



 **Human Resource Management**
Review
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(slides adapted from Wiley Lecturer Resources)
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 **Outline**
Review & Exam Tips


 **Some thoughts to begin....**

- Study what you need to, not what you already know!
- Nothing should be studied in isolation – remember the linkage of *Strategic* Human Resource Management
- Link your own experience and observations to the topics
- Consider examples for consolidation

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Human Resource Management (HRM)

- The focus is on managing **people** within the employer–employee relationship.
- It involves the **productive use of people** in achieving the:
 - **organisation's** strategic business objectives, and
 - the satisfaction of **individual employee** needs.

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HRM Activities

- Job analysis
- Human resource planning
- Recruitment
- Selection
- Performance appraisal
- Human resource development
- Career planning and development
- Managing diversity

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HRM Activities

- Health and safety programs
- Employee motivation
- Compensation and benefits
- Employee relations and/or industrial relations
 - *Employee relations* focuses on workplace relations and deals with employee attitudes and behaviour and the relationship between the organisation and its employees

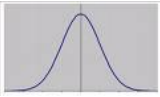
Understand this!

1. National Employment Standards (all ten)
2. Total Remuneration
3. External & Internal Recruitment
4. Occupational Health and Safety duties of employees and employers
5. Performance Appraisal
6. Discrimination (direct and indirect)
7. Job Analysis
8. Selection process & techniques
9. Reliability and Validity
10. Career planning and development

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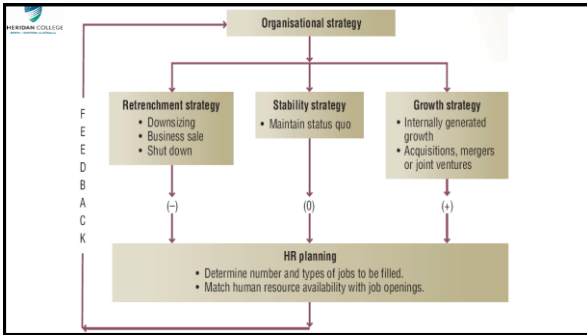
HR Planning

- Industry or organisation
 - Growth
 - Decline
 - Diversification
- Consistent with short, medium and long term goals



Human Resource Planning (HRP)

- The process of systematically reviewing human resource requirements to ensure that the *required number of employees, with the required knowledge, skills and abilities are available when needed*
- Strategies:
 - Retrenchment
 - Stability
 - Growth




The Legal Framework

- Equal Employment Opportunity (EEO Act 1984)
- OH&S (1984 Act – esp s19 and s20 duties for employers and employees)
- Workers Compensation and Injury Management Act (1981)
- Privacy Principles (Privacy Act 1988)
- Spent Convictions Act (1988)
- Contracts and Employment Relations (Fair Work Act 2009 esp. the ten NES's)
- Working with Children (Working with Children {Criminal Record Checking} Act 2004)
- Employment of Children (The Children and Community Services Act 2004)
- Professional Registrations

- Example Exam Question:


Why is an understanding of the Occupational Health and Safety Duties for Employers and Employees (s19 & 20 of the OSH Act 1984) relevant to Human Resource Management Practitioners and Employees?

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 **National Employment Standards**


- The National Employment Standards (NES) are **10 minimum employment entitlements** that have to be provided to all employees.
- An award, employment contract or enterprise agreement or can't provide conditions that are less than the national minimum wage or the NES. They can't exclude the NES.

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 **FWA (2009) - 10 Minimum National Employment Standards.**


1. Flexible working arrangements to care for a child (under school age or with disability)
2. Maximum ordinary hours of 38 hours per week (plus reasonable additional hours)
3. Four weeks of paid annual leave
4. Ten days of paid personal/carer's leave (with provision for two additional days of unpaid carer's leave and two additional days of paid compassionate leave per occasion)
5. 52 weeks of unpaid parental leave (which may be taken as maternity, paternity or adoption leave)



 **FWA (2009) - 10 Minimum National Employment Standards – (cont'd).**


6. Community service leave (jury, natural disasters, emergencies)
7. Long service leave
8. Public holidays
9. Notice of termination and redundancy pay
10. New employees to receive the 'Fair Work Information Statement'



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 • Example Exam Question:


What are the **National Employment Standards** and explain their relevance to Human Resource Management?

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Discrimination

- **Direct**
 - Refers to any bias towards a person based on characteristics such as age, sex, race etc.
 - Often a product of stereotypes about a particular group
- **Indirect**
 - Occurs when policies, procedures and practices that appear neutral produce adverse outcomes for people with specific characteristics

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Discrimination — Grounds


• Sex	• Political beliefs and activities
• Race/ethnicity/nationality	• Trade union membership
• Disability	• Age
• Marital status	• Transgender/transsexuality
• Parental status	• Physical appearance
• Pregnancy	• Industrial activity
• Religious beliefs and activities	• Sexual preference/orientation
• Breastfeeding	
• Carer status	

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HERITAGE OF KNOWLEDGE

Typical exam questions draw out your understanding of

- Direct and Indirect discrimination
- The grounds for discrimination
- How as an HR practitioner you can ensure you don't discriminate


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HERITAGE OF KNOWLEDGE

Think?

- How can you go beyond just meeting your legal obligations with regards to discrimination?
- Think of examples.

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Total Remuneration

- Monetary Remuneration Plus
- Non- Monetary Remuneration

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Monetary Remuneration

<p>Direct Payments</p> <ul style="list-style-type: none"> • Direct Payments • Salaries wages • Bonus • Cash Incentives • Commission • Profit sharing etc 	<p>Indirect Payments</p> <ul style="list-style-type: none"> • Holidays • Childcare • Parking • Medical Insurance • Superannuation • Car • Phone
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Non Monetary Remuneration

<p>Job Conditions</p> <ul style="list-style-type: none"> • Empowerment • Authority • Responsibility • Status • Promotion • Career Development 	<p>Work Conditions</p> <ul style="list-style-type: none"> • EEO • Chain of Command • Policies & Procedures • Job Security • Fair Treatment • Span of Control • Collegiality
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• Example Exam Question:


Drawing upon examples discuss what **Total Remuneration** is? What is the relevance of understanding this concept to HR Practitioners?

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 **Job Analysis**

A systematic investigation of:

- the tasks, duties and responsibilities of a job
- and the necessary knowledge, skills and abilities a person needs to perform the job adequately

 **The uses of Job Analysis**

- **Job description**
 - Explains the purpose of a job, what activities are performed, the conditions under which they are accomplished and the performance standards
- **Job specification**
 - Formal qualifications, knowledge, abilities, skills and personal characteristics needed
- **Job design**
 - Identifies what must be performed, how it will be performed, where it is to be performed and who will perform it.

 **Think**

Think how Job Analysis is linked to various functions of HRM? How it helps HR practioners.

- HR Planning
- Recruitment
- Selection
- Induction / Orientation
- Training & Development
- Performance Appraisal
- Reward Management


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Attracting Applicants

Many ways people may be attracted to the job and organisation: Examples

- **Strategic compensation** (including both financial and non financial rewards), salary surveys
- **Employer of choice**
- Recruitment – **Internal and external** methods (pros, cons)

- Good adverts
- Realistic job previews
- Internal external recruitment



Pros and Cons

Internal		External	
Pros	Cons	Pros	Cons
•Morale	•Inbreeding	•New blood	•May not fit
•Assessment	•Discontent	•No favourites	•Morale
•Reward performance	•Politics	•Fresh ideas	•More training
•Succession	•Needs good evaluation	•Forces insiders to compete	•Longer orientation
•Hire only at base	•Critics outside		•Cost
•No "leak plugging"			
•Less costs			

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Internal Recruitment

- Direct appointment/Promotion
- Lateral transfer
- Advertising/memo



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Main methods of external recruitment

	Managerial	Professional	Clerical	Skilled/Trade	Unskilled
Newspapers	✓	✓	✓	✓	✓
Internet	✓	✓	✓	✓	✓
Agencies	✓	✓	✓	✓	✓
Unions			✓	✓	✓
Professional bodies	✓	✓		✓	
Journals	✓	✓			
Colleges/universities	✓	✓	✓		
Executive search consultants	✓	✓			

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• Typical exam q


Drawing upon examples discuss a range of internal and external recruitment methods and pros and the cons of using them.

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Initial Screening & Shortlisting

- Getting organised requires planning (how will I manage applications, how do I want people to apply etc)
- How might I effectively shortlist applications?
- Use of selection criteria – desirable, essential
- Short listing – how many? What can't be demonstrated in application etc?
- Internal applicants?




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Selection

- Range of selection devices
- Problems associated with them


- Policy


- Validity
- Reliability

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Selection

- Know the various selection devices, interview types, test types, assessment centres, background checks, reference checks etc (know a good range - well)
- When would we use different methods and why
- Maximising reliability and validity (HOW would you ensure reliability and validity in selection processes).




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TESTS


Work Sample tests
Psychometric/Psychological tests
Assessment centres
Other types of tests

An insight into behaviours.
Don't use in isolation
Good short listing tool

 **Reliability – consistency of measurement**


- The extent a measure is consistent and dependable
- Getting the same result from the same person




 **Validity**
The ability of a selection device to measure what it set out to measure

EG

- **Concurrent** (current performance correlates with same groups performance in a test)
- **Predictive** (selection score correlates with later performance)




 **Selection Exam Questions**

Typical exam questions:


- Often get you to think about the selection **process**
- Discuss a **range of selection devices**
- Look to demonstrate what you can do to **improve reliability and validity** in the process.

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 **Performance Review Meeting**


- Often takes place once or twice a year
- Provides a setting to give and receive feedback
- Should be backed up with ongoing informal feedback
- Constructive feedback is crucial
- Focus on a development plan detailing expectations, performance criteria.
- Involve employees in decision making
- provide support
- Provide opportunities to develop career
- Clarify how the employees contribution contributes to the organizations success.


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 **Performance Appraisal**


- What is it?
- Example.
- What is its relevance to Human Resource Management?

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 **Exam...**




- Questions will draw out your knowledge in the major HR Functions and areas related to these themes.
- Whilst some areas will not have a specific question – all information covered in the course is relevant as some questions are designed to draw out and apply your broader understanding.

 **Exam**

- Part A – Short Answer (40 Marks)
- Part B - Short Essay Style Answers. (60 Marks)

There will be both specific and broad questions.

Some areas will not have a specific question, however you may still have opportunities to draw on your knowledge in these areas in answering other questions.

 **Part A 40 Marks**

Define and discuss the relevance to Human Resource Management of FOUR of the following five concepts. Provide examples or discuss how this would be practically applied


eg

- Occupational Health and Safety duties of employees and employers
- National Employment Standards
- ?
- ?

Could be any concept covered in the unit but look particularly at concepts discussed in this review lecture.

Marking For Each Q (out of 10):


- Definition / Theoretical understanding 4 Marks
- Explanation / discussion of Relevance to HRM 4 marks
- Example / application 2 marks

 **Areas Part B**

- Discrimination / EEO Obligations
- Selection Devices & Reliability & Validity
- Job Analysis / HR Functions

Answer TWO for a choice of three Questions


60 marks (30 marks each)


 **Exam timekeeping**

Exam = 100 marks, 150 mins (2.5hrs)
Therefore: 10 marks = 15 mins.


Therefore:
 SECTION A= 40 Marks = 1 hour
 15 mins per question (times four questions)
 SECTION B = 60 Marks = 1.5 hours
 45 mins per question (times two questions)


You may wish to amend the above timing to allow for re-reading.

 **Exam Tips (cont'd)**



- Remember timing is everything
(2 hour 30 minute exam. Manage your time in line with the marks allocated)
- **Answer the question**, not the question you wanted
- Write legibly
- **Use headings**, underline etc to make important points jump out.
- Mention authors (if you know), acknowledge ideas
- Relax



 **And after your exams**

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Enjoy your break from Study



This is me with much longer hair enjoying a campfire with my three children in central Australia (my wife is taking the photo). I hope you also get to find somewhere nice to enjoy a well earned break.
