

MACQUARIE
UNIVERSITY



FACULTY OF
BUSINESS AND ECONOMICS

Unit Code: HRM 107
Introduction to Human Resources

Semester 1, 2010

Department of Business

**MACQUARIE UNIVERSITY
FACULTY OF BUSINESS AND ECONOMICS
UNIT OUTLINE**

Year and Semester:	Semester 2, 2010
Unit convenor:	Associate Professor Peter McGraw
[Prerequisites / Co-requisites:]	Admission to BBA or BCom-Mktg;
Credit points:	Three credit points

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

ABOUT THIS UNIT

The turbulent business climate, caused by increased global competition, changing technologies, changing employment legislation and changing workforce composition is challenging managers to use their employees more effectively in the search for sustainable competitive advantage (Bratton and Gold, 2004). It has led to many organisations (both public and private) using human resource (HR) strategies such as 'downsizing', 'self-managing teams' re-engineering', changed remuneration strategies etc. in order to stay ahead of the competition. The focus on HR is, if anything, increasing with the growth of knowledge work, which makes the actual workers the sustainable advantage of the organisation. Recruiting and retaining knowledge workers, managing a global HR policy across widely differing cultures and location, effectively renegotiating change and ensuring that all HR strategies are within the law are just some of the tasks faced by current HR practitioners.

The purpose of this unit is to introduce students to the basic elements of human resource management (HRM) as a method of organising the workplace. Participants will critically assess the relationship between strategy and the core HRM activities such as recruitment, selection, performance appraisal and pay systems, planning, training and development, career and succession management, and approaches to the quality of working life. They will locate HR strategies within their organisational, business, demographic, economic, legislative and industrial contexts. At all times the focus will be about maximising the synergies between the employees and the employer, but without forgetting that organisational goals must be met.

TEACHING STAFF

- Lecturer: Jane Maley: SRN. Sussex, SCM. Surrey, PG Cert Marketing, MBA. Macquarie, DBA. Macquarie, CAHRI, MANZAM, MBAM(UK).

Department of Business

Available for consultation before or after lecture or by appointment. Contact: jane.maley@mq.edu.au or 0414 888 468.

The teaching staff will generally respond to emails within 48 hours (excluding weekends). Note, students requesting detailed additional information on exams or assignments may be referred to class discussions where other students will benefit.

Other Teaching Staff:

- Mr Viktor Badenko Viktor.Badenko@mq.edu.au
- Ms Helene Mountford Helene.Mountford@mq.edu.au
- Mr Murray Taylor Murray.Taylor@mq.edu.au
- Mr Alusaine Kamara Alusaine.Kamara@mq.edu.au

CONSULTATION TIMES

You are encouraged to seek help at a time that is convenient to you from a staff member teaching on this unit during their regular consultation hours. In special circumstances, an appointment may be made outside regular consultation hours. Students experiencing significant difficulties with any topic in the unit must seek assistance immediately.

CLASSES

Number and length of classes: One 2-hour lecture each week plus one 1-hour tutorial each week. Tutorials commence in Week 2. The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>

Please do not change your tutorial class without the permission of the Unit Convenor. Students must not miss more than 2 lectures and should attend all tutorials. A Doctor's certificate should be produced for all cases of non-attendance. Special permission must be obtained if you envisage missing any other compulsory classes. The class roll will be taken in all tutorials.

REQUIRED TEXTS AND MATERIALS

Compulsory text for the unit is:

Stone, R.J. (2008) *Managing Human Resources*, 3rd Edition, John Wiley & Sons, Brisbane.

The text comes shrink-wrapped with a copy of a *Bonus Supplement: Forward with Fairness vs. WorkChoices*.

UNIT WEB PAGE

The unit's logon web page address is <https://learn.mq.edu.au/>

To log on, you must first obtain a log on password from IT services or the library then click through to HRM 107. Please check this site each week for possible lecture slides. Also, all examination, results, and other notes will be posted on the site from time to time.

LEARNING OBJECTIVES AND OUTCOMES

At the completion of the subject students will have been introduced to all the key areas of HRM. Students will be able to make links between the different areas in order to develop a coherent, strategically advantageous set of HR plans and policies. Specifically, through the seminars and associated readings, the case studies and discussion questions, and the group and individual assignments students will develop Theoretical knowledge of:

- The difference aspects that make up HRM.
- Human resource planning and how to plan for the future skills needs of an organisation
- How Industrial Relations impacts upon effective HR practices and organisational effectiveness.
- How to recruit and select potential employees in order to gain maximum competitive advantage of skills both currently and in the future.
- Managing performance and HR development considering how to optimise staff skills within the organisation.
- The role of HRM in effective change management
- How to determine whether HR policies are making an effective organisational contribution.

GRADUATE CAPABILITIES

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop the capabilities the University's graduates will need to develop to address the challenges, and to be effective, engaged participants in their world.

This unit contributes to this by developing the following graduate capabilities:

- Communication skills;
- Critical analysis skills;
- Problem-solving skills;
- Creative thinking skills.

TEACHING AND LEARNING STRATEGY

Students are expected to read and research each topic in advance, participate in class and tutorial discussions and to maintain a strong interest in current issues and changes in HRM.

Week	Lecture Topic	Tutorial Exercise	Readings	Assessment due
1 3/8	Unit Overview Introduction, HRM and its strategic role	No tutorial	Chapter 1 Pfeffer, J. Creating sustainable competitive advantage.	
2 10/8	HR Planning Job Analysis & Job Design	Case study: Tough times at Consolidated Motors (Ch 1) Questions & Exercise. Work in two's. (40 mins preparation, 10 min class discussion)	Chapter 2 & 5	
3 17/8	HRM and the law Industrial Relations	Exercise: Writing a job analysis and job description Tutorial class will be split into two teams. First team will prepare a one page job analysis and the second team will prepare a one page simple job description. Fifteen minutes will be allocated for this task. Each team will then critique the other team's work (15 mins) and give a two minute synopsis of their review to the class (total exercise 35 mins). Presentation group A (15 min)	Chapter 4 & 12	
4 24/8	Guest Lecturer: Lachlan Gilchrist Unions	The art of writing a good essay including referencing tips. (35 mins). Presentation group B (15 mins)		
5 31/8	Employee Recruitment & Selection	Personality Testing: are you left or right brain? Test found on blackboard. (15 mins) Report 250 words on your results: are they valid? (10 mins) hand in to tutor. Tutor will plot results on white board. Class discussion: what does our class look like and what are the implications? (10 mins). Total time 35 mins. Presentation group C (15 mins)	Chapter 6 & 7 http://www2.scholastic.com/browse/article.jsp?id=3629	
6 7/9	Performance Management	Multiple-Choice Quiz in Tutorial	Chapter 8	Assessment 1
7 14/9	Career Planning & Development	Case study: Willie Webster's Appraisal Posted on Blackboard with questions.	Chapters 9 & 10	

		(30 mins preparation, read mini case and answer questions. 20 mins class discussion. Total 50 mins). No presentation this week		
		Mid Semester Break Two Weeks		
8 4/10	Rewarding Human Resources	Mini Class Debate: <i>Topic: "Pay for performance does not improve performance"</i> Tutorial class will be equally into split into three teams, A, B & C. Team A will represent the audience and remaining two teams (B & C) will represent the debating teams. Team A: will prepare criteria for the winning team (20 mins). Teams B & C each need to appoint a leader and five presenters. Each team needs to prepare for their position in the debate (20 mins). The remaining team members of team B & C must conduct research to assist the speakers in their respective teams (20 mins). The speakers have two mins each to present their point, last speaker in each group three mins. All criteria preparation (A), debate preparation (B & C) must be handed to tutor at the end of the debate. This exercise will be pivotal for tutorial contribution marks. Total time: 20 mins preparation, 25 mins debating, 5 mins wrap up/conclusion). No presentation this week	Chapter 11	
9 11/10	Employee Health and Safety	Case Study: Piper Alpha DVD (25 mins) Class discussion: Could this happen today? (20 mins) No presentation this week	Chapter 13 Appleton, B. (2003). Piper Alpha, Learning from Accidents	Assessment 2 Individual Assignment Due in Tutorial
10 18/1	Managing Diversity	Case Study: Swanny's Laundry and Dry Cleaners – a case for discrimination (ch 14).(35 mins) Presentation group D (15 mins)	Chapter 14	

11 25/1	International HRM	Case Study: International HRM at Peace Corps (DVD, 15 mins). Q & A (20 mins) Presentation group E (15 mins)	Chapter 15	
12 1/11	Assessing HRM Effectiveness	Case Study: The HR audit at Sunstar Manufacturing (ch 16).(35 mins). Presentation group F	Chapter 16	Assessment 3 Weeks 3,4,5,10, 11 &12.
13 8/10	Subject Review & Exam Information	Revision session: Students will present answers to typical exam questions in groups (questions will be available on blackboard).	Chapter 1	Assessment 4 Final Exam See Blackboard for dates

As noted above, tutorials commence in Week 2. Students are expected to come to tutorials having read the relevant reading(s) for that week. For instance, you should read Chapter 1 before the first tutorial in Week 2, Chapter 2 before the second tutorial in Week 3, and so on.

Assessment

Marks will be allocated on the following basis:

1. Multiple-Choice Quiz	20%
2. Individual Assignment	20%
3. Tutorial presentation	10%
3. Tutorial participation	10%
4. Final Exam	<u>40%</u>

Total Marks	100%
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Students must complete all components of the course to register a pass grade or better. For the final exam, you must record a pass mark of 20 out of 40. Please note that pressures relating to work are not sufficient reasons for not attending or completing a mandatory component. Students missing more than 2 tutorial classes without documented explanation (e.g. medical certificate) will fail this unit. It is important that you attend the lecture and tutorial class in which you have enrolled.

Assessment 1: Multiple-Choice Quiz (value 20%)

A 40-question multiple-choice quiz will be undertaken in the Week 6 tutorials. Students will have a maximum of 45 minutes to complete the quiz and it will commence 5 minutes after the scheduled commencement time of the tutorial. The test will cover Chapters 1, 2, 4, 5, 6,7 and 12 from the textbook. It is imperative that you attend your assigned tutorial in Week 6 to complete this test.

Assessment 2: Individual Assignment (20%)

Ulrich has identified a number of beliefs which he regards as myths. He believes these beliefs (myths) keep HR from being a profession. Six of these beliefs are listed below:

“HR is the HR Department’s job.”

“Anyone can do HR”.

“HR deals with the soft side of business and is therefore not accountable.”

“HR focuses on costs which must be controlled”.

“HR’s job is to be the policy police and the health-and-happiness patrol.

“HR is full of fads”.

Select two of these beliefs and discuss whether they are myths or reflections of reality.

In your answer you must provide evidence to support your discussion Your task is to examine all sides of the selected topic myth before arriving at a reasoned and well-argued conclusion with recommendations.

What is an academic argument? The web has plenty of good advice, including:

<http://www.unc.edu/depts/wcweb/handouts/argument.html>

<http://writing.colostate.edu/guides/documents/argueoverview/academic.cfm>

http://www.dartmouth.edu/~writing/materials/student/ac_paper/what.shtml

Here are the key guidelines for this assignment:

- The paper should be professionally presented (as if you were presenting it to the CEO of a major corporation).
- It should be limited to 1,500 words in total length (excluding references). It must use at least 6 references. The textbook does not count as a reference but can be used. At least 3 references should come from HRM and management journals of the type listed below. Avoid internet references except for those that come from academic databases.
- Referencing is critical. Please use the Harvard system, as described later in this outline and in your tutorial in week four. The words of others must be cited (referenced), as must the ideas of others. A failure to reference may result in a significant grade penalty.
- It should begin with an Executive Summary and finish with a Conclusion.
- Use Times Roman, font size 12, 1.5 spaced, Please staple pages together-no plastic binders.
- A detailed marking criteria sheet is included at the end of this unit outline.

Useful Journals:

Asia Pacific Journal of Human Resources

California Management Review

Compensation and Benefits Management; Greenvale

Harvard Business Review
Human Resource Management Journal; London
Human Resource Management Review; Greenwich
Human Resource Management; New York
Journal of Industrial Relations; Sydney
People Management; London
Personnel Management; London
The Journal of Management Development; Bradford
Management Development Review; Bradford
MIT Sloan Management Review
Training and Management Development Methods; Bradford

Some useful websites:

<http://www.ahri.com.au>

<http://www.ilr.cornell.edu/>

<http://www.shrm.org>

<http://www.innovations.gov.au>

<http://www.psmpc.gov.au/>

<http://www.dewrsb.gov.au/>

<http://www.econ.su.oz.au/acirrt/>

http://www.users.bigpond.com/rj_gj/index.html

http://europa.eu.int/comm/dg05/index_en.htm

<http://www.ilo.org/>

<http://www.hreoc.gov.au/>

http://www.trainingsupersite.com/tss_link/trainset.htm

<http://www.actu.asn.au/>

<http://www.airc.gov.au/>

Other useful sources may include Management Today (the magazine of the Australian Institute of Management), Business Review Weekly (weekly magazine available at newsagents), or the Australian Financial Review (published 6 times a week with a management magazine, AFR Boss, published with the newspaper on the second Friday of each month).

This assignment is due in the Week 9 Tutorial and should be handed to your tutor. Late assignments will be penalised at the rate of 10% of available marks per day. The individual assignment should have a cover sheet which is available from BESS and downloadable from:

<http://www.businessandconomics.mq.edu.au/current/undergraduate/bess>

Please also attach the grading sheet printed on the last page of this Unit Outline.

The importance of your essay being original cannot be over-emphasised. If they are not your own words, you must quote them using inverted commas. If they are not your ideas, you must tell us whose ideas they are. Use the Harvard referencing system for this purpose. A complete failure to reference will result in a grade of zero. Significant problems with referencing will result in a significant deduction of marks. Your assignment must be significantly different to the submissions of your colleagues. Please do not cut and paste material from websites.

Assessment 3: Tutorial Presentation (10%)

Your tutor will ask you to form groups of around 5 students (group size will depend on class size) for this task. Each group will be allocated a letter from A-F and given a specific week to present (See table below). The presentation should be in as interesting, informative, interactive, and entertaining a manner as possible, the groups will present an “HR Issue of the Week” based on an article, TV or internet clip, or alternative source published during the week prior to their presentation. The issue may be local or international in scope and it must relate to one or more concepts considered in HRM107. The groups chosen topic must be emailed to the respective tutor by the Friday of week prior to the groups presentation date. See criteria sheet (assessment 3) at the end of this outline.

Week	Date	Group to present
3	17 August	A
4	24 August	B
5	31 August	C
10	18 October	D
11	25 October	E
12	1 November	F

Tutorial Participation (10%)

Each week, your tutor will look for lively discussion and debate. 10 per cent of your total marks are attributable to your tutorial participation. You are expected to read the appropriate material listed under “Readings” before each tutorial. You do not need to read the end-of-chapter questions, exercises, and case studies prior to your tutorial unless you wish to do so. You will be given time to read those selected for discussion during class. This is a mark for participation, NOT attendance (which is compulsory).

Final Examination (40%)

The University Examination period in Second Half Year 2010, see blackboard for exact dates. The exam for this unit will be of 2 hours duration and will be based on the text readings and lecture provided in weeks 6 to 12 of this unit. You must have a thorough understanding of all the key ideas presented in the unit. Further information about the exam will be provided in class. 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. (Individual Divisions may wish to signal when the Division's Supplementaries are normally scheduled). 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, which is the final day of the official examination period.

Referencing

When using references to publications, these should be complete and in Harvard style. They should contain full bibliographical details and journal titles should not be abbreviated. References should be shown in the text by giving the author's last name followed by a comma and year of publication in round brackets, e.g. (Fox, 1994). At the end of the report, there should be a reference list in alphabetical order as follows:

Books

surname, initials and year of publication, title, publisher, place of publication, e.g. Casson, M. (1979), *Alternatives to the Multinational Enterprise*, Macmillan, London.

Chapter in edited book

surname, initials and year, "title", editor's surname, initials, title, publisher, place, pages, e.g. Bessley, M. and Wilson, P. (1984), "Public policy and small firms in Britain", in Levicki, C. (Ed), *Small Business Theory and Policy*, Croom Helm, London, pp. 111- 126.

Articles

surname, initials, year, "title", journal, volume, number, pages, e.g. Fox, S. (1994), "Empowerment as a catalyst for change: an example from the food industry", *Supply Chain Management*, Vol 2 No 3, pp. 29-33.

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.

ACADEMIC HONESTY

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

GRADES

Please refer to relevant Bachelor Degree rule in the Handbook of Undergraduate Studies.

GRADING APPEALS AND FINAL EXAMINATION SCRIPT VIEWING

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

http://www.businessandconomics.mq.edu.au/for/new_and_current_students/undergraduate/admin_central/grade_appeals

SPECIAL CONSIDERATION

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

IT CONDITIONS OF USE

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when utilising University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted;
- Material that is not related to coursework for approved unit is deemed inappropriate.

Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings. Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.

STUDENT SUPPORT SERVICES

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

Welcome to HRM107. We hope that you enjoy the unit. Please let us know if we can assist you in any way.

Jane Maley
Viktor Badenko
Helene Mountford
Murray Taylor
Alusaine Kamara

Subject	Fail: Less than 44%	Borderline Fail: 45-49%	Pass: 50-64%	Credit: 65-74%	Distinction: 75-84%	High Distinction: 85%>	Score
Introduction evidencing clear context and clarity of topic (10%)	Context ambiguous	Context not really clear but makes some sense	Context defined, but more clarity required.	Context clear and reasoning evident.	Context well explained and supported.	Context well explained and supported with real clarity of the impacts.	
Evidence of a range of literature being used (25%)	Literature lacking and/or inappropriate. Relevancy not clear.	Relevancy of the literature chosen not clear.	Some suitable literature identified with some discussion.	Suitable literature identified, evaluated and analysed. Central themes are addressed.	Literature is synthesized; high level of evaluation and analysis is evident.	Literature is synthesized with high levels of evaluation and analysis, and uses literature from related topic areas in order to develop innovative links.	
Analysis, evaluation and use of examples to link theory and practice together, reflecting the argument effectively (20%)	No/Little analysis or evaluation evident, pure description and 'lists' from literature. No relevant examples used.	No/Little analysis or evaluation evident, pure description and 'lists' from literature. Few relevant examples used.	Some analysis and evaluation evident but still very descriptive. No real synthesis of ideas and literature. Any examples given only add a little to the depth of the argument.	Good level of analysis and evaluation evident, with little description. Some good synthesis of ideas and literature. Examples add clarity to the argument and underpin the work as a whole.	Very good analysis and evaluation of ideas present. Ideas and examples are synthesized with new ideas being formulated. All ideas discussed, underpinned and thoroughly considered.	Excellent analysis and evaluation of ideas present. Ideas and examples are synthesized with new ideas being formulated. .	
Logical argument (20%)	Argument does not develop logically or is not made	Argument is not clearly made. Ideas are not well linked and the clarity is poor.	Argument is coherent but there are areas which need development and/or clarity	The overall argument is clear and the results are cogently presented	Logic is clear and the reader is left in no doubt as to how the results and ideas are achieved.	The argument develops clearly and new ideas emerge in a way that is clear and believable.	
Conclusions and Recommendations (15%)	No/Poor conclusions and recommendations	Poor conclusions and recommendations	Some conclusions and recommendations but not well developed. Not acting as a synthesis of the work.	Clear conclusions and recommendations developing out of the work and clarifying the overall outcomes.	Clear conclusions and recommendations developing out of the work, clarifying the arguments made and optimizing the overall outcomes.	Clear concise conclusions and recommendations developing out of the work, clarifying the arguments made and optimizing the overall outcomes.	
Presentation, style and layout & correct referencing style(10%)	Not well presented, poor/no referencing, poor structure not in essay format.	Poorly presented, poor referencing, poor structure or not in essay format.	Reasonable presentation, and referencing. Structure needs to be tighter.	Good presentation, structure and consistent, accurate referencing.	Excellent presentation, structure and totally accurate referencing.	Excellent presentation, structure and totally accurate referencing.	
General Comments:							Total %

Assessment 3: Marking Criteria Group Presentation

Presenters Names: _____

Judge _____

Groups will have 10 mins to present (plus up to 5 mins for questions) and will be graded on the following basis:

Assessment Criteria	0	0.5	0.75	1.0
1. Content-relevance & comprehensiveness				
2. Analysis-originality & pertinence				
3. Evidence of research other than the prescribed text and current event material.				
4. Shows an understanding of the topic being presented				
5. Structure of ideas				
6. Quality of Presentation – introduction of topic, speaking skills, well-rehearsed, creative presentation and good eye contact.				
7. Ability to capture and hold audience interest.				
8. Involvement of class Handling of questions				
9. Keeping to set time limit.				
10. Quality of handout				

Comments: _____ Total: _____ /10
