

# 7916MGT

## Human Resource Management

### Semester 1 2009

Academic Organisation:	Department of Management
Faculty:	Griffith Business School
Credit point value:	10
Student Contribution Band:	Band 3A
Course level:	Postgraduate
Campus/Location/Learning Mode:	Gold Coast / On Campus / In Person South Bank / On Campus / In Person
Convenor/s:	Dr Kate Shacklock (Gold Coast) Dr Kate Shacklock (South Bank)
Enrolment Restrictions:	Restricted: Course must be listed in Program
This document was last updated:	1 December 2008

#### **BRIEF COURSE DESCRIPTION**

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Human resources represent a firm's vital, irreplaceable, and difficult-to-manage resources, and human resource management is thus akin to social impact management with respect to the lives of employees. This course concentrates on how people are managed, as a resource, and how best to leverage the great resource they provide while also behaving responsibly and ethically. The social and ethical considerations and dilemmas integral to effectively managing people are examined, including within the areas of: recruitment and selection, the management of performance, workforce diversity and work-life balance. Other areas explored include how to develop and implement effective and efficient human resource practices that support the strategic objectives of organisations, such as the training and development of people. In this context, the sustainable organisation is one which can attract, hire and retain the best employees. Case material, readings, presentations and audiovisual material will be used to stimulate discussion of the important and strategic matters to be tackled by managers today and in the future. Special focus upon undertaking persuasive oral presentations will be an element of this course as part of the MBA Program.

All students are expected to begin studies at the first designated lecture for each course of their program in week one. Students who cannot attend must gain written approval from the MBA Director to continue in that semester.

This course is a restricted course. Enrolment is for MBA students only. Admittance by other graduate students enrolled in other graduate degrees requires approval by the MBA Director.

## SECTION A – TEACHING, LEARNING AND ASSESSMENT

### COURSE AIMS

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Human resources represent a firm's vital, irreplaceable, and difficult-to-manage resources, and human resource management is thus akin to social impact management with respect to the lives of employees. This course concentrates on how people are managed, as a resource, and how best to leverage the great resource they provide while also behaving responsibly and ethically. The social and ethical considerations and dilemmas integral to effectively managing people are examined, including within the areas of: recruitment and selection, the management of performance, workforce diversity and work-life balance. Other areas explored include how to develop and implement effective and efficient human resource practices that support the strategic objectives of organisations, such as the training and development of people. In this context, the sustainable organisation is one which can attract, hire and retain the best employees. Case material, readings, presentations and audiovisual material will be used to stimulate discussion of the important and strategic matters to be tackled by managers today and in the future. Special focus upon undertaking persuasive oral presentations will be an element of this course as part of the MBA Program.

#### Course Aims

- To provide students with an understanding of the various processes fundamental to managing people via the functions of Human Resource Management (HRM).
- To develop students' theoretical and practical knowledge and skills in some of the contemporary approaches to HRM.
- To examine the social and ethical considerations implicit in the management of people.
- To enable students to apply these concepts, practices and skills into the broader environments in which organisations operate.
- To increase students' knowledge and skills in persuasive oral presentations for use in a business context.

### LEARNING OUTCOMES

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#### Objectives

At the end of the course, students would be expected to be able to:

1. Demonstrate an understanding of the contribution of HRM in relation to organisations and stakeholders.
2. Demonstrate and apply specialised knowledge of some areas of HRM, including social and ethical considerations.
3. Demonstrate some strategies to assist in the effective management of people.
4. Demonstrate an effective persuasive oral presentation, suited for the business context

Expected cognitive outcomes include the development and demonstration of a high level of skill in:

4. analysis and critical evaluation
5. problem solving
6. interpersonal interactions
7. persuasive oral presentations, and the ability to:
8. work effectively as a member of a team.

The stated learning outcomes of this course relate to the [Griffith Graduate](#) principles.

## CONTENT, ORGANISATION AND TEACHING STRATEGIES

Component	Workload Hours	Contact Hours
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Component	Workload Hours	Contact Hours
Seminar <b>Gold Coast</b>	6 x Saturday seminars 9am – 4.30pm	6.5 hours/ seminar on Saturdays, Week 1, 4, 6/7, 9, 12 & 13

Component	Workload Hours	Contact Hours
Seminar <b>Southbank</b>	4 hours per seminar 5.30pm - 9.30pm	Weeks 2, 4 - 10, 12 & 13

### Teaching Format

Relevant theories and concepts will be covered with illustrative examples wherever possible. Seminars will be interactive and will comprise short lectures, exercises, class discussion of cases, mini-presentations by students and the use of appropriate audiovisual media. There will be time allowed each week for class members to raise relevant experiences or contemporary issues, to draw from readings, and to discuss current or past experiences. Students are expected to familiarise themselves throughout the course with contemporary issues covered in the media, and through various sources in the literature which cover the related issues.

Adequate preparation is essential for effective student performance in class and to ensure that learning takes place. This preparation should involve reading, giving prior thought and consideration to the topic to be covered and forming personal views, ideas, questions and the like, to be raised at the seminars.

Students may be required to briefly present on behalf of various small groups concerning case studies and discussion topics covered during the seminars. These roles will be shared to ensure that all students participate in this essential part of the learning process. Contribution in these activities forms part of the learning and practice for the major presentation, and contributes to overall assessment of the unit.

### Course website

The aim of the course website ([Learning@Griffith](mailto:Learning@Griffith)) is to provide a central point of reference for course resources, and to provide a communication channel from staff to students. The course website will be updated often to provide information session notes, assessment details and results, relevant websites and resources, and the Announcements page will be a primary means of communication with students.

### Contact Summary

Students are expected to attend all seminars/ lectures. If you are unable to attend, a polite email to advise the Convenor prior to lectures would be appreciated.

## CONTENT SUMMARY

<b>GOLD COAST (GC) G27 1.12</b> <b>Saturdays 9am - 12nn and 1pm - 4.30pm</b> <b>Weeks 1, 4, 6/7, 9, 12 &amp; 13</b>
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Topic	Lecture Content	Readings
Sat 7 March Week 1	<b>Introduction</b> <b>Job Analysis and Human Resource Planning</b> Introduction to managing people - Human Resource Management (HRM), Strategic HRM, a model of HRM. Explanation of the Course and the Assessment.	<b>Chapter 1 of your textbook</b>  <b>Chapter 4</b>

Topic	Lecture Content	Readings
	<p>Job design, job descriptions, integration with other HRM functions; Planning for effective staffing for the future, forecasting demand and supply.</p> <p>Introduction to organisational ethics and social responsibility and how they apply to HRM.</p>	<p>p. 112-125; 138-144</p> <p><b>Chapter 5</b></p>
<p>Sat 28 March</p> <p>Week 4</p>	<p><b>Persuasive Oral Presentation Skills</b></p> <p><b>Training and Development</b> Training needs analysis, benefits, induction, continuing education, evaluating training and development, benchmarking T &amp; D.</p>	<p><b>Chapter 8</b> (not p. 309-313)</p>
<p>Sat 18 April</p>	<p><b>Recruitment</b> HR Planning, external and internal recruitment, advertising, e-cruitment (online recruitment), and some ethical implications.</p> <p><b>Managing diversity and work-life balance</b> EEO, Flexible working arrangements, diversity, the ageing workforce, women at work, retirement, intergenerational differences and their ethical implications.</p>	<p><b>Chapter 6</b></p> <p><b>Chapter 2;</b> <b>Chapter 5, p. 173-4 (Diversity management);</b></p> <p><b>Chapter 7, p. 231-4 (Generational differences)</b></p> <p><b>Pocock, Skinner &amp; Williams, 2007. Work Life &amp; Time Report</b></p>
<b>13-17 April MID SEMESTER BREAK</b>		
<p>Sat 9 May</p> <p>Week 9</p>	<p><b>Selection</b> The selection process, validity and reliability, interviews, &amp; other prediction methods. Problems of interviewing versus other assessment techniques. Psychological testing, other assessment methods, organisation-person fit and person-job fit, and their ethical implications</p> <p>The selection process, validity and reliability, interviews, &amp; other prediction methods. Problems of interviewing versus other assessment techniques</p>	<p><b>Chapter 7</b></p>
<p>Sat 30 May</p> <p>Week 12</p>	<p><b>STUDENT PRESENTATIONS</b></p>	
<p>6 June</p> <p>Week 13</p>	<p><b>Performance Management</b> The cycle, processes used, principles of performance management, forms used, and ratings. How to give effective feedback, and negative feedback</p> <p><b>REVIEW; Teaching &amp; Course Evaluations;</b> <b>Exam Preparation</b></p>	<p><b>Chapter 9</b></p>

<b>SOUTHBANK</b>		
<b>Monday 5.30 - 9.30pm</b>		
Topic	Lecture Content	Readings
<p>Mon 9 Mar</p> <p>(Week 2)</p>	<p><b>Introduction &amp; Job Analysis and Human Resource Planning</b> Introduction to managing people - Human Resource Management (HRM), Strategic HRM, a model of HRM. Explanation of the Course and the Assessment.</p>	<p><b>Chapter 1 of your textbook</b></p> <p><b>Chapter 4</b></p>

## SOUTHBANK

Monday 5.30 - 9.30pm

Topic	Lecture Content	Readings
	<p>Job design, job descriptions, integration with other HRM functions; Planning for effective staffing for the future, forecasting demand and supply and the role social responsibility.</p> <p>Introduction to organisational ethics and social responsibility and how they apply to HRM</p>	<p><b>p. 112-125; 138-144</b></p> <p><b>Chapter 5</b></p>
23 March (Week 4)	<b>Persuasive Oral Presentation Skills I</b>	
30 March (week 5)	<p><b>Persuasive Oral Presentation Skills II</b></p> <p><b>Training and Development; &amp;</b> Training needs analysis, benefits, induction, continuing education, evaluating training and development, benchmarking T &amp; D.</p>	<b>Chapter 6</b>
6 Apr (week 6)	<p><b>Recruitment</b> HR Planning, external and internal recruitment, advertising, e-cruitment (online recruitment) and some ethical implications</p>	<b>Chapter 7</b>
<b>13-17 April MID SEMESTER BREAK</b>		
20 Apr (week 7)	<p><b>Selection</b> The selection process, validity and reliability, interviews, &amp; other prediction methods. Problems of interviewing versus other assessment techniques. Psychological testing, other assessment methods, organisation-person fit and person-job fit and their ethical implications.</p>	<p><b>Chapter 8</b> <b>(not p. 309-313)</b></p>
27 Apr (week 8)	<b>STUDENT PRESENTATIONS in class</b>	
4 May (week 9)	<b>Labour Day – public holiday</b>	
11 May (week 10)	<p><b>STUDENT PRESENTATIONS in class (If needed, depending on class size)</b></p> <p><b>Managing diversity and work-life balance</b> EEO, Flexible working arrangements, diversity, the ageing workforce, women at work, retirement, intergenerational differences and their ethical implications.</p>	<p><b>Chapter 2;</b> <b>Chapter 5, p. 173-4 (<i>Diversity management</i>);</b> <b>Chapter 7, p. 231-4 (<i>Generational differences</i>)</b></p>
25 May (week 12)	<p><b>Performance Management</b> The cycle, processes used, principles of performance management, forms used, and ratings. How to give effective feedback, negative feedback.</p>	<b>Chapter 9</b>
1 June (week 13)	<b>REVIEW; Teaching &amp; Course Evaluations; Exam Preparation</b>	

## ASSESSMENT

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### Summary of Assessment

Item	Assessment Task	Length	Weighting	Total Marks	Learning Outcomes	Due Day and Time
1a.	Persuasive Oral Presentation (Individual component)	30 minutes maximum for combined individual and group components	25%	25	1, 2, 3, 4, 7	<u>GC</u> : During class, Sat 30 May.
1b.	Persuasive Oral Presentation (Group component)		15%	15	1, 2, 3, 4, 7, 8	<u>SB</u> : During class, 27 April (and 11 May if needed)
2.	Examination	3 hours + 10 mins perusal	60%	60	1, 2, 3, 5, 6	During end of semester exam period

### Assessment Details

Assessment guidelines for each assessment item are provided below, and each assessment item will also be discussed during class. Each assessment item will be given a mark, which will be shown on the returned assessment item.

As assessment items are designed to examine understanding and/or application of the subject's learning objectives, non submission of a piece of assessment will result in a failure to demonstrate mastery of these learning objectives and may therefore incur a fail grade for the course.

### Rationale and Marking Guidelines

The teaching methods will be interactive. Active contribution in seminars and during group work is essential to effective learning in this course. It is incumbent on students to attend all seminars, unless there is a very good reason for their absence (eg: medical, unusual work commitments). If a student knows in advance that they are likely to be unable to attend a particular seminar or workshop, s/he should notify the lecturer beforehand.

#### **1. PERSUASIVE ORAL PRESENTATION (40% weight)**

This assessment item is in alignment with the Curriculum Mapping of the MBA Program, and includes the use of the Grading Rubric for Persuasive Oral Presentations. The presentation will be on a topic taken from the list of topics provided. This will be undertaken in small groups. Each group will make a persuasive presentation to the rest of the class. Each student within the group must present for a minimum of 5 minutes for the Individual Component of the Oral Presentation assessment item 1a.

Presentations are to last a maximum of 30 minutes, including discussion time. The use of PowerPoint, overhead/data projector, video, and/or other audio-visual aids as appropriate is encouraged. Presenting students should provide a short summary of their presentation to all other members of the class on the day of their presentation, which should include the Reference List of resources used in the research for your presentation. (A copy of overheads used may suffice.) Each member of the group will be assessed individually on their part in the actual presentation. Each student will also share an overall group mark for some aspects of the overall presentation.

This presentation will be on a topic taken from the list of topics provided. This will likely be undertaken in small teams, depending upon class size. Each group will make a persuasive presentation to the rest of the class, with an emphasis on persuasiveness. Each student within the group must present for a minimum of 5 minutes.

#### **2. FINAL EXAM (60% weight)**

A final examination will assess the student's understanding, application and critical analysis of the theory and practice of human resource management. The examination is designed to examine all areas presented during all seminars plus the textbook, and will likely consist of a case study with related questions, plus some essay-type questions. The exam will be designed to be completed within a shorter time period, but 3 hours of examination time is to allow those with English as a second language to complete the exam with additional thinking and planning time.

Return of Assessment Items

Marked assessment items will be available to students and will include written feedback.

**GRADUATE SKILLS**

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Graduate Skills	Taught	Practised	Assessed
Effective communication (written)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective communication (oral)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (interpersonal)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Information literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Problem solving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical evaluation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work autonomously	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work in teams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Creativity and innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical behaviour in social / professional / work environments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Responsible, effective citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**TEACHING TEAM**

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Course Convenor

Convenor Details	Gold Coast/Southbank
Convenor/Lecturer	Dr Kate Shacklock
Email	k.shacklock@griffith.edu.au
Office Location	G01 2.17 (Gold Coast)
Phone	5552 8543
Fax	5552 9206
Consultation times	By appointment via email

## **COURSE COMMUNICATIONS**

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Students should initially contact the Lecturer during class time, as there will be a break during each seminar, and the Lecturer is available at the end of each seminar. Generally, it is more time-effective to make an appointment via email.

### 1. Email

*Staff to student:* From time to time it may be necessary to send an official email to you. The email address to which your mail will be sent is the official University student email address, so please regularly check your emails to ensure your mailbox is not full and rejects an important message. If you prefer to receive your email at another address, you can easily arrange for your student email to be forwarded to that address.

*Student to staff:* All emails must contain “**7916MGT Student Enquiry**” in the “subject” line of the email, and should come from your university student email address. Such emails will usually be about emergencies, absences or requests for appointments. Responses will be made as soon as practicable, but usually not at weekends.

### 2. Telephone

The Lecturer may be contacted by telephone especially with regard to emergencies, absences, and to make consultation appointments. If you leave a voicemail message, please include your name, course, date and time of your call, your message, and very clear contact details so that your call can be returned. A response will be made as soon as practicable.

### **Flexible Learning**

This course is offered in Mode B - Web Dependent. That is, the lecture notes from each week will be published on the course website, usually in advance of the each week’s seminar. Students are expected to follow the lectures and preferably have a copy of the lecture notes brought to class with them each week. However, these notes are not exhaustive of all material that will be covered in seminars. The notes published on the course website are meant to simply aid the student’s comprehension in lectures and to form a basis of the learning required for this course. Students will also find supplementary material on the course website relating to the assessment items. Such information will be advised in class, but students would be well-advised to also check the course website Announcements page each week.

## **TEXTS AND SUPPORTING MATERIALS**

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### **Main Text:**

Nankervis, A., Compton, R. & Baird, M. (2008). *Human resource management: Strategies and processes*, (6<sup>th</sup> ed). Melbourne: Thomson.

Students are expected to purchase the prescribed text. General assessment criteria, lecture notes and detailed approaches to the tasks will be provided on the web site during the semester.

## **SECTION B – ADDITIONAL COURSE INFORMATION**

Students should refer to the Learning@Griffith website for further information about this course.

Requests for an extension of time for submission of an assessment item must be lodged before the due date for the assessment item. Requests received on or after the due date will only be considered in exceptional circumstances. Extension requests must be made in writing to the Course Convenor, and be accompanied by appropriate supporting documentation (Application for Extension Form, medical certificate).

Where an extension has not been granted, an assessment item submitted after the due date will be penalised as follows: the mark awarded to the item will be reduced by 10% of the maximum possible mark for each day that the assessment item is late. Each weekend (from Friday to Sunday) will count as one day.

Students are required to keep a copy of all assessments items submitted.

## SECTION C – KEY UNIVERSITY INFORMATION

### ACADEMIC MISCONDUCT

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct and is unacceptable.

Some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-mediated form of cheating is one of the worst forms of fraudulent academic behaviour, for which the University has zero tolerance and for which penalties, including exclusion from the University, will be applied.

However the University recognises many students commit academic misconduct without intent to deceive. These students may be required to undertake additional educational activities to remediate their behaviour.

Specifically it is academic misconduct for a student to:

- **Cheat in examinations and tests** by communicating, or attempting to communicate, with a fellow individual who is neither an invigilator or member of staff; by copying, or attempting to copy from a fellow candidate; attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or impersonates another.
- **Fabricate results** by claiming to have carried out tests, experiments or observations that have not taken place or by presenting results not supported by the evidence with the object of obtaining an unfair advantage.
- **Misrepresent themselves** by presenting an untrue statement or not disclosing where there is a duty to disclose in order to create a false appearance or identity.
- **Plagiarise** by representing the work of another as their own original work, without appropriate acknowledgement of the author or the source. This category of cheating includes the following:
  1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
  2. acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by
    - purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
    - submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;
  3. duplication of the same or almost identical work for more than one assessment item;
  4. copying ideas, concepts, research data, images, sounds or text;
  5. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
  6. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
  7. submitting, as one own work, all or part of another student's work, even with the student's knowledge or consent.

A student who willingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is also breaching academic integrity, and may be subject to disciplinary action.

Visit the University's Institutional Framework for Promoting Academic Integrity Among Students for further details.

### PLAGIARISM DETECTION SOFTWARE

The University uses plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this is the case your Course Convenor will provide more detailed information about how the detection software will be used for individual assessment items.

## HEALTH AND SAFETY

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Griffith University is committed to providing a safe work and study environment, however all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information can be obtained from [http://www.griffith.edu.au/hrm/health\\_and\\_safety/](http://www.griffith.edu.au/hrm/health_and_safety/)

Information about Laboratory safety can be obtained from [http://www.griffith.edu.au/ots/secure/health/content\\_labsafety.html](http://www.griffith.edu.au/ots/secure/health/content_labsafety.html)

## KEY STUDENT-RELATED POLICIES

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All University policy documents are accessible to students via the University's Policy Library website at: [www.griffith.edu.au/policylibrary](http://www.griffith.edu.au/policylibrary). Links to key policy documents are included below for easy reference:

[Academic Calendar](#)

[Academic Standing, Progression and Exclusion Policy](#)

[Assessment Policy](#)

[Examinations Timetabling Policy and Procedures](#)

[Guideline on Student E-Mail](#)

[Health and Safety Policy](#)

[Institutional Framework for Promoting Academic Integrity Among Students](#)

[Policy on Student Grievances and Appeals](#)

[Student Administration Policy](#)

[Student Charter](#)

## UNIVERSITY SUPPORT RESOURCES

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The University provides many facilities and support services to assist students in their studies. Links to information about University support resources available to students are included below for easy reference:

[Learning Centres](#) - the University provides access to common use computing facilities for educational purposes. For details visit [www.griffith.edu.au/cuse](http://www.griffith.edu.au/cuse)

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith student portal.

[Student Services](#) facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

[Learning Services](#) within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.