



# Human Resource Management 290.504

## COURSE OUTLINE Semester One 2004

### LECTURER & COURSE COORDINATOR

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### UNIT MEETING TIME, DATES and VENUE:

Thursday 5.00-8.00pm from 4<sup>th</sup> March through 3<sup>rd</sup> June in SS:G201

Non-teaching study break: 21-25 April

### CONSULTATION TIMES

I will be available to answer student queries in my office from 9-11 each Wednesday and from 4-5pm each Thursday. To arrange a meeting at a mutually satisfactory meeting time please contact me in advance by phone or by electronic mail.

### RECOMMENDED TEXT & SUPPLEMENTARY READINGS BOOKLET

1. Primary: Nankervis, Compton and Baird (2002) *Strategic Human Resource Management*, 4<sup>th</sup> ed., Nelson: Melbourne (available from the Bookshop).
2. Supplementary: A separate booklet containing the recommended additional readings is also available for purchase from the Bookshop.

A set of the supplementary readings are also available on closed reserve in the Business Library. These readings are designed to help you further your understanding of concepts and issues covered in the text and lectures.

## **COURSE OBJECTIVES**

The aim of this course is to consider the study and practice of human resource management within the Australian context and the impact of cultural, political and social forces on the management of human resources within Australian Multinational Corporations.

The course is a broad survey of human resource management practices.

Human Resource Management involves aligning organisational strategy with the management of its people by attracting, developing, rewarding and keeping employees with the right mix of skill, ability, knowledge and motivation to further organisational objectives. As an introductory unit, a wide range of topics will be covered. These topics include the functional aspects of the human resource life cycle of job analysis-recruitment-selection-training-performance management-remuneration-outplacement/retirement as well as government, social and political forces impacting the practice of HR such as EEO, managing diversity, industrial relations and occupational health and safety. Examples will be drawn from both public and private sector organisations in Australia and overseas.

Courses at the Masters level offer the opportunity to benefit from the experiences and examples that peers bring to the group. Thus group input and discussion are key aspects of this unit and their value is reflected in the course assessment criteria. An additional opportunity presented this semester is that the professor is not an Australian citizen. Often the most powerful learning experiences are gained by attempting to explain what would otherwise be assumed to be the “normal course of doing things” to someone unfamiliar with the culture. Correspondingly, learning can be enabled by be exposed to how a different system is constructed to seek similar objectives or to achieve alternative outcomes. Such explanations serve to expose embedded cultural norms both in the legal, political and social structure of a society’s organizational systems.

### **Assessment**

Students must complete all assessment requirements of the unit to be eligible for a passing grade.

1. Periodic Multi-Choice Quizzes	20%
2. Point Counterpoint Assignment – Written	15%
3. Point Counterpoint Assignment – Verbal	10%
4. Research project – Written report	35%
5. Research Project – Verbal briefing	10%
6. Lecture participation	10%

### **1. Periodic Multi-Choice Quizzes (20%)**

The purpose of the periodic multi-choice quiz is to assess and reward those students who are consistently present and prepared. The actor/comedian Woody Allen once said that “80% of success is in just showing up”. While Allen may have not had the relative weights precisely accurate, being consistently present and prepared is a significant step toward improving learning in the unit.

The periodic multi-choice quiz is intentionally labelled ambiguously because the class will determine via discussion and majority vote the frequency (e.g. weekly, biweekly, etc) of the quizzes on the first night of the unit. Characteristically the discussion will focus on the tradeoff between the perceived advantages of not being quizzed weekly versus the perceived disadvantages of being quizzed over increasing large volumes of information. Interestingly, the same decision is faced by organizations and their HR departments in determining the frequency and content of development and assessment activities.

The quiz will be “open book” and “open notes”. The allotted time for the quiz will assume that the majority of the questions are answerable by the prepared student without reference to the text and notes.

### **2. Point Counterpoint Assignment (25%)**

Like most applied areas, the practice of human resource management is replete with controversial issues. For this assignment you will be grouped with one or two other individuals. Your task is to identify one controversial issue in human resources and to produce a point-counterpoint argument. Your goal is to provide a balanced case for each side of the selected issue such that the reader is informed and potentially persuaded by either argument. You may provide your point of view in the conclusion but this is not required. The point counterpoint assignment will be assessed on the extent to which your group provides two logical (regardless of how detestable you find some logic schemes) but conflicting viewpoints persuasively. The final product should be written, should be 1250-2250 words and should conform to the guidelines for written work provided later in this course outline. Fifteen percent of the course grade will be determined by the effectiveness of the presentation and discussion facilitation.

The groups and the due date for the written product will be determined in the first lecture. These due dates will be randomly assigned and range from class week four through class week eleven. The group will be responsible for introducing their chosen topic to the class in the week preceding the due date of the written assignment. The group will be allotted the last 25 minutes to brief the class on the selected issue and to receive comments. The group’s effort will be marked by the entire class as input for the professor. 10% of the course grade will be determined by the professionalism and effectiveness of the presentation and discussion facilitation.

Example: Your group is assigned a point-counterpoint due date of week five. Your group will brief the unit on the point-counterpoint arguments and receive comments during the final 25 minutes of class four. The written product for assessment will be due in week five.

The selection of a topic is bounded only by one criterion: the issue must be related to the study or practice of human resource management. Some sample topics include:

- Open compensation systems versus closed pay systems
- Employer rights to obtain assessment and performance information versus employee rights to privacy
- DNA and other forms of genetic testing should be used as part of the employee selection process
- Drug testing in the workplace is too pervasive and intrusive
- Unionization is beneficial to long term organizational performance
- The benefits of employee empowerment outweigh the benefits of managerial control
- Corporate change efforts are little more than methods for management to alter the form of organizational control.



**Summary Presentation (10%):**  
**Written report (40%):**

**10 minutes on week class week 12 or 13**  
**2,000 – 4,000 words due week 12**  
**Length may vary depending on the question**  
**chosen and the findings.**

### **3. Lecture participation - 10%**

Students will be assessed on their contribution to the lectures and all lecture activities. This contribution will be in terms of regular attendance, adequate preparation, constructive involvement in discussions, exercises, and case study discussion. Attendance of less than 75% of lectures without consultation with the Lecturer will affect your participation mark.

The following is a guide to the marking criteria for weekly participation:

Non-attendance	0
Regular attendance	3
Some productive contributions	4-5
Regular insightful, analytical comments	6-7
Outstanding contributions	8+

### **Submission of written work**

All assignments should be submitted to the lecturer by the specified time and dates. You are advised to keep a copy of any work that you submit. The assignment must be submitted in **both** “hard copy” and electronic (on diskette, CD, zip disk, or as an email attachment) form.

A cover sheet must accompany the hard copy of each assignment. The cover sheet (available at the Reception area, 1<sup>st</sup> floor, Social Sciences South Building) includes a statement which must be signed by you indicating that the assignment is your own work, and that it does not include material copied from other students or published material, without proper citation, including web-based material. Plagiarism will not be tolerated in any form. Serious instances of plagiarism and cheating will be referred to the appropriate centre for disciplinary action.

Referencing should be **consistent** throughout your written work using any one of several available formats (e.g. MLA style, APA style, Harvard method). If you are unsure about referencing technique, please refer to pamphlets available from the Reid Library.

Please ensure all your written work is within the required word count and formatted as follows:

- A total word count shown on the front page (including headings, references etc).
- **Double spaced**
- At least 2cm margins
- The **font** should be either **size 11 or 12**

Failure to submit an assignment will attract a zero (0) grade. Failure to submit by the due date will attract a penalty of one (1) whole mark for each day beyond the due date, including weekends. For example, if you receive a mark 21 out of 30 for your literature summaries, but it was submitted two days late, then you would receive 19 out of 30 as your final recorded mark. No written work will be accepted after other students' work has been marked and returned.

**Extensions**

Requests for extensions are generally not well received, except in extreme circumstances and must be made *before* the written work is due. Effective time management is essential at Masters level and extensions will only be granted on medical grounds (medical certificate required) or in cases of demonstrable and unusual personal hardship.

**Appeals**

Appeals in relation to assessment are allowed within the Faculty. The appeals procedure is described in the 2003 Faculty of Economics and Commerce Handbook. Students should ensure they are familiar with this procedure before initiating an appeal process.

**Human Resource Management 290.504**  
**Course schedule**  
**Semester One 2004**

<b>Class Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>
One	4 <sup>th</sup> March	Unit overview; Introduction to HRM	Ch 1, R 1
Two	11 <sup>th</sup> March	HR Planning; Strategic HRM and connecting to the corporate vision	Ch 2 & 3, R 2 & 3
Three	18 <sup>th</sup> March	HR Information Management systems	Ch 4, R 4
Four	25 <sup>th</sup> March	Equal Employment Opportunity (EEO); Managing Diversity; Fairness <i>Point-Counterpoint Discussion 1</i>	Ch 5, R 5, 6 & 7
Five	1 <sup>st</sup> April	Recruitment and selection <i>Point-Counterpoint Discussion 2, Paper 1 due</i>	Ch 7 & 8 R 8
Six	8 <sup>th</sup> April	Industrial Relations – Employee Relations: Continuing and current issues <i>Point-Counterpoint Discussion 3, Paper 2 due</i>	Ch 12, 14 & 15 R 9 & 10
	15 <sup>th</sup> April	<b>Non Teaching Week 12<sup>th</sup> – 16<sup>th</sup> April</b>	
Seven	22 <sup>nd</sup> April	Establishing the employment relationship <i>Point-Counterpoint Discussion 4, Paper 3 due</i>	Ch 6 R 11
Eight	29 <sup>th</sup> April	Culture, change, and HRM <i>Point-Counterpoint Discussion 5, Paper 4 due</i>	Ch 2 R 12
Nine	6 <sup>th</sup> May	The role of HR in Organisational Development <i>Point-Counterpoint Discussion 6, Paper 5 due</i>	Ch 9 & 10 R 13
Ten	13 <sup>th</sup> May	The value of training; effective performance management <i>Point-Counterpoint Discussion 7, Paper 6 due</i>	Ch 9, 10 & 11 R 14, 15, 16 & 17
Eleven	20 <sup>th</sup> May	Occupational Health & Safety: A holistic approach. <i>Point-Counterpoint Discussion Paper 7 due</i>	Ch 13 R 18 & 19
Twelve	27 <sup>th</sup> May	Student presentations <b>** Project Report Due</b>	
Thirteen	3 <sup>rd</sup> June	Student presentations Unit review	

Ch = Chapter  
R = Reading

## Research Report Requirements

### Structure of the report:

The structure of reports is different to that of essays. Your report is to be structured as follows:

Title page:	Title of report, author's name and position (e.g. Ellen Smith, Grad Dip HRM student, UWA), date
Table of contents:	Main headings, sub-headings and appendices with their page references.
Executive summary:	Providing an overview of purpose, major points, conclusions and recommendations of your report (approx 200 words).
Introduction:	Purpose of the report, sources of information, definition of technical terms.
Body:	Clear presentation of the facts and their sources in sections and sub-sections. At each stage these facts should be analysed and explained so that all implications are made clear to the reader.
Conclusion and recommendations:	A summary of findings and analysis. Recommendations - clearly and concisely written.
List of references:	List of all source material used to compile the report (academic references, interviews, company documents, brochures and websites).
Appendices:	Additional material you have used which is relevant to the reader eg: questionnaire used in the interview(s), relevant company documents.

### Writing the Report:

- Academic literature: it should be clear in your report that you have explored the relevant literature. The material from your contextual literature sources should be integrated into the report. Use what you learn from the academic literature to substantiate your analysis of the research data.
- Referencing: all material must be referenced in your report, just the same as in a formal essay. Any one of several widely accepted referencing formats may be used (e.g. APA style, MLA style, the Harvard method). The Harvard method is detailed on the Reid Library website, for those not already familiar with it. However, once you pick a referencing format, you must apply that format consistently to all references. In other words, students who turn in written assignments with some references in Harvard style and others in APA or MLA style will receive a lower mark.
- Don't forget to also reference company material and interviews, they are a source. You are strongly encouraged to seek out and interview at least one person with expertise in this area. When in doubt, over-referencing is preferred to under-referencing. Your work will be penalised if you do not cite your sources.
- Grammar: As with essay writing, the usual requirements of technical correctness in grammar, syntax and spelling will apply as for your report.
- Readability: Grammatically correct writing is the first step to making your paper readable. Some next steps include ensuring that the end of each paragraph "flows" into the next paragraph, that you use consistent terminology throughout the paper and that there is parallel construction in your presentation of your facts and ideas.
- Spacing: Please ensure **double spacing** and **font** of either 11 – 12 point

This sheet to be completed in class by all class members.

## Human Resource Management 290.504 (10%) (Verbal) Point Counterpoint Assessment

Name.....

Topic... ..

	VERY GOOD	GOOD	OK	MARGINAL	POOR
<b>CONTENT</b>					
Succinctly overview of topic					
Logical and clear description of two-three perspectives					
Use of examples					
Understanding of topic					
<b>STYLE</b>					
Use of visual aids/handouts					
Avoids reading notes					
Appropriate time length					
Fluency of presentation/discussion					
Audible					
Maintains eye contact, rapport with the group					
Confidence					
<b>INTERACTION</b>					
Involves class in discussion,					
Engages in appreciative inquiry					
Effectively deals with interaction gaps					

**Comments:**

**Your Mark (with explanation):**

**Human Resource Management 290.504  
(Written) Point - Counterpoint Assessment (15%)**

Name.....

Topic... ..

Essay Section	Possible Mark	Actual Mark
Introduction to the topic including a succinct outline of issue to be discussed in the essay and a brief overview of how you will argue the point-counterpoint in your written product.	<b>5</b>	
Evidence of broader research and integration of this information into the body of your written product.	<b>7</b>	
The essay is logically and convincingly argued. Provides a balanced set of arguments on both sides of the issue.	<b>5</b>	
The conclusion links key issues and includes a summary which reinforces the point/s you have covered in the body of the written product.	<b>4</b>	
Referencing is consistent and correctly detailed throughout both your written product and reference list	<b>2</b>	
Spelling, grammar and punctuation are accurate.	<b>2</b>	
<b>Interim Mark</b>	<b>25</b>	

Additional Comments:

**Note: In line with University policy, interim marks can be subject to scaling.**

This sheet to be completed in class by all class members.

## Human Resource Management 290.504 Research Project Class Presentation – Assessment (10%)

Name.....

Topic... ..

Presenter Name... ..

	VERY GOOD	GOOD	OK	MARGINAL	POOR
<b>CONTENT</b>					
Succinctly overview project					
Logical and clear description of main findings/issues					
Clearly articulate recommendations					
Use of examples					
Understanding of topic					
<b>STYLE</b>					
Use of visual aids/handouts					
Avoids reading notes					
Appropriate time length					
Fluency of presentation					
Audible					
Maintains eye contact, rapport with the group					
Confidence					

**Comments:**

**Your Mark (with explanation):**

**Human Resource Management 290.504  
Research Project – Major Report Assessment (40%)**

Content	Possible	Actual
Clarity of the research question and parameters	3	
Identification of best practices	7	
Evidence of best practice effectiveness	7	
Clarity, utility and grounding of implementation checklist	7	
Conclusions & recommendations	4	
<b>Process</b>		
Relevant use of references with correct and consistent referencing throughout	3	
Report structure as per unit outline	3	
Clear and concise writing style	3	
Correct spelling, grammar and punctuation	3	
<b>Interim Mark</b>	40	

Comments:

## Human Resource Management 290.504 Unit Reader Reference List

1. Pfeffer, J. 1998. Seven practices of successful organisations. *California Management Review*.40, 96-124.
2. Nankervis, A., Compton, R., & Savery, L. 2002. Strategic HRM in small and medium enterprises: A CEO's perspective. *Asia Pacific Journal of Human Resources* 40(2), 260-273.
3. Pickett, L. 2002 Dec. People potential. *HR Monthly*. 16-17.
4. Stone, R. J. 2002. *Human Resource Management* 4<sup>th</sup> ed. Wiley: Melbourne. Chapter three.
5. Department of Immigration and Multicultural Affairs. 2001. *Capturing the diversity dividend*. AGPS: Canberra.
6. New-age solutions to old age problems. *World of work*. 42, 8-10. 2002 March.
7. Watson, C. *Every family matters*.  
<http://www.icfs.org/fmatters/Work%20Family%20Friendly.htm>
8. Cameron, F. 2002 Dec. To have and to hold. *HR Monthly*. 22-27.
9. A review of trends and developments in labour issues. *World of Work*, 44, 27-28. 2001 October.
10. Wiscombe, J. 2002 April. Rewards get results. *Workforce*, 42-48.
11. Bartol, K., Martin, D., Tein, M., & Matthews, G. 2001. *Management: A Pacific rim perspective*. 3<sup>rd</sup> ed. McGraw-Hill Sydney. Chapter eleven.
12. Daft, R. 2001. *Organisational theory and design*. 7<sup>th</sup> ed. South-Western: Cincinnati.
13. Waddell, D, Cummings, T. & Worley, C. 2000. *Organisational development and change*. Pacific rim edition. South-Western: Melbourne. Chapter one.
14. Knowledge capital: How knowledge-based enterprises really get built. *Drake Business Review* 1(1), 11-19. 2003.
15. Drost, E. Frayne, C. Lowe, K., & Geringer, M. 2002. Benchmarking training and development practices: A multi-country comparative analysis. *Asia Pacific Journal of Human Resources*. 40(1), 81-104.
16. DeNisi, A. & Kluger, A. 2000. Feedback effectiveness: Can 360-degree appraisals be improved? *Academy of management executive*. 14(1). 129-139.
17. Painter, C. 1999. Ten steps for improved appraisals. *Supervision*. 60(6), 11-13.
18. Santa-Barbara, J. 2003. When workplace stress stifles productivity. *Drake Business Review*. 1(1). 27-29.
19. Lee, C. & Spisto, M. 2001. The application of risk management to occupational diseases. *International Employment Relations Review* 7(2), 1-11.

### **Additional relevant texts**

- Dessler, Griffiths, Lloyd-Walker and Williams (1999), *Human Resource Management*, Prentice Hall: Australia.
- Gardner, M. & Palmer, G. (1997) *Employment Relations*, (2nd edition), MacMillan, South Melbourne.
- Kramer, R., McGraw, P. and Schuler, R. (1997) *Human Resource Management in Australia*, Addison Wesley Longman: South Melbourne.
- Legge, K. (1995) *Human Resource Management: Rhetorics and Realities*, MacMillan, London.
- Stone, Raymond (2002) *Human Resource Management*, 4<sup>th</sup> ed., John Wiley and Sons, Milton: Queensland.
- Travaglione, A. and Marshall, V. (eds) (2000) *Human Resource Strategies: An Applied Approach*, Irwin/McGraw Hill: Roseville.

### **Selected Journals Relevant to Human Resource Management**

Academy of Management Executive	Academy of Management Journal
Academy of Management Review	Administrative Science Quarterly
American Psychologist	Annual Review of Psychology
Asia Pacific Human Resource Management	Australian Bulletin of Labour
Australian Journal of Management	Employee Relations
Harvard Business Review	Human Relation
Human Resource Management	Human Resource Management
Review Human Resource Planning	Industrial and Labour Relations
Review Industrial Relations	Industrial Relations Journal
International Journal of Human Resource Management	
International Labour Review	Journal of Applied Psychology
Journal of Business	Journal of General Management
Journal of Industrial Relations	Journal of Labour Economics
Journal of Management Studies	
Journal of Occupational and Organisational Psychology	
Journal of Vocational Behaviour	
Leadership and Organisation Development Journal	
Leadership Quarterly	Personnel Journal
Personnel Management	Personnel Psychology
Research in Organisational Behaviour	Training and Development Journal

I wish to thank Dell Dennis for her input in preparing this course outline. The course structure is influenced by her prior lecturing in this course. The language of the course outline is, in places, taken verbatim from the course outline she provided.

Information in this publication is correct as at 1<sup>st</sup> March 2004 but is subject to change from time to time. In particular, the University reserves the right to change the content and/or the method of presentation and/or the method of assessment of any unit of study, to withdraw any unit of study or program, and/or to vary arrangements for any program.

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