HRM107

Introduction to Human Resources

Semester 1, 2011

Department of Marketing & Management
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: Mr Daniel Townsend: Details
Other Teaching Staff:

- Mr Viktor Badenko  Viktor.Badenko@mq.edu.au
- Mr Murray Taylor  Murray.Taylor@mq.edu.au
- Mr Alusaine Kamara  Alusaine.Kamara@mq.edu.au
- Marjorie O’Neill  marjorie.oneill@mq.edu.au
- Melinda Varhegi  melinda.varhegyi@students.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.

Dr Maley will be available for consultation Tuesdays and Fridays 9-12 (drop in) and before or after class or by appointment. Contact: Building 4EA, Room 524  
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.

**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 website at:  
http://www.timetables.mq.edu.au/

- Once the tutorial groups are formed, students cannot change their classes.
- Attendance will be taken in the tutorials.
- **Warning:** You must attend at least 10 of the 12 tutorials – failure to do so will lead to failure of the subject
- Medical certificates must be provided if you are not able to attend a class without incurring a penalty.
- Students are expected to arrive on time, 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 must be quiet during classes, unless of course when class participation is required.
• Mobile phone must be turned OFF and not simply set to ‘silent’.
• All laptops must be turned OFF in tutorials and lectures.

• Students who disturb or disrupt in lectures and tutorial class will be asked to leave.
• The lecturer has the final say in the adjustment of group-work marks taking into account peer assessment ratings.

REQUIRED TEXTS AND MATERIALS

Compulsory text for the unit is:

PRIZES

• Prizes will be given in the tutorials, details will be given in the first tutorial.

TECHNOLOGY USED AND REQUIRED

• Students are required to learn how to use power point, word processing and blackboard.

UNIT WEB PAGE

The web page for this unit can be found at: Blackboard http://learn.mq.edu.au

LEARNING 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:

1. Identify and define key terms, concepts, frameworks, models and theories often discussed to in the HRM literature.

2. Understand principles of a good communication strategy for effective HRM.

3. Gain practical knowledge on the strategic importance of HRM.
Human resource graduates are expected to know the following six disciplines specific knowledge and skills upon graduation. This unit contributes to this learning by helping students develop capabilities number 1, 2 and 8 (italicised).

1. Understand the relevance of contemporary HR systems and functions to employment relationship and to organisational effectiveness

2. Critically evaluate the role and changing nature of government employers and employees and their representatives in the field of employment and industrial relations policy and practice.

3. Understand the need to enhance human capital through effective and sustainable recruitment and selection practices

4. Appreciate the key learning and cognition theories and how they link and inform effective human resources development practices

5. Critically analyse factors impacting on an organisation’s capacity to successfully manage their human resources in a global context

6. Evaluate key developments in contemporary HRM theory with the intention to inform practice and devise strategic HRM practices that enhance the operations of diverse organisations.

7. Understand different theoretical perspectives and key principles of managing change effectively and critically assess the phenomenon of sustainability in the context of organisational change.

8. Recognise the pivotal role of managing diversity, ethics and sustainability in contemporary organisations

This unit contributes to this learning by helping student develop generic skills number 1, 3 and 4 below (italicised).

1. Critical, Analytical and Integrative Thinking
2. Problem Solving and Research Capability
3. Creative and Innovative
4. Effective Communication
5. Engaged and Ethical Local and Global citizens
6. Socially and Environmentally Active and Responsible
7. Capable of Professional and Personal Judgement and Initiative
8. Commitment to Continuous Learning.
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. Students are expected to come to all 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. Topics to be covered each week as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Tutorial Exercise</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit Overview Evolution of HRM</td>
<td>No tutorial</td>
<td>Ch 1</td>
</tr>
<tr>
<td>2</td>
<td>The context of HRM Case:</td>
<td>Case: Southwest Airlines: Group allocation given</td>
<td>Ch 2</td>
</tr>
<tr>
<td>3</td>
<td>Industrial relations (IR):</td>
<td>Case Study: Fresh First Canning (p.115).</td>
<td>Ch 3</td>
</tr>
<tr>
<td>4</td>
<td>Guest Lecturer (IR):</td>
<td>Mini Class Debate: Topic: “Unions are essential for the future”</td>
<td>Ch 3</td>
</tr>
<tr>
<td>5</td>
<td>HR planning</td>
<td>Personality Testing: are you left or right brain?</td>
<td>Ch 4 &amp; 5</td>
</tr>
<tr>
<td>6</td>
<td>Effective employee selection</td>
<td>Activity (p.198): 1 Writing a job description</td>
<td>Ch 6 &amp; 7</td>
</tr>
<tr>
<td>7</td>
<td>Mid Term Exam: short essay (sessions 1-7)</td>
<td>Research activity: content analysis-SMH: HR</td>
<td>Ch 1-7</td>
</tr>
<tr>
<td>8</td>
<td>Developing HR in organisations</td>
<td>Review multiple choice exam in class</td>
<td>Ch 8</td>
</tr>
<tr>
<td>9</td>
<td>Performance Management</td>
<td>Case study: Willie Webster’s Appraisal</td>
<td>Ch 9</td>
</tr>
<tr>
<td>10</td>
<td>Strategic rewards</td>
<td>Presentations Groups A B</td>
<td>Ch 10</td>
</tr>
<tr>
<td>11</td>
<td>Managing OHS</td>
<td>Case Study: Piper Alpha DVD</td>
<td>Ch 11</td>
</tr>
<tr>
<td>12</td>
<td>Subject Review</td>
<td>Presentations groups C D</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Quiz: multiple-choice (sessions 8-11)</td>
<td>Presentations groups E &amp; F</td>
<td>Ch 8-11</td>
</tr>
</tbody>
</table>

Mid Semester Break Two Weeks

RESEARCH AND PRACTICE

This unit uses research by Jane Maley:


The publications listed below are highly recommended for further reading on the topics covered in the unit. Students should also consult them for the research and preparation of assignments.

Books

*These are suggested books in order to broaden your reading.*


Journals

Apart from books, students will find it valuable to get into the practice of reading relevant articles from journals. Below students will find a list of journals as well as some suggested articles to start their reading. Those suggested can all be found within the university library system.

*Academy of Management Journal*

*Asia Pacific Journal of Human Resources*

*Australian Journal of Management*

*Harvard Business Review*

*Human Resource Management Journal*

*International Journal of Human Resource Management*

Some useful websites:

- [http://www.ilr.cornell.edu/](http://www.ilr.cornell.edu/)
- [http://www.shrm.org](http://www.shrm.org)
- [http://europa.eu.int/comm/dg05/index_en.htm](http://europa.eu.int/comm/dg05/index_en.htm)
# RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

The assessment of the course has the following components:

<table>
<thead>
<tr>
<th>Assessment Task 1</th>
<th>Assessment Task 2</th>
<th>Assessment Task 3</th>
<th>Assessment Task 4</th>
<th>Assessment Task 5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Mid Term Exam (30%)</td>
<td>Group Presentation (10%)</td>
<td>Group Project (20%)</td>
<td>Participation (10%)</td>
<td>In Class Exam (30%)</td>
</tr>
<tr>
<td>Description</td>
<td>Four short essay questions to be answered in 1.5 hours. This exam will help students gain an early assessment of their understanding of the subject material.</td>
<td>Each group will present their group project in power point form. Extensive research is required as students are not only learning about how to do research and presentations but also educating fellow students about the topic they chose. Presentation is for 15 minutes, followed by 5 minutes of class questions or interactions.</td>
<td>Each group will be required to prepare a report of 2,500 words that examines a &quot;people management&quot; issue in an organisation with which members of the group are familiar. Suggest ways in which this issue, policy or practice could be changed or managed differently so it improves org performance.</td>
<td>This refers to the spoken comments that you make in class, which will normally be in the context of: a topic, case or news discussion.</td>
<td>40-question multiple-choice quiz will be undertaken in class in Week 13.</td>
</tr>
<tr>
<td>Due date</td>
<td>Week 7</td>
<td>Week 10, 12 &amp; 13</td>
<td>Week 10, 12 &amp; 13</td>
<td>Weeks 1-13</td>
<td>Week 13</td>
</tr>
<tr>
<td>% Weighting</td>
<td>30%</td>
<td>10%</td>
<td>20%</td>
<td>10%</td>
<td>30%</td>
</tr>
<tr>
<td>Grading method - marking criteria/standards - expectations in relation to presentation - referencing requirements</td>
<td>See document “Assessment criteria assignment 1” on unit website for more details</td>
<td>Marking criteria sheet attached. Students to check blackboard for in-depth details and guidance on this assessment. See document “Assessment criteria assignment 2” on unit website for more details.</td>
<td>Marking sheet criteria Attached. See document “Assessment criteria assignment 3” on unit website for more details.</td>
<td>See document “Assessment criteria assignment 4” on unit website for more details.</td>
<td></td>
</tr>
<tr>
<td>Submission method</td>
<td>In class test</td>
<td>Oral presentation weeks 10,12 &amp; 13.</td>
<td>Hard copy in class week of presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td>In class week 8</td>
<td>Week 13</td>
<td>Blackboard week 15.</td>
<td>Week 13</td>
<td>Blackboard week 15</td>
</tr>
<tr>
<td>Estimated student</td>
<td>25 hours</td>
<td>10 hours</td>
<td>22 hours</td>
<td>10 hours</td>
<td>30 hours</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Learning outcomes assessed</th>
<th>Assessment Task 1</th>
<th>Assessment Task 2</th>
<th>Assessment Task 3</th>
<th>Assessment Task 4</th>
<th>Assessment Task 5</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Identify &amp; define key terms, concepts, frameworks, models and theories</td>
<td>10</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>2. Understand good communication strategy for HRM.</td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
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<td>15%</td>
</tr>
<tr>
<td>3. Gain practical knowledge strategic importance of HRM</td>
<td></td>
<td></td>
<td>20</td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Graduate capabilities assessed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Critical, Analytical &amp; integrative thinking</td>
<td></td>
<td></td>
<td>10</td>
<td>5</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>3. Creative &amp; Innovative</td>
<td></td>
<td>10</td>
<td>5</td>
<td></td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>4. Effective Communication</td>
<td></td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>15</td>
<td>30</td>
<td>15%</td>
<td>25%</td>
<td>100%</td>
</tr>
</tbody>
</table>
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

Macquarie University uses the following grades in coursework units of study:

HD - High Distinction
D - Distinction
CR - Credit
P - Pass
F - Fail

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at: 

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.businessandeconomics.mq.edu.au/new_and_current_students/undergraduate/how_do_i/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

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.

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.