



**College of Commerce
Division of Economic and Financial Studies
Department of Business**

HRM 307

Human Resource Management: Issues & Processes

UNIT OUTLINE

SEMESTER 2, 2008

Unit Convenor: Dr Peter Murray

Lectures: Fri 9-12: E5A131
Fri 13-16: C5A226
Mon 18-21: W6B345

Prerequisites: Admission to BBA or BCom-Mktg;
BBA 250, HRM 217

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

HRM 307: Human Resource Management: Issues and Processes

About this Unit

This is an advanced third year subject that requires students to reflect on a range of Human Resource issues and processes. On the basis of its capacity to influence and create individual and organisational performance, HRM is a key role in any organisation. HRM however is not just about administrative matters. Since organisational performance is influenced by constant change, a variety of new trends and issues will be important. The subject examines a range of these issues, and introduces some debates surrounding HRM processes such as diversity, women in management, mature workers, employee retention strategies, global terrorism and others. Every manager, not just those involved in HRM, now require an advanced knowledge of recent HRM trends and how to deal with them. The subject expands and takes a critical perspective of many issues so that current HR practices can be challenged and developed. Students are encouraged to reflect on these issues, and build a foundation of knowledge of contemporary HRM processes. The individual units are designed to make a significant contribution to the practising manager, and builds on earlier subjects that take a more functional view.

Learning Outcomes

After completing this unit, students will have the ability to:

- 2.1 Explore why SHRM and the resource-based view leads to superior performance in organisations. Explain the link between SHRM, performance, and contemporary issues.
- 2.2 Define and explain contemporary human resource functions. Identify the issues related to modern workplaces;
- 2.3 Identify and explain issues related to employee retention. Determine the different ways for managing employee retention given recent downsizing trends.
- 2.4 Describe flexible work methods and the balance required between work and life issues. Assess why different dimensions of work call for new forms of implementation.
- 2.5 Describe the current debates related to ageing in Australia. Examine a number of critical issues facing the workplace and how labour management policy needs to reflect the changes.
- 2.6 Identify how employers are dealing with an ageing workforce. Assess the nature of stereotypes and discrimination in the workplace.
- 2.7 Explore the issues of a diverse workforce generally. Examine a diversity framework for applying diversity policies.
- 2.8 Determine how gender issues should be explored and recent trends. Explore gender on the basis of demographic shifts in the workplace.
- 2.9 Analyse the issues related to international HRM. Understand the differences between host and foreign nationals and other culture perspectives in managing an international workforce.
- 2.10 Review the issues of international negotiation. Analyse why HRM has an important role to play in international terrorism and negotiation.

2.11 Examine high performance work practices and systems in modern organisations. Review the link to the resource-based view of HRM in week 1.

2.12 Topic presentations in lecture. First groups to present.

2.13 Topic presentations in lecture. Second groups to present

NOTE: Students must attend 80% of all lectures and 90% of all tutorials to register a pass in the unit. A lectures log will be taken to record each attendance.

Tutorials

See the tutorial schedule included at the end of this outline. Note that the readings for each week relate to the following tutorial week. The schedule includes recommended readings plus handouts and the requirements for each week's tutorial.

Presentation

The subject consists of a one to one and a half-hour lecture followed by a one and a half to two hour tutorial. Students must attend 80% of all lectures and 90% of all tutorials. This translates into missing no more than 2 lectures and 1 tutorial. Special permission must be obtained if you envisage missing any other compulsory classes.

Assessment

The assessment will be continuous. Separate explanations are provided for each assessment item below. The broad assessment consists of the following:

Class participation	10
Individual case study reports:	
Case study 1	10
Case study 2	15
Topic presentation	25
Final Exam	<u>40</u>
Total Marks	100

Students must complete all components of the course to register a pass or better grade and must obtain at least a pass grade in all assessment components. For the final exam, you must record a satisfying mark of 17 out of 40 otherwise you may fail the subject. Please note that pressures relating to work are generally not considered as legitimate reasons for not attending or completing a mandatory component of the course. A lectures log will be kept each week to monitor attendance.

Web Page

Students may access unit material online through the Macquarie University Online Learning Facility <http://learn.mq.edu.au> using your Student ID Number and your Online Learning @ MQ password. Please consult the web site at least once a day.

Please note: You should download the lecture prior to class. Case studies will also be posted on the web in week 2 and week 7 (see below).

Individual Case Study Reports 25% Due in class week 6 and 11

During the semester, students will be given two case studies which they are to analyse and provide a report in terms of the theory and literature on a specific topic. The studies will allow the student to examine critical issues in light of the literature for a particular topic.

Case studies need not be referenced. You should write the case study in such a way that you start your answers from line 1. That is, there is no need for large introductions. Your tutor already knows the case facts therefore there is no need to repeat them. You might only do so for brief reference to a particular aspect of the case to make your point. You should apply the principles you have learned from lecture material/tutorials/readings that are specific to the case study. Case study answers should be **written in narrative form (not bullet points), and should be 4 to 5 pages in length, single spaced**. Questions for each study can be found at the conclusion of the case.

Required:

- Identify the key issues;
- Relate the key issues to the theory in the lecture weeks (including the readings) that are relevant to the answer. Draw out particular aspects of theory and discuss how this relates to the facts and issues in the case;
- Write 4-5 pages;
- Due in class in week 6 (Case 1) and week 12 (Case 2)

Topic Presentation 25% Due week 12 and 13

Groups that were formed in week 2 should prepare a presentation to the class in week 12 or 13.

Required:

Select any topic from the list of unit topics of interest to your group. **Note:** No more than two topics of the same should be selected by groups in any one class. Then, prepare a presentation lasting no more than 20 minutes. Presentations longer than 20 minutes will be penalized by 3 points. Therefore, it is paramount that your group practices the presentation before giving it to the class. The presentation should reflect the following issues:

- What is it about your topic that interests you?
- Which aspects of the topic do you find the most compelling and why?
- Which specific aspects of the theory do you want to focus on?
- How will you utilize/apply the theory/practice of the topic to a/your workplace?
- Use examples from industry if they are relevant and explain them to the class;
- Note: your presentation should not just be a summary of a particular weeks readings;

- Other: Your presentation should be lively and interesting and **be educational** to the rest of the class. See presentation assessment forms below.

Sources possibly relevant to both your presentation report and topic presentation include:

Asia Pacific Journal of Human Resources, Human Resource Management Journal, Organizational Dynamics, Human Relations, International Journal of Manpower, Harvard Business Review, Human Resource Magazine, Team Performance Management, The Leadership Quarterly, HR Monthly, Management Today, Women in Management Review, Gender and Society, Personnel Review, Management Decision, International Journal of Human Resource Management, Academy of Management Executive.

Assessment Forms

The following forms will be used to assess your assignments. Please note the criteria used to assess your mark.

Individual Case Study reports 25% Extensive evidence ←————→ Minor evidence

		9	8	7	6	5	4	3	2	1
1	Quality of your research i.e. relevance of your case studies as they relate to the unit topics									
2	Quantity of your research - did you collect enough information to analyse the case?									
3	How clearly you identified the major themes and issues in the literature									
4	Your ability to critically analyse the case									
5	The overall structure and logical development of your case study write-up									
Communication aspects of your paper:										
6	Referencing									
7	Writing Clarity									
8	Grammar									
9	Tertiary standard: Does your report reach a high standard of research, analysis and writing?									
10	Overall, your report is worth									

Extensive evidence ←————→ Minor evidence

Presentations: 25%

		9	8	7	6	5	4	3	2	1
1	Quality of your presentation i.e. Use of quality overheads, lively discussion, promotes interest, variations such as handouts, questions, rewards, role plays									
2	Quantity of your research - did you collect enough information to prepare the presentation									
3	How clearly you identified the major themes and issues in the readings and were able to convey this to the audience									
4	Your ability to involve the class through questions and answers as an indication of class interest									
5	The overall structure and logical development of your presentation									
Communication aspects of your presentation										
6	Tertiary standard: Does your presentation reach a high standard of research, analysis and communication?									
7	Overall, your presentation is worth									

General Readings

There is no textbook for this subject. A book of readings however should be purchased from the University Coop bookshop in the first week. It is a compulsory requirement of the subject to obtain the readings. Borrowing books from other students is discouraged. The readings are titled:

‘BOOK OF READINGS’ “Human Resource Management Issues and Processes”, by Dr Peter Murray, Department of Business, School of Economics and Finance.

Additional Readings:

Abraham, Steven. E. Karns, Lanny. A. Shaw, Kenneth. and Mena, Manuel. A., (2001), MANAGERIAL COMPETENCIES AND THE MANAGERIAL PERFORMANCE APPRAISAL PROCESS, Journal of Management Development, Vol. 20, NO. 10, pp.842-852

Allen D. Engle Sr, Mark E. Mendenhall, Richard L. Powers, Yvonne Stedham, 2001, CONCEPTUALIZING THE GLOBAL COMPETENCY CUBE: A TRANSNATIONAL MODEL OF HUMAN RESOURCE, Journal of European Industrial Training, Volume 25 Number 7 pp. 346-353

Becket, Ron. and Murray, Peter. (2000), LEARNING BY AUDITING: A KNOWLEDGE

CREATING APPROACH, The TQM Magazine, Volume 12, Number 2, pp.125-136

Bradt, Jeffrey A., (1996), PAY EMPLOYEES FOR THEIR CONTRIBUTIONS, Personnel Journal, March 96 Supplement New Product, Vol. 75, Issue 3, p7

D'Netto, Brian. Sohal, Amrik. S. (1999), HUMAN RESOURCE PRACTICES AND WORKFORCE DIVERSITY: AN EMPIRICAL ASSESSMENT, International Journal of Manpower, Volume 20 Number 8, pp.530-547

Fisher. Jr., Jame. R.. (1999), HOW A CULTURE OF CONTRIBUTION GIVES YOUR COMPANY A GROW-UP CALL, Journal for Quality & Participation, Vol. 22 Issue 4, p6

Friedman, Stewart. D., Christensen, Perry, and DeGroot, Jessica. (1998), Work and Life: The end of the zero sum game, Harvard Business Review, Nov-Dec 1998 p119

Groschl, Stefan. Doherty, Liz. (1999), DIVERSITY MANAGEMENT IN PRACTICE, International Journal of Contemporary Hospitality Management, Volume 11 Number 6, pp.262-268

Leonard, Nancy. H. Beauvai, Laura L.S. and Scholl, Richard W. (1999), WORK MOTIVATION: THE INCORPORATION OF SELF-CONCEPT-BASED PROCESSES, Human Relations, V52, Iss8 p969

Mann, Leon. Radford, Mark. Ford, Steve. Bond, Michael. and Leung, Kwok. Nakamura, Hiyoshi. Vaughan, Graham. Yang, Kuo-Shu. (1998), CROSS-CULTURAL DIFFERENCES IN SELF- REPORTED DECISION-MAKING STYLE AND CONFIDENCE, International journal of psychology, Vol 33, No. 5, pp 325-335

Martinsons, Maris. G. (1995), KNOWLEDGE-BASED SYSTEMS LEVERAGE HUMAN RESOURCE MANAGEMENT EXPERTISE, International Journal of manpower, Volume 16, Number 2, pp. 17-34

Mary Beth Stanek, 2000, THE NEED FOR GLOBAL MANAGERS: A BUSINESS NECESSITY, Management Decision, Volume 38 Number 4 pp. 232-242

Murray, Peter. (2002), CYCLES OF ORGANISATIONAL LEARNING: A CONCEPTUAL APPROACH, Management Decision, 40/3, pp.239-247

Nutt, Paul C. (1999), SURPRISING BUT TRUE: HALF THE DECISIONS IN ORGANIZATIONS FAIL, Academy of Management Executive, Vol. 13, No. 4, pp75-90

O'Sullivan, Jane. Sheridan, Alison. (1999), MS REPRESENTATIONS: WOMEN, MANAGEMENT AND POPULAR CULTURE, Women in Management Review, Volume 14 Number 1, pp. 14-20

Patrickson, Margaret. Hartmann, Linley, (2001), HUMAN RESOURCE MANAGEMENT IN AUSTRALIA – PROSPECTS FOR THE TWENTY-FIRST CENTURY, International Journal of Manpower, Volume 22 Number 3 pp.198-206

Richbell, Suzanne. (2001), TRENDS AND EMERGING VALUES IN HUMAN RESOURCE MANAGEMENT – THE UK SCENE, International Journal of Manpower, Volume 22 Number 3 pp. 261-268

Rutherford, Sarah. (2001), *Organizational cultures, women managers and exclusion*, 2001, WOMEN IN MANAGEMENT REVIEW, Volume 16 Number 8, pp. 371-382

Soliman, Fawzy. and Spooner, Keri. (2000), STRATEGIES FOR IMPLEMENTING KNOWLEDGE MANAGEMENT: ROLE OF HUMAN RESOURCES MANAGEMENT, Journal of knowledge Management Volume 3, Number 4, pp. 337-345

Tuffrey, Michael. (1997), EMPLOYEES AND COMMUNITY: HOW SUCCESSFUL COMPANIES MEET HUMAN RESOURCE NEEDS THROUGH COMMUNITY INVOLVEMENT, Career Development International, Volume 2 Number 1 pp.33-35

Watson, Warren. E; Kumar, Kamalesh. Michaelsen, Larry K. (1993), CULTURAL DIVERSITY'S IMPACT ON INTERACTION PROCESS AND PERFORMANCE: COMPARING HOMOGENEOUS AND DIVERSE TASK GROUPS, Academy of Management Journal, Volume 36, Issue 3, pp 590

Woodd, Maureen. (1997), HUMAN RESOURCE SPECIALISTS – GUARDIANS OF ETHICAL CONDUCT? Journal of European Industrial Training, volume 21 Number 3, pp.110-116

Wright, Patrick M.; Dunford, Benjamin B.; Snell Scott A., (2001), HUMAN RESOURCES AND THE RESOURCE BASED VIEW OF THE FIRM, Journal of Management, V27, I6, P701-722

Teaching Staff

Lecturing Staff: Deborah Howlett, Kathy van Oeveren, and Peter Murray

Consultation hours TBA in lectures

Examinations

The University examination period in the second half of the year 2008 is from Wednesday 19th November to Friday 5th December 2008. 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/rules/Guidelines2003.doc>
<http://www.mq.edu.au/senate/rules/detailedguidelines.doc>

Support Services for Students

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

Classroom Etiquette

Students are expected to arrive on time, certainly before five minutes past the hour, and not to leave until the class ends. If you have a recurring problem that makes you late, or forces you to leave early, have the courtesy to discuss this with your lecturer/tutor.

Students are expected to be quiet during lectures unless, of course, class participation is required.

Mobiles should be turned off during classes; not simply set to "silent".

Tutorial Schedule and Exercises. See also attached

Unit Topic	Tutorial Exercises	Readings
Week 1: Strategic HRM and contemporary issues	Please Note: Week 1 tutorials commence in week 2. There is no tutorial in week 1	Read readings 1 and 2 BOR Note: See detailed tutorial schedule in outline
Week 2: Contemporary issues in modern workplaces	Answer the three questions on page 1 of the tutorial schedule. Complete Handout 1	Readings 3 and 4 for next week
Week 3: Issues in employee retention	Answer the three questions. Complete the chart in class on the old and new HR issues	Readings 5 and 6 for next week
Week 4: Work life balance	Answer the three questions. Complete handout 2	Readings 7 and 8 for next week
Week 5: Current debates of mature workers	Complete the three scenarios listed	Readings 9 and 10 for next week
Week 6: Employers and mature workers	Role plays on five statements. See schedule Individual Case Study 1 due in tutorial	Readings 11 and 12 for next week
Week 7: Diversity	Complete the 3 questions. Complete handout 3	Readings 13 and 14 for next week
Week 8: Diversity and demographic shifts	Article reviews. Read the articles listed and work through the questions.	Readings 15 and 16 for next week
Week 9: International HRM	Class debate: See guidelines. Answer question 1 after completing the debate.	Readings 17 and 18 for next week
Week 10: Best Practices in HRM	Complete the 3 questions. Complete handout 4.	Reading 19 and 20 for next week
Week 11: International negotiation	Complete the 3 questions. Draw a negotiation flowchart Individual Case Study 2 due in tutorial	Readings 21 and 22
Week 12: Group presentations	Student group presentations to be given in tutorial	See notes under assessment items
Week 13: Group presentations	Student group presentations to be given in tutorial	See notes under assessment items

HRM 307

Tutorial Schedule



Note: You can use these sheets to write out tutorial answers if needed. Each of the following tutorial weeks follows the lecture in the previous week.

Week 2

Complete these 3 questions:

Q1. From HRM 207, what does SHRM focus on again? Page 2

Q2. What is the key debate about? P3

Q3. How can HR become a strategic partner? P4

Handout 1

Joey Chong was a HRM business executive working for XYZ P/L, a medium sized electrical fitting manufacturing entity employing about 1000 people with a turnover of \$83m. The business was split across departments including marketing and sales, manufacturing, human resources, technical, and finance. Manufacturing was the largest of these employing approximately 700 people with three entities across three Australian states.

Joey's new strategy was to work with line managers so that HRM practices could be tied to the strategies of the business. He had several meetings with eight line managers in critical areas. At these meetings, he established targets, gathered insights into line functions, and made a chart with each manager so that certain HRM practices (e.g. training, staffing) was integrated. Most of these meetings were at the beginning of the year. Some monitoring was in place. Each quarter, the line managers sent the results to him to monitor and track the progress. Everything seemed to be going okay and the targets seemed reasonable between the managers and Joey. However, at the end of the year when senior managers across divisions compared a reasonable number of financial targets with the strategies of the business, the HRM ones had fallen about 15-20% short. Joey was then asked why this was the case and what he was going to do about it. Needless to say, senior managers were disappointed and HR looked foolish.

Requirements: Given your superficial analysis and reasonable assumptions, what might account for some of the causes for poor HRM performance? What are we talking about here? What has this case got to do with HR and business?

Week 3

Complete these 3 questions:

Q1. Discuss how at least two environmental contexts will influence HR jobs. P38 also P47

Q2. What are some of the key aspects of flexible work arrangements? P41

Q3. What are some of the changing workforce demographics? P 48

Draw a chart: From the readings and lectures, list the old and new HR functions and discuss in class.

OLD	NEW

Week 4

Complete these 3 questions:

Q1. What do survivors of downsizing experience and what can organizations do about it? P70

Q2. What is the difference between involuntary and voluntary downsizing? P71

Q3. How do Leana and Feldman (1994) describe both forms of redundancy? P80.

Handout 2

Kathryn was an experienced HR Manager and well respected member of the strategic management team of top managers. During the previous six months, she was concerned about discussion concerning the need for downsizing with managers suggesting savings to the bottom line of 5-8 percent of sales. When John the General Management announced the need to retrench up to 100 staff during the next 6 months from lower to middle staff positions including management, she was not surprised. Kathy then worked with management to create a retrenchment package and people gradually left until the 100 magic figure appeared. Thereafter, the management team fully expected profit to increase as variable costs reduced. After several months and even accounting for the new busy periods from November to January, sales increased with marginally higher profits. During the next 6 months, profits returned to what they were before the retrenchments.

Having recently been promoted to the Director of HR, Kathryn decided to hire an HR and change consultant to help her make sense of what had occurred so that similar experiences could be avoided in future. She noted also that in a recent email from John that new staff would need to be hired to backfill some of the management positions which had been downsized. Given the notes on page 91-92 and again on page 100 under 'Discussions,' what kind of advice might best describe the downsizing situation?

Week 5

Work through the following scenarios. Form small teams to discuss:

Scenario 1: A mid-sized employer had only recently heard about work-life balance and wasn't aware how this might lead to a more inclusive workplace. They hire you're HR team to discuss some of the perspectives of WLB and want to know the difference if any this will make to the workplace. See notes on P108 and 109

Scenario 2: Sandon's manager as one of three owners was not in favour of WLB. In fact, he thought it was a 'gimmick' or 'game'. He was brought up from the old school; a hard day's work for a hard day's pay. Sandon, having graduated from the Macquarie University business school in 2005 was employed as the HR officer and his role also required various administration functions. When Sandon suggested that he was conducting an inquiry into implementing WLB, Jim the owner firmly stated that this would create unequal conditions for workers with some being favoured (e.g. office staff) over manufacturing staff. Jim retorted that "well, we've never bloody done anything like that in 40 years, why should we do it now"? Discuss. See also Pages 110-111.

Scenario 3: Discuss this statement from the text P125-126. What else is causing significant deterioration in WLB in Australia?

Finally this account illustrates how statutory standards on working time must contest powerful institutional cultures and work practices. While there are arguments for the establishment of maximum working hours and minimum leave standards, as long as firms and individuals judge their rewards as dependent upon long hours and a poor work-life balance, such standards are likely to be relatively ineffective. In this example, the CEO's assessment was that a sustainable enterprise could not be built on a deteriorating work-life balance among its highly skilled workers whose life-cycle situation will change, and whose market power is relatively high. In many Australian workplaces this clarity of perception is not widely shared.

Week 6

Form into the same small teams from the previous week. Your tutor will choose which teams will present which statements time permitting.

Required: Prepare a short role play of 5-10 minutes to perform in the front of the class for each statement that appears directly below. Each person should have a role. From information in the text and lectures, create a fictional role play that draws out the critical arguments and shows how they could be discussed or implemented. Your plays can be creative, serious, humorous or some other representation of a media event; they should however be educational.

Statement 1: “I’m a mature worker, an important resource; I should be valued”. See P139

Statement 2: Mature workers (MWs) increase the human capital stock (P141-142), or do they?

Statement 3: MWs have different attributes than younger workers that may benefit the firm. See P160-161

Statement 4: “I need my Dad and Mum to stay in the workforce to support me.”

Statement 5: Mature workers appear to be leaving the workforce faster than younger workers entering. P157-158

Week 7

Complete these 3 questions:

Q1. What kind of flexible work arrangements appear to suit mature or older workers? P177

Q2. What kind of workplace employer strategies might be useful in attracting the skills of older workers? P183

Q3. What are the implications to different kinds of professions for older workers leaving the workforce too early? P187-188

Handout 3

Meena Agrawal and Tom Sullivan were production managers of Allied Engineering Industries in Sydney. Both managed in excess of 200 mainly blue collar and semi-skilled workers who had been with the company for over 20 years. This was something the company prided itself on, that is, a stable and reliable workforce, at least in theory. Overall, out of the 400 workers, about 250 required semi-skilled trades with the remainder assistants and general duties. The company was located in the western suburbs and access was via train and freeway. Both Meena and Tom had noted recently that large numbers of skilled people (numbering between 30-40) in the 50-65 age range were retiring each year, preferring to leave the workforce completely. They noted that approximately half of these retired early and were 'tired' of working. Reflecting on the long history of the company, Meena thought that perhaps workers remained suspicious of management after many previous years of outplacements and outsourcing. Almost all the retired workers were pleased to be leaving work and large parties were being held each year supported by managers. This celebratory culture was reflected in a somewhat pedestrian work environment but everyone knew that this was the nature of the job. The usual inquiries were made by management, particularly Meena and Tom, as to whether selected workers might like to rejoin the company for part time work. Mostly, these requests were rejected in humorous tones such as: "mate, if I stayed here any longer, you'll have to carry me out in a stretcher." These small issues at first became much larger ones as management noted a shortage of semi-skilled trades such as electrical fitters, machinists, level grinders, fitter and turners, and welders. The problems were compounded when after two years, new workers only accounted for about 40% of the jobs lost. Meena representing the management of the firm contacts your HR consultancy firm about what to do. Discuss. Note, read P194-196 for clues.

Week 8

Refer to both articles and the attachments at the end of the tutorial schedule. The two articles are 'Women on site no oddity' (The Weekend Australian, July 19-20, 2008), and 'Deep in the dirt of it' (Sydney Morning Herald, July 12-13, 2008).

Required: For the first article, answer the following:

Q1. How does Kramar's four stage diversity model (P206-208) and Chavez and Weisingers (P214-215) approach apply here?

Q2. Does this mean that similar professions are sufficiently 'equal' and that the problems of diversity are over? Discuss.

For the second article:

Q1. Is this just a case of an executive women just getting on with the job? Why?

Q2. Has Nikki Williams paid a price between work and family, or career and family? Discuss. Is this any different to what a male executive would experience?

Q3. Reading between the lines so to speak, does this article dispel any myths related to the 'glass ceiling' or the discrimination experiences of modern executive women?

Week 9

Class Debate: The class will be divided into four equal sections. Two sections will work to support aspects of the debate while the remaining two will not support it (about 20 minutes). After the four groups are done, the class will then form together into two groups to summarise the answers (20 minutes). After this time, the debate should begin (about 10-15 minutes). Note: speakers should be selected to represent each group.

Debate Statement: There is nothing to stop younger people, particularly younger women, from achieving their work goals. (Clues, see page 237 -240 and page 259-260).

Required for both groups:

You should develop an argument to support your views. Use theory if appropriate.

Jot down your points below:

Support	Not Support

Discuss after completing the debate, then:

Q1. To what extent do the views of both sides support/not support the views of structure (e.g. legislation, company procedures, policies), and agency (e.g. individuals, firms, groups, teams), page 249-250, in terms of how discriminatory forces that flow between each interact and intersect?

Week 10

Complete these 3 questions:

Q1 What do expatriates bring to foreign assignments in international firms? What else do they need? P273,

Q2. In examining figure 1 (Page 273), what is experiential learning and why is it dependent on other knowledge flows? Also page 275.

Q3. Distinguish between local and global knowledge access and communication roles. What does this mean?

Handout 4

Surapi Mataki worked as an expatriate manager working for 3G-Inc, a global mining consultancy firm operating out of Perth. His recent assignment required him to establish a global consultancy in Hong Kong to be nearer to strategic partnerships with local mining initiatives. His head office was in Perth with subsidiary offices in North America and South Africa but the latter country offices were more focused on local opportunities. The knowledge he required was largely out of Perth with many associates possessing valuable tacit knowledge of mining activities. In Hong Kong however, he quickly established regional contacts with many experts about local opportunities. Networking was very important to him and he thought that he should build a strong local network with the experts locally. He understood the need to think globally and act locally. Lately however he was becoming increasingly concerned with many local experts. He found that many did not possess or were reluctant to share critical knowledge. He posited that either they did not know the answers or they were protecting proprietary knowledge. He wondered that if it was the latter, then this would disadvantage them in the long term because of the tremendous mining knowledge possessed by Australian firms. He was increasingly worried that his knowledge applications and experiential learning was unstable. He calls you in as an HR and learning consultant to see if his thinking is wrong or needs changing. How would you advise him? What are the issues? See pages 275-276 and 285-286.

Note: Make notes for the second article this week on HR practices in foreign subsidiaries for the final exam.

Week 11

Complete the following 3 questions:

Q1. What are the different types of terrorists? Why is this useful from an HRM perspective?

Page 319

Q2. Describe the terrorist layers. P322

Q3. As an HR expert, how might you prepare for a terrorist situation in which an expatriate was kidnapped and you had to negotiate her freedom? What issues are involved?

Negotiation Flowchart: Critical thinking incident!

Imagine you are a member of the HRM team that needs to establish an HRM system capable of negotiating with terrorists and retrieving and rescuing important staff. Discuss the issues and then draw a flowchart below; create a system for negotiation. Make reasonable assumptions. See P346 to 347.

Women on site no oddity

The construction sector is keen to shed its male-dominated image, writes Karen Frith

THERE'S been very little change in the number of women working in construction during the past decade, but conditions for females choosing careers in the industry have vastly improved according to those recruiting and working in the sector.

Shane Little, regional director of the construction and property division at leading recruitment company Hays, says gone are the days of the wolf whistle, dirty washrooms and poor facilities on construction sites.

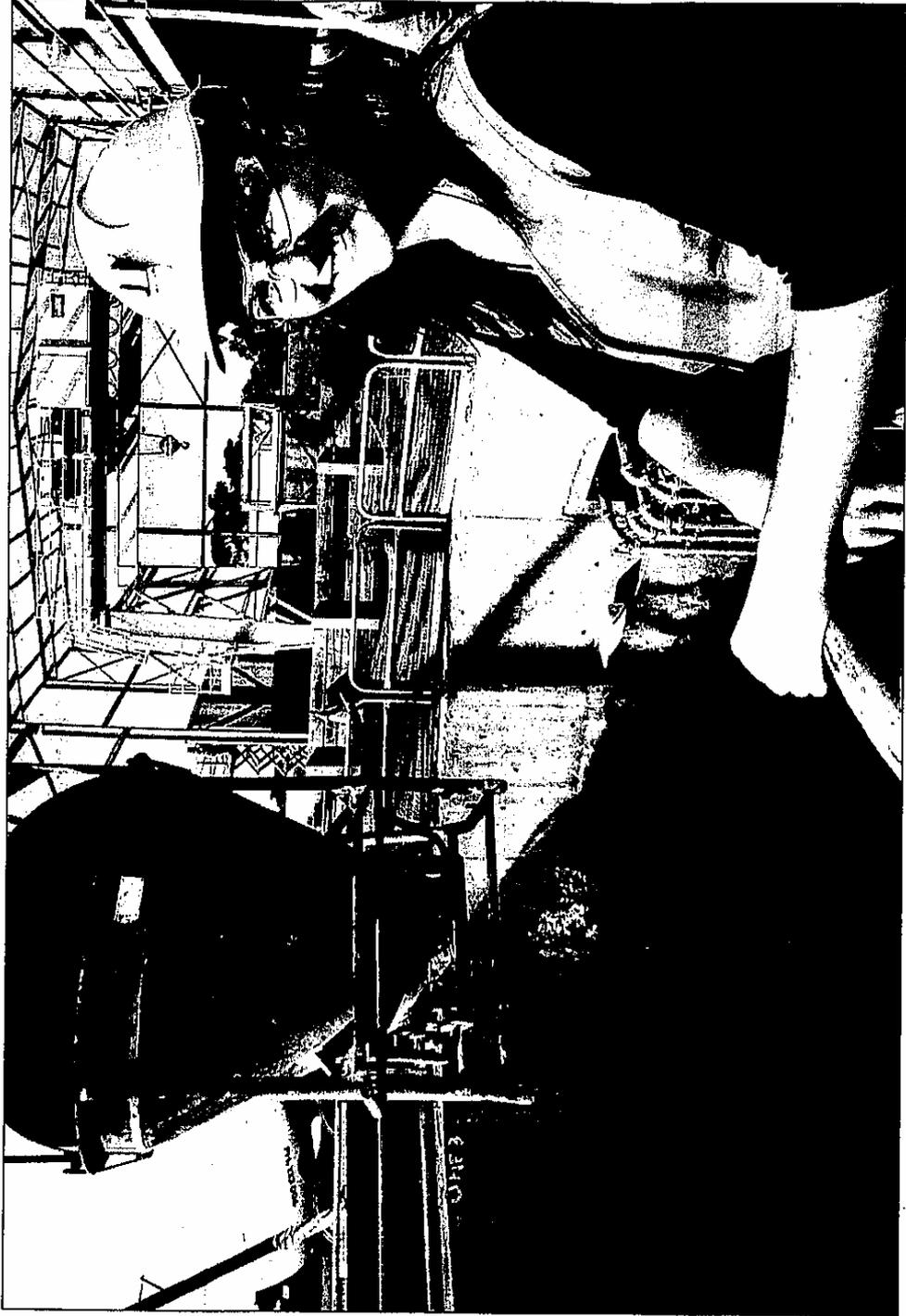
"I think conditions are more suitable than 10 to 15 years ago for people of all backgrounds," says Little. "I worked on site 10 years ago in Sydney and it isn't like that any more."

Mechanical engineer Saskia Oakenfull, a recent graduate who joined John Holland Group's 4500 strong workforce in 2007, says she's always been "welcomed, supported and respected on site" and that the view the industry is a male-dominated and sexist environment is an outdated one.

"I didn't know what to expect when I was in uni, but I knew it would be a male-dominated industry and I was a bit apprehensive about the treatment I might receive. But I've found I've never felt conscious of any women versus men conditions. It's an old-fashioned view of the industry and I guess it's there because it's so male-dominated, but I really don't think there's a problem," Oakenfull says.

Oakenfull, who is part of John Holland's graduate program, is one of the 13.5 per cent of women who have chosen their career in the construction industry.

Australian Bureau of Statistics census figures show that there's been little change in the proportion of women choosing construction as a career, and that the percentage of women in the industry has grown little more than 0.2 per cent in the past 12 years.



Feels at home: Saskia Oakenfull says she has never felt excluded in the construction industry

Week 8

Women on Site No Oddity, The Weekend Australian, July 19-20, 2008.

According to most recent census figures, almost 710,000 Australians are employed in construction and of those around 95,000 are women, compared with the 62,500 women in the industry in 1996 of a total workforce of 471,000.

John Holland's general manager of human resources, Jenny Gregory, says that with the current shortage of skilled workers in the construction industry the company recognised the importance of recruiting women.

She says the company has experienced a 36 per cent increase in the number of female graduate engineers, and that of its 60 people in the graduate program, 22 were women.

She says the company is working to create a corporate culture attractive to women, and is actively targeting qualified women who had previously had careers in construction and left to take on family responsibilities.

She says the company is offering flexible working hours, flexible leave options to allow

women to care for children when they are sick or on school holidays, the ability to work from home, job sharing opportunities and increasing part-time positions in a bid to bring them back to the industry.

An education program among senior management has been conducted to show managers the benefits of taking this approach and to show the contribution and skills working mothers could bring to the company, she says.

Gregory says the industry has moved a long way from the macho environment that used to prevail. Another of John Holland's programs aimed at women is the company's support of the Association of Women in Construction.

John Holland is seeking to have the association, which has chapters in each state, become national and has also supported the organisation by providing female graduates with free membership, and offering mentors and assisting with speakers and seminars.

However, she says while there has been vast

improvement in the sector, there are still "pockets" where the male-dominated environment prevails simply because of the remote nature of the work and lack of facilities.

According to Shane Little, John Holland's approach to recruiting women to help fill the shortage of skilled labour is not unusual. He says other industry leaders are using similar strategies to attract workers, such as mothers, who had left the industry.

"The construction industry in general has woken up that they need to be more accommodating to the female workforce and bring these women back in," he says.

Little says interest in the sector was running at about 10-15 per cent of applications from women for the more hands-on construction roles, and between 20-30 per cent of applications from women in the engineering and design areas.

Oakenfull was one of those attracted to engineering, she says, because of her aptitude

for applied mathematics, science and graphics in high school and her natural interest in "finding out how things worked".

Her decision to join the construction industry, and in particular to be part of the John Holland workforce, was made while still at university when she attended an industry dinner and spoke to one of John Holland's female engineers.

"I asked her what she enjoyed about the job and what she did, and decided that's what I wanted to do," she says. "The best thing about it is being part of big projects and getting things done. It is challenging and rewarding and you can really see the outcome of what you are doing, and I like to see something tangible. I think it is a bit of a blokey industry but that's only because there's more men in the industry, but I wouldn't say that makes anyone feel excluded. Everyone is treated equally."

Week 8

Deep in The Dirt of IT, SMH, July 12-13, 2008

For a woman who gets the occasional death threat Dr Nikki Williams is remarkably chipper. She's a ball of barely repressed energy, immaculately elegant in black, stiletto-heeled boots and a royal blue velvet dress zhooshed up by swashbuckling frills.

It's an individual style that could be described as conservative bohemian but which Williams says is "corporate with a lot of edge out to ... flamboyant". Not perhaps what you would expect from the chief executive officer of the NSW Minerals Council but Williams has made a career out of the unexpected.

Certainly, she never expected to be climbing two kilometres up a ventilation shaft in a Polish coalmine or dragging a dead, frozen horse off a coal train in Russia ("I was not having a dead horse turn up in Ireland or wherever that shipment was destined for.")

And she certainly didn't expect what happened to her when she was in Kazakhstan, staying in the cosmonaut Yuri Gagarin's dacha: "Because of the collapse of the Soviet Union at that time there wasn't actually any heating ... and when it's minus 43 it's actually rather cold. I spent three days in a full-length Korean down coat and looked like the Michelin Man ... but on that particular occasion my now ex-husband actually proposed to me. I can almost guarantee that no other Westerner has been proposed to in Yuri Gagarin's dacha."

All quite unexpected for a good Kincoppal convent girl from the eastern suburbs.

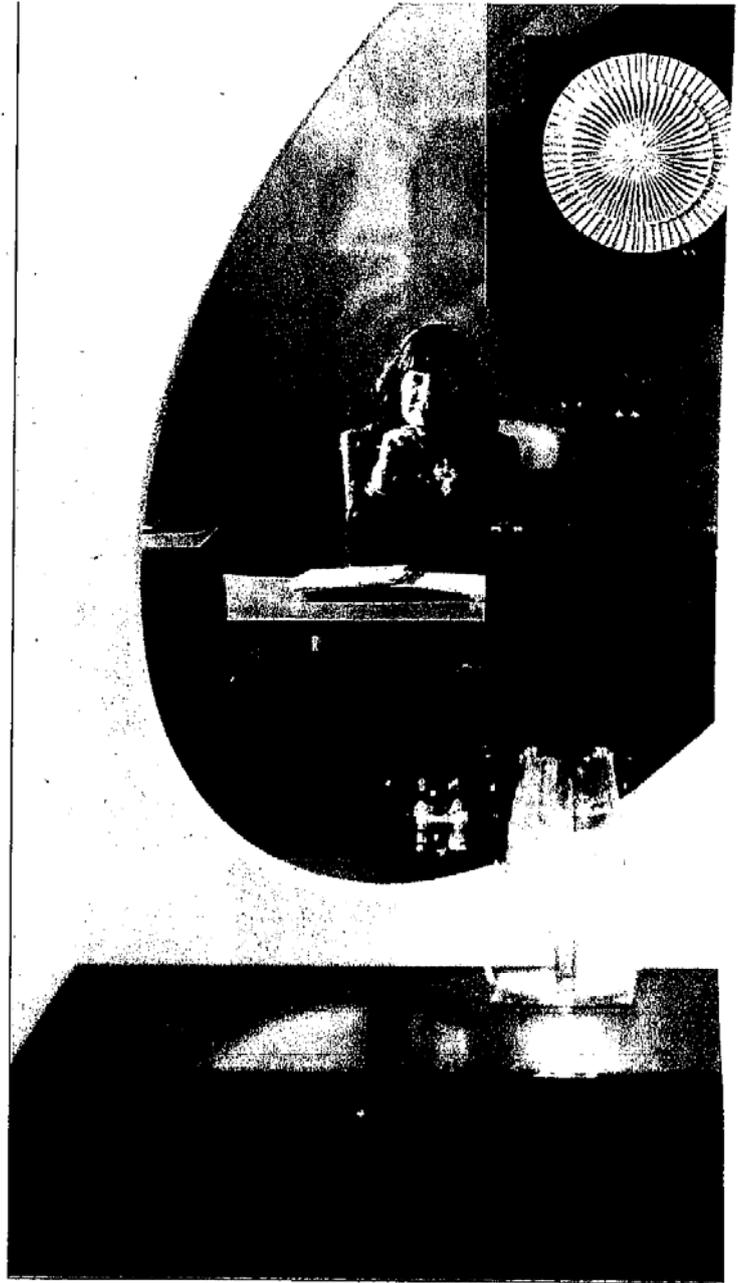
All that was in the days before marriage, a son, divorce, and the life of a single mother holding down a high-profile job with the agency that represents the state's \$12 billion mining industry, "promotes and advocates the interests of mineral producers, operators, explorers and extractive material producers in NSW" and is hated by some of the more zealous environmentalists.

The Minerals Council's swish offices in O'Connell Street, which they moved into three months ago, are nearing completion. Williams, who hired a feng-shui consultant to help with the fit-out, is still fussing over a few final details - including, she reveals, the fact that the table she bought for the staff lounge wouldn't fit in the lift.

After we talk she is meeting the founders of the Dungog Film Festival, which the council sponsors, to discuss what worked (or didn't), and after that ...

"Well, yes," she admits, "I am very high energy and I guess because my son boards I don't have the daily parental routine at the beginning and the end of the day. Which means that the company gets its pound of flesh. But I also think it's important. I don't waste my time on stuff that's trivial and things like this [the office] are important."

As we talk - about her "wild child" days in years 11 and 12, her degree from the University of NSW, her three-continent peregrinations to complete a PhD in international relations in the field of terrorism, and her move into the resources sector where she eventually managed 6000 kilometre-long supply chains in the emerging eastern



Practical but creative ... Nikki Williams in the feng-shui designed new offices of th

European and Russian markets - it becomes obvious that Williams relishes high-stakes juggling acts.

It was during those days working in Eastern Europe that she decided to get hands-on experience of the areas she was dealing in. "I had to control the supply chain, so I negotiated with ports, I negotiated with railways ... Sometimes I wasn't just the only woman but often the first westerner there ... and I tended to dress like this, which was not what they were expecting. They liked me, though, because I could knock back the vodka like a good Russian."

Williams did, indeed, drag a frozen horse out of a railway car with a bunch of Russian miners and climb out of a Polish mine. Did she ever, I ask, feel threatened? She laughs: "Well, sometimes I've thought 'my goodness, how did I get here?' I spent a lot of time underground in places like the Czech Republic and Poland and Russia and China, and some of the stuff I've seen

there I've thought 'gosh, I hope this isn't my day' because some of the mining conditions are just extraordinary.

"In the Polish mine something went wrong with the cages and we were going to be stuck down there, two

'I saw so much stuff the working under unsupported using pickaxes on their l

kilometres below, for several hours. I saw so much stuff that worried me - people working under unsupported roofs, miners still using pickaxes on their bellies, chipping away, very old-fashioned techniques - that I wanted to get out of that mine and that particular journey was preferable to hanging around in something I knew was not safe.

"So, some of that has been a little

(3)

with pictures stuck on it but it's actually complicated images that require hours and hours and hours to scalpel out the shapes. So, I started to gild on glass. I buy old pieces of glass, bowls or other objects, and I decoupage an image on the base and then gild over it. What you see are these images that float through the glass."

The technique, which means working with ultra-thin gold or silver leaf and applying it to the glass before varnishing over it with special coloured paint, is intricate work that takes intense concentration - something Williams loves.

(2)

bit uncomfortable but you have to understand the business you're in. You do have to know the dirty bits so you know what people are talking about ... that's absolutely key. It's key in life, too, I think."

**it worried me - people
ted roofs, miners still
ellies.' NIKKI WILLIAMS**

Life is somewhat less threatening now and in her little downtime, when not being mum to 13-year-old son Nikita, Williams, 48, gilds glass to take her mind off things, an interest she cultivated while living in London.

"I've always been interested in work that requires high degrees of concentration ... and I became quite interested in decoupage. When some people think about decoupage they think about a tray

(4)

"I do," she laughs, "I love it! Love it! Because I get lost in it. The problem is, if I'm not lost then I'm thinking about 30 different things ... if I'm lost in it then I'm literally lost and can relax."

It's a far cry from her teen years as a diligent rebel at Kincoppal, where the nuns found Williams's intellect useful but her refusal to genuflect irritating: "I was a Maoist then and, yeah, I had ideas that were not consistent with the conservative Catholic tradition ... I was a real problem because they couldn't get me on bad behaviour or whatever."

At one point she even took off to Sydney Girls High School for a year - but found the freedom too distracting: "It was just too easy to get around the rules and I'd never been in that position before," she laughs. "I recognised after fairly indifferent results towards the end of year 11 that I was never going to get through the HSC - I needed to go back to the bloody nuns."

Her career has been entrenched in the resources sector - despite an early interest in architecture and her mother's advice she go to the National Institute of Dramatic Art. She joined the World Coal Institute in London in 1988, was regional supply manager - trading 13 million tonnes of coal annually - with Shell Coal International, and then moved to Shell International Gas, where she was business development manager for sub-Saharan Africa with a focus on the \$3 billion Nigerian liquefied natural gas project.

It's a hard-nosed, hard-fact environment - and one in which the former teenager who made such a practical, sensible decision to go back to the "bloody nuns" has prospered. So surely, I ask, she doesn't believe all that feng shui rubbish?

"Oh, I do, absolutely. Most people understand what's pleasing to the eye, what makes them feel comfortable. Intuitively, instinctively, we feel better if we have our back to a wall than if we have our back to other people.

"I've worked in environments where people just put desks however they put desks, use the space in whatever way and I've seen lots of uncertainty, lots of conflict, lots of hostility, aggravated levels of all of that sort of thing. And I've been in environments in the last few years where I've been able to control those environments, have significant influence over them, and you see all that stuff decline.

"You see the nature of the interaction between people change - it's higher energy, it's more pleasant, it's more co-operative.

"And look, the shape of the windows were the consultant's brainchild. It's a fantastically creative way to achieve something practical, which is the maximisation of the flow of light. It does make sense. Though we were very constrained by budget, sadly."

That it still looks and feels expensive is down, explains Williams, to advice from her mother: "She always said that if you've got a \$20 pair of jeans and a Bonds T-shirt you've got to have a very expensive belt or a fabulous handbag or a fantastic pair of sandals or something ... there's a lot of that that's gone on in this office, I can assure you."