assist you with the structure of your essay. You might like to use a series of sub-headings in your plan such as 'Introduction' (including the terms that you will define and a summary of the major argument to be developed throughout your essay), 'Body' (probably dividing this into several paragraphs, each of which encapsulates a different point or concept that will develop your argument more fully), 'Conclusion' (summarising your findings and the argument that you have put forward). In order to do this properly, you will need to have done a significant amount of research and reading around the essay question.

Length: approximately one page

Due Date: Bring TWO copies to class on 28 March (29 March if you are in the evening class)

Critique of an Essay Plan

You will be assigned another student's essay plan and you should critique their work. You can use these sorts of questions as a guide: Is the argument that will be posed by the essay made clear? Is the plan sufficiently detailed? Are the key terms defined? Is the introduction consistent with the conclusion? Is the structure of the essay logical? How could the plan be improved?

Write and submit a critique of the other student's essay plan. Please note that there is **not** one correct answer to this essay question. If the other person is answering the question differently to you, neither of you are necessarily wrong. Rather, many different responses are possible and equally valid. It is the structure, research and reasoning that are most important.

Your critique will not be seen by the other student but you need to be constructive and professional. Keep in mind that your plan is also being examined by someone else! This is a learning experience for you rather than an opportunity for you to attack another person's efforts. You should use this exercise to inform your own essay writing skills and experience. Take what you learn from this back to your own essay plan and reflect on it before you write your essay in full.

Length: maximum one page

Due Date: Wednesday 5 April ** Please attach the relevant essay plan to your critique for submission

Essay

You are required to submit an essay and a complete reference list (using correct format/style and punctuation) on the following:

Employment flexibility is theorised to produce great benefits for the firm. Examine the research evidence and discuss whether the workplace outcomes are wholly positive.

Length: up to a maximum of 2000 words

Due Date: Wednesday 12 April

Total Marks: 40 (includes all of the above: essay plan, critique and the essay)

If you have any queries or questions about the essay, please discuss them with me. Essays should be typewritten and formatted in accordance with the guidelines on p.7-8 in this handout. Unless there are extenuating circumstances, late submissions will be penalised by deduction of marks at the rate of 10 per cent per day.

Final Examination (worth 60%)

The final exam will be held in the formal examination period. The examination will be "closed book". Further details will be given later in the semester regarding format and content.

The University examination period in First Half Year 2006 is from 14 June to 30 June.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

<http://www.timetables.mq.edu.au/exam>

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at

<http://www.reg.mq.edu.au/Forms/APSCon.pdf>

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

PLAGIARISM

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

UNIVERSITY POLICY ON GRADING

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

For an explanation of the policy see

<http://www.mq.edu.au/senate/MQUonly/Issues/Guidelines2003.doc> or

<http://www.mq.edu.au/senate/MQUonly/Issues/detailedguidelines.doc>.

STUDENT SUPPORT SERVICES

Macquarie University provides a range of Academic Student Support Services. Details of these services can accessed at <http://www.student.mq.edu.au>.

ESSAY GUIDELINES

Failure to follow these instructions will result in the essay being returned to the student for rewriting in an acceptable format. Also, **plagiarism** will not be tolerated in any form, and will result in automatic failure.

Format of Essay

1. Essays should be typewritten using double spacing.
2. Under no circumstances should an essay be typed on both sides of a single page.
3. A margin of around 30 millimetres should be provided on both the left and right sides of the page so that examiners' comments can be made.
4. Quotations of up to two lines should be enclosed in double inverted commas with the appropriate page number. Quotations greater than two lines should be indented and single spaced (inverted commas are unnecessary).
5. Avoid using sexist or other biased language, and use the third-person tense when writing.

Citing References

6. Citations to references in the essay should be as follows:

Blyton and Turnbull (1992) argue that human resource management ...

or

Recent developments in human resource management (Blyton & Turnbull, 1992) ...

7. When there are **more than two** authors, the first citation should be

Deery, Iverson and Erwin (1994) argue that organisational commitment...

Subsequent citations should be: Deery et al. (1994) assert that organisational commitment ...

or

The importance of organisational commitment (Deery, Iverson & Erwin, 1994) ...

Subsequent citations should be: The effect of industrial relations climate ...
(Deery et al., 1994) ...

8. When there are **two or more** citations within the same parentheses, the order is alphabetized, e.g.,

The recruitment and retention of employees is fundamental to organisations (Deery & Walsh, 1999; Gahan, 1992; Jones, 1990; Smith, 1989).

Quotes

9. When quoting always provide page numbers, e.g.,

"It is assumed that both workers and management share a common objective" (Deery & Walsh, 1999, p. 5).

or

Deery and Walsh (1999) "assumed that both workers and management share a common objective" (p. 5).

Secondary Sources

10. When you do not have access to the original material that has been cited in another's work, the citation is:

Hyman and Fryer (1975, cited in Deery & Walsh, 1999) argue that rather than there being symmetry in the distribution of power ...

In the References only the actual work read is included e.g., in the above example Deery and Walsh would be included and Hyman and Fryer (1975) would be excluded from the References.

References

11. The reference list appears on a separate page at the end of the essay and includes all references cited in the essay. They are listed in alphabetical order, by the first author's surname, with the title, year of publication, title, and publishing information provided, e.g.,

Abbott, J., De Cieri, H., & Iverson, R.D. (1998). Costing turnover: Implications of work/family conflict at management level. *Asia Pacific Journal of Human Resources*, 36 (1), 25-43.

Deery, S.J., Iverson, R.D., & Erwin, P.J. (1994). Predicting organisational and union commitment: The effect of industrial relations climate. *British Journal of Industrial Relations*, 32 (4), 581-597.

Guest, D.E. (1992). Employee commitment and control. In J. F. Hartley & G.M. Stephenson (Eds). *Employment relations* (pp. 111-135). Oxford: Blackwell.

Young, W.R., McHugh, P.P., & Reed, C.S. (1992). A cross-national comparison of company and union commitment: A meta-analysis. *Proceedings of the 44th Annual Meeting, Industrial Relations Research Association*. WI: IRRA.

Note: Students can **underline** rather than **italicize** titles if an italicized font is not available.