HRM307
Human Resource Management: Issues & Processes

Semester 2, 2009

Department of Business
Year and Semester: 2009, Semester 2

Unit convenor: Dr Denise Jepsen, B. Psych (Hons), M. Org Psych, PG Cert HE, PhD

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

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

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 and terrorism. Every manager, not just those involved in HRM, now requires 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 topics build on earlier subjects that take a more functional view and are designed to make a significant contribution to the practising manager.

The subject is worth 3 credit points.

TEACHING STAFF

- Convenor and lecturer: Dr Denise Jepsen, available for consultation before or after class or by appointment. Contact: Denise.Jepsen@mq.edu.au or 9850 4805.
- Lecturer: Deborah Howlett, available for consultation before or after class or by appointment. Contact: Deborah.Howlett@mq.edu.au.

The teaching staff will generally respond to emails within 48 hours NOT INCLUDING WEEKENDS. Note, students requesting detailed additional information on exams or assignments may be referred to class discussions where other students will benefit.
**CLASSES**

The subject consists of a one to one and a half-hour lecture followed by a one and a half to two hour tutorial.

The lecture will generally involve presentation of theoretical material as a basis for more general discussion in the tutorial. The tutorial will focus on practical application of the topics from the previous week’s lecture. Students are expected to have read prescribed reading prior to class and engage in group discussions during tutorials.

**NOTE:** Students must attend 80% of all lectures and 90% of all tutorials to register a pass in the unit. This translates into missing no more than two lectures and one tutorial. A lectures log will be taken to record each attendance. Special permission must be obtained if you envisage missing any other compulsory classes.

The timetable for classes can be found at: [http://www.timetables.mq.edu.au/](http://www.timetables.mq.edu.au/).

**UNIT WEB PAGE AND ANNOUNCEMENTS**

There is an online resource (Blackboard: [https://learn.mq.edu.au](https://learn.mq.edu.au)) to accompany this unit, used for announcements to students and electronic distribution of materials. Students should check the course website regularly. The case study will be posted on the web in week 6.

**REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS**

There is no textbook for this subject, however the book of readings is a compulsory requirement and should be purchased from the University Coop bookshop in the first week. 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.

The following list of peer-reviewed journals and additional readings is provided to assist students with assessments in this subject.


**Additional relevant readings include:**


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


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


**LEARNING OBJECTIVES AND OUTCOMES**

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

2.1 Understand 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.
<table>
<thead>
<tr>
<th>Week (Monday date), Lecture Topic</th>
<th>Tutorial Exercises (See detailed tutorial schedule)</th>
<th>Readings</th>
<th>Assessment tasks</th>
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<tbody>
<tr>
<td>Week 1: 3 Aug Strategic HRM and contemporary issues</td>
<td>No tutorial in week 1</td>
<td>Read readings 1 and 2 in book of readings</td>
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</tr>
<tr>
<td>Week 2: 10 Aug Contemporary issues in modern workplaces</td>
<td>Answer tutorial questions on page 1 of the tutorial schedule. Complete handout 1. Form groups for presentation</td>
<td>Readings 3 and 4 for next week</td>
<td></td>
</tr>
<tr>
<td>Week 3: 17 Aug Issues in employee retention</td>
<td>Answer tutorial questions. Complete the chart in class on the old and new HR issues</td>
<td>Readings 5 and 6 for next week</td>
<td></td>
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<tr>
<td>Week 4: 24 Aug Work life balance</td>
<td>Answer tutorial questions. Complete handout 2</td>
<td>Readings 7 and 8 for next week</td>
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</tr>
<tr>
<td>Week 5: 31 Aug Current debates of mature workers</td>
<td>Complete the three scenarios</td>
<td>Readings 9 and 10 for next week</td>
<td>Ass #1: Early exam, readings 1 to 6; Worth 25%</td>
</tr>
<tr>
<td>Week 6: 7 Sept Employers and mature workers</td>
<td>Role plays on five statements.</td>
<td>Readings 11 and 12 for next week</td>
<td>Ass #2 released</td>
</tr>
<tr>
<td>Week 7: 14 Sept Diversity</td>
<td>(For Monday class) Complete tutorial questions. Complete handout 3</td>
<td>Readings 13 and 14 for next class</td>
<td>Ass #1 Feedback to Blackboard</td>
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</table>

Mid semester break.
Note, no classes will be held on Conception Day, Fri 18 September nor Labour Day, Monday 5\(^{th}\) October.

| Week 8: 6 Oct Diversity (con’t) | (For Friday classes) Complete tutorial questions. Complete handout 3 | Readings 13 and 14 for next class | |
| Week 9: 12 Oct International HRM | Class debate: See guidelines. Answer question 1 after completing the debate. | Readings 15 and 16 for next week | Ass #2: Case study due; Worth 25% |
| Week 10: 19 Oct Best Practices in HRM | Complete the 3 questions. Complete handout 4. | Readings 17 and 18 for next week | |
| Week 11: 26 Oct International negotiation | Complete the 3 questions. Draw a negotiation flowchart. | Reading 19 and 20 for next week | Ass #2 Feedback |
| Week 12: 2 Nov Group presentations | Student group presentations to be given in tutorial | Readings 21 and 22 | Ass #3: Presentations Worth 25% Immediate feedback |
| Week 13: 9 Nov Group presentations | Student group presentations to be given in tutorial | | |

Exam period: 18 November to 4 Dec Ass #4: Exam

*** Note: Any changes will be announced on the HRM307 Online announcements page.***
**RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES**

There are four assessment items in this subject:

<table>
<thead>
<tr>
<th>Number</th>
<th>Assessment name</th>
<th>Contribution to final grade</th>
<th>Due</th>
<th>Feedback</th>
<th>Generic learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ass #1</td>
<td>Early semester exam</td>
<td>25%</td>
<td>In class, Week 5</td>
<td>Week 7</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Ass #2</td>
<td>Individual case study report</td>
<td>25%</td>
<td>In class, Week 9</td>
<td>Week 11</td>
<td>2, 3, 4, 5</td>
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<tr>
<td>Ass #3</td>
<td>Topic presentation</td>
<td>25%</td>
<td>In class, Week 12, 13</td>
<td>Immediate</td>
<td>1, 2, 3, 5</td>
</tr>
<tr>
<td>Ass #4</td>
<td>Final exam</td>
<td>25%</td>
<td>Exam period</td>
<td>Final grade</td>
<td>2, 3, 4</td>
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**Generic learning outcomes:** 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 their skills in:

1. Self-awareness and interpersonal skills;
2. Communication skills;
3. Critical analysis skills;
4. Problem-solving skills;
5. Creative thinking skills.

**DETAILS OF ASSESSMENT TASKS**

**Assessment #1: Early semester exam, worth: 25%, due week 5**

To gain an early assessment of your understanding of the subject materials, a one hour early semester exam will be held during the lecture time in Week 5. The exam will consist of three short essay (one page approximately) responses from a selection of six questions on readings 1 to 6. There will be different but equal versions of the exam for each HRM307 class.

Marks and feedback will be given to students in class two weeks after the exam.

**Assessment #2: Individual case study report 25% Due week 9**

Students are required to analyse critical issues in a case study and report on questions posed at the conclusion of the case. The theory and principles from relevant lectures, tutorials and prescribed and additional readings should be used.

After identifying the key issues, reports should relate those key issues to the relevant theory. Draw out particular aspects of theory and discuss how this relates to the facts and issues in the case. Students should be able to demonstrate they have undertaken an effective search of available written material, including peer-reviewed journals and books. Students should refrain from citing popular press (e.g. Business Review Weekly) and web-based references which are not regarded as academic standard.
**Report length:** The maximum report length is 1200 words, inclusive of all text and references. There is no need for large introductions so answers should start from the first line. Only repeat brief reference to a particular aspect of the case to make a point. Include the word count at the end of report.

**Presentation:** Use 1.5 line spacing, 2.5 cm margins on top, bottom and each side, Times New Roman font size 12. Do not use colour printing, formatting templates, or fancy or bound covers when submitting your report. Do not include an executive summary, footnotes or endnotes. Use an MQ cover sheet. Marks will be deducted for violations of these presentation rules.

**Writing style:** The report will be evaluated for discriminatory language, clarity of expression and overall presentation, including grammar, spelling and punctuation. Reports should be written in formal academic narrative style. Do not use bullet points, casual language (or bracketed comments). Use headings sparingly. Reports must be fully and appropriately referenced using a formal academic style (APA or Harvard are examples of acceptable styles). Substantial marks will be deducted for inadequate or incorrect referencing.

**Due date:** The workbook is due to your lecturer by the end of the tutorial in Week 9. Submissions will have 2% deducted per day late, including weekend days.

**Turnitin:** In addition to hard copy submission, students must also submit an electronic copy of the report to the university’s plagiarism checking software, Turnitin. Title your document with your surname and student number, e.g., Smith20062007. Turnitin can be found on the subject’s Blackboard website under “Assignments”.

**Feedback:** Marks and feedback will be given in class two weeks after submission.

**Marking criteria:** The marking criteria for this assessment are:
1. Quality of the research i.e., relevance of your references as they relate to the topic
2. Quantity of the research - did the report show evidence of enough information to analyse the case?
3. How clearly the report identified the major themes and issues in the case and the literature
4. The report’s critical analysis of the case
5. The overall structure and logical development of the report
6. Citations and referencing
7. Writing clarity and grammar
8. Presentation
9. Tertiary standard: Does the report reach a high standard of research, analysis and writing?
Assessment #3: Topic Presentation 25% Due week 12 and 13
Groups formed in week 2 will prepare a 20 minute (maximum) presentation to the class in week 12 or 13. Select any topic from the list of unit topics of interest to your group. Note: No more than two groups may select the same topic in any one class. Presentations longer than 20 minutes will be penalized by 3 points. The presentation should reflect the following:

- 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
- The presentation should not just be a summary of a particular weeks readings
- The presentation should be lively and interesting and be educational for the rest of the class.

Peer review: Each student will be required to peer review the contributions of each individual group member using the attached form. Peer review forms will be collected privately and individually in class at the time of the group presentation. The final grade for a student who is rated poorly by the majority of their group may be reduced to reflect the student’s perceived contribution.

Feedback: Marks and feedback will be given immediately after the presentation

Marking criteria: The marking criteria are:
1. Presentation: Quality of presentation i.e. the appropriate use of technology, lively discussion, promoting interest, variations such as handouts, questions, rewards, role plays
2. Topic: Summary of key issues; How clearly the major themes and issues in the readings were identified and conveyed to the audience; what the presentation added to the audience’s knowledge or understanding of the topic
3. Research: Evidence of research quality and/or quantity; Level of critical analysis of the material, not just descriptive repeating of material already covered; Identification of linkages to relevant theory
4. Tertiary standard: Did the presentation reach a high standard of research, analysis and communication?
HRM307 Ass #3: Presentation  
Peer Evaluation Form  
PRIVATE AND CONFIDENTIAL

Group name: ___________________________________________________________

Group time, date: _______________________________________________________

Your name: ____________________________________________________________

This form is for you to evaluate the contributions made by each of your group members to the overall performance and success of your group’s assignment. In making your assessment, you might take into account factors such as:

a. Effort  
b. Quantity of contribution  
c. Quality of contribution  
d. Meeting of deadlines  
e. Degree of cooperation with other group members.

Directions:
1. In the space below, write the names of all group members (including yourself). You should omit anyone who was part of your group initially but dropped out of the course during the semester.
2. Allocate a total of 100 points to each group member (including yourself) so that the points awarded indicate your judgment of the overall value of each member’s relative contribution.
3. Submit the form individually and directly to the tutor on the day of your presentation.

For example, if you have five group members (and in your judgment) all members made equal contributions, each group member (including yourself) would be allocated 100 points. If you award someone 50 points and someone 100 points, this would indicate that you valued the latter person’s contributions two times more than the first person’s contribution.

<table>
<thead>
<tr>
<th>Group member names</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Yourself</td>
<td>/100</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
<td>/100</td>
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<tr>
<td>6.</td>
<td>/100</td>
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Information in this form will be kept confidential by your lecturer.
Assessment #4: Final exam

A two hour exam, in a similar format to the early semester exam, will be held during the University Exam period. The exam will consist of five short essay (one page approximately) responses from a selection of eight questions on readings 7 to 22.

Exam attendance: The University Exam period in Second Half of 2009 is from 18 November to 4th December. You are expected to present yourself for exam at the time and place designated in the University Exam Timetable. The timetable will be available in Draft form (http://www.timetables.mq.edu.au/exam) approximately eight weeks before the commencement of the exams and in final form approximately four weeks before the commencement of the exams. NOTE IT IS NOT POSSIBLE FOR YOUR LECTURER TO MOVE THE EXAM TIME

Special consideration for documented illness or unavoidable disruption: The only exception to not sitting an exam 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 the special consideration process is available at http://www.reg.mq.edu.au/Forms/APSCon.pdf. If a Supplementary Exam is granted as a result of the Special Consideration process, the exam will be scheduled after the conclusion of the official exam period.

Request for early exams: It is Macquarie University policy not to set early exams for individuals or groups of students. Students are to be available until the end of the teaching semester, i.e., the final day of the official exam 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.

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.

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, please have the courtesy to discuss this with your lecturer. Mobiles should be turned off during classes, not simply set to “silent”. Texting or other mobile phone activity during class is distracting to the student concerned, the lecturer and other students and is strictly forbidden. Students violating this requirement will be asked to leave the class. Three hour classes include a break.
HRM 307 Tutorial Schedule

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

**WEEK 2 TUTORIAL**

Complete these 3 questions:

Q1. What does SHRM focus on again? Page 2 (from Week 1 readings)

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 TUTORIAL**

Complete these 3 questions:

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

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<thead>
<tr>
<th>OLD</th>
<th>NEW</th>
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</table>
**WEEK 4 TUTORIAL**

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


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.

**Requirements:** Given the notes on page 91-92 and again on page 100 under ‘Discussions,’ what kind of advice might best describe the downsizing situation?
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 your 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 in 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 evident, and managers and supervisors respond to high work demands by piling the work onto existing employees and – as one employee put it to me – waiting “until the system screams”. This form of workload ‘management’ (or ‘management by stress’) is imposing significant deteriorations in work-life balance for many Australians and poses a serious challenge for human resource managers and CEOs.”
WEEK 6 TUTORIAL

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 fictional role play of 5-10 minutes to perform in the front of the class for each statement below. Each person should have a role. From information in the text and lectures, draw out the critical arguments and shows how they could be discussed or implemented. Your plays may be creative, serious, humorous or some other representation of a media event but they should be educational.

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

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

**Statement 3:**
Mature workers 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 TUTORIAL**

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. The company prided itself on 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 (around 30 to 40) in the 50-65 age range were retiring each year, preferring to leave the workforce completely. They noted 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 issues, small at first, became larger 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 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.
Refer to the articles on Blackboard for this week. The 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”, does this article dispel any myths related to the ‘glass ceiling’ or the discrimination experiences of modern executive women?
**WEEK 9 TUTORIAL (THIS WEEK’S ACTIVITY MAY VARY ACCORDING TO YOUR LECTURER)**

**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:**

<table>
<thead>
<tr>
<th>Support</th>
<th>Not Support</th>
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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?
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 about local opportunities with many experts. 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.
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.