

MANAGING HUMAN RESOURCE

Unit Code	MN210	AQF Level	7
Unit weighting	Unit credit points: 3		
Pre-requisite or co-requisite	Principles of Management		
Delivery mode	Face to face on site	Full time or part time	
Location	<i>Sheridan</i> 18/7 Aberdeen St, Piccadilly Square West, Perth WA 6000		
Student Workload	<p><i>Timetabled: 36 hours (3 hours per week over 12 teaching weeks)</i></p> <p><i>Personal Study: 132 hours (9 hours per week over 12 teaching weeks + 12 hours per week over 2 non-teaching weeks)</i></p> <p><i>Total workload: 168 hours (12 hours per week over 14 weeks)</i></p> <p><i>Academic writing support available if needed</i></p>		
Prescribed Textbook(s)	Nel P., Werner A., Fazey M., Millett B., Du Plessis A., Wordsworth R., Hearn Mackinnon B., & Susino Y. (2016). <i>Human resource management in Australia. (2nd ed)</i> . Melbourne: Oxford University Press.		
Other resource requirements	Access to the Learning Management System Canvas canvas.sheridan.edu.au		
Work-integrated learning activity	Not applicable		
Timetabled day and time	Wednesday 9am	Room	Room 6 (Pearl)
Unit Coordinator	Mr. Arjun Murthy	Phone:	6222-4222
Email	amurthy@sheridan.edu.au		

Unit Description

Managing Human Resources introduces students to Human Resource Management (HRM) roles, functions and activities. Having explored current HRM theory and contemporary issues students will be given the opportunity, through workplace focused assessments, to evaluate Human Resource practice and apply Human Resource knowledge.

Managing human resource Learning Outcomes

Upon successful completion of this unit, you will be able to:

- A. Explain the Human Resource Management role, function and activities.
- B. Describe and discuss current Human Resource Management theory, practice and issues.
- C. Describe legal, ethical, safety and discrimination factors relating to Human Resource Management.
- D. Evaluate current workplace Human Resource policies, procedures and systems.
- E. Apply Human Resource Management knowledge and skills to workplace scenarios.

Sheridan Graduate Attributes

Sheridan graduates will be ...

1. Lovers of truth
2. Seekers of wisdom
3. Innovative thinkers
4. Effective communicators
5. Independent learners
6. Servant leaders

Assessment Schedule

Assessment Type	Value	Due Date	Learning Outcomes (LOs) Assessed	Graduate Attributes (GAs) Addressed
1. Workplace document review	20 %	Seminar 6	A,B,C,E,F	1,2,3,4,5,6
2. Essay	40%	Seminar 10	B,C,D,E,F	1,2,3,4,5
3. Examination	40%	Exam Period	A,B,C,D,E,F	1,2,3,4,5

1. Workplace Document Review

Students will be required to collect and evaluate human resource documentation currently being used in organisations. Your documents should be examples of what you believe are best practice examples.

Collect best practice examples of the following:

- An HR policy
- An HR procedure
- A job advertisement
- A job description
- Selection interview template
- An induction checklist
- Performance appraisal pro-forma
- Two other forms of HR documentation of your choice

Write a **brief evaluation** for each documentation example not to exceed half a page per example (max 300 words). In your evaluation explain:

- **Why** you believe the document is an example of HR best practice (linking to relevant HR theory where possible)
- **How** the document is (or should be) used by the organisation.
- **Any changes or improvements** you would make to the document (**why / why not?**).

Students will be asked to share their examples and evaluations during in-class discussions.

LOs addressed: A, B, C, E, F

Assessment Type	Workplace Document Review				
	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	Fail (0-49%)
Critical analysis of the Issues	Demonstrates pronounced ability to analyse and evaluate the issues in this discussion	Demonstrates pronounced ability to analyse the issues in this discussion	Demonstrates pronounced ability to engage with the issues in this discussion	Demonstrates engagement with the issues in this discussion	Limited or no evidence of ability to analyse or engage with the issues in this assignment
Engagement with Contemporary Scholarship	Demonstrates pronounced ability to critically evaluate and empathetically assess a range of scholarly viewpoints	Demonstrates ability to critically evaluate a range of scholarly viewpoints	Show promise in task of critically evaluating a range of scholarly viewpoints	Evidences engagement with a range of scholarly viewpoints	Limited or no evidence of engagement with scholarly viewpoints

Topic Engagement	Demonstrates pronounced ability to engage with topic, dialogue with classmates and lead discussions	Demonstrates sound ability to engage with topic, dialogue with classmates and lead discussions	Demonstrates ability to engage with topic and dialogue with classmates; occasionally attempts to lead discussion	Engages with the topic; limited evidence of ability to lead discussions	Zero or engagement with the topic; no evidence of ability to lead discussions
Quality of Documents	Documents are all excellent examples of Best Practice	Documents are mostly very good examples of Best Practice	Most documents are examples of Best Practice	Some documents are examples of Best Practice	Documents are poor examples of Best Practice

1. Essay (2000 Words)

Preparation - Before starting this assignment, you should have completed the required reading and supplemented this with your own wider reading.

The Task - write a 2000 word essay. Your lecturer will provide you with the topic.

You must ensure the paper has a solid research base - at least 8 recent academic (2012 onwards) sources. A maximum of three of these sources may be textbooks.

Assessment Type	Essay Rubric				
	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	Fail (0-49%)
Identification of the Main Issues/Problems	Fully grasps all of the main issues in this assignment	Exhibits a sound grasp of all the main issues in this assignment	Exhibits a sound grasp of many of the issues in this assignment	Has begun to grasp the issues in this assignment	Has not grasped the issues in this assignment
Critical analysis of the Issues	Demonstrates pronounced ability to analyse and evaluate the issues in this discussion	Demonstrates pronounced ability to analyse the issues in this discussion	Demonstrates pronounced ability to engage with the issues in this discussion	Demonstrates engagement with the issues in this discussion	Limited or no evidence of ability to analyse or engage with the issues in this assignment
Engagement with Contemporary Scholarship	Demonstrates pronounced ability to critically evaluate and empathetically assess a range of scholarly viewpoints	Demonstrates ability to critically evaluate a range of scholarly viewpoints	Show promise in task of critically evaluating a range of scholarly viewpoints	Evidences engagement with a range of scholarly viewpoints	Limited or no evidence of engagement with scholarly viewpoints

Comments on Solutions or Strategies	Demonstrates pronounced ability to propose and evaluate own solutions, or evaluate solutions or proposed solutions in this assignment	Demonstrates pronounced ability to propose appropriate solutions, or evaluate solutions or proposed solutions in this assignment	Demonstrates pronounced ability to propose appropriate solutions, or comment on solutions or proposed solutions in this assignment	Proposes appropriate solutions, or appropriately comments on solutions or proposed solutions in this assignment	Limited or no evidence of ability to propose appropriate solutions, or comment on solutions or proposed solutions, in this assignment
Contribution to the Learning Community	Demonstrates pronounced ability to engage with topic	Demonstrates sound ability to engage with a topic in a cognitive and informed way	Demonstrates ability to engage with a topic in a cognitive and informed way	Exhibits engagement with the topic and a range of scholarly viewpoints	Zero or perfunctory engagement with the topic; no evidence of contribution to the learning community
Language Conventions	Consistently uses correct grammar with rare misspellings	Few grammatical or spelling errors are noted in paper	Some grammatical or spelling errors evidenced in the paper	Many errors in spelling and grammar evidenced in paper	Poor spelling and grammar characterize the work

2. Exam 40%

The exam will target all learning outcomes and will consist of short answers and essay questions.
LOs assessed: A, B, C, D, E &F

Learning Resources

Prescribed Textbook(s)

Nel P., Werner A., Fazey M., Millett B., Du Plessis A., Wordsworth R., Hearn Mackinnon B., & Susino, Y. (2016). *Human Resource Management in Australia*. (2nd ed.). Melbourne: Oxford University Press.

Recommended Supplementary Reading

Bray, M. Waring. P., Cooper, R. & MacNeil (2018). *Employment relations: theory and practice* (4th ed.). North Ryde: McGraw Hill.

CCH. (2016). *The Australian Human Resources Guide* (11th ed.). North Ryde: CCH.

Dessler, G. (2017). *Human Resource Management* (15th ed.). Florida: Pearson.

- Gatewood, R., Field, H., & Barrick (2015). *Human Resource Selection (8th ed.)*. Mason: Cengage - South Western.
- Hartel, R. & Fujimoto, Y. (2014). *Human Resource Management (3rd ed.)*. Frenchs Forrest: Pearson.
- Holland, P., Sheehan, C., Donohue, R. Pyman, A. & Allen, B. (2014). *Contemporary Issues and Challenges in HRM (3rd ed.)*. Prahran: Tilde University Press
- Hor, J. & Keats, L. (2008). *Finders keepers – How to Attract and Retain Great Employees*. NSW: CCH.
- Hor, J. (2017) *Labour and Employment Law Manual. (2nd ed.)*. NSW: Wolters Kluwer
- Kramar, R. (2014). *Human Resource Management in Australia: Strategy People and Performance (5th ed.)*. North Ryde: McGraw Hill.
- Kramar, R. & Syed, J. (2012). *Human Resource Management in a Global Context*. Basingstoke: Palgrave Macmillan.
- Monroe, D. (2013). *Untapped talent – Unleashing the Power of the Hidden Workforce*. New York: Palgrave Macmillan.
- Nankervis, A., Compton, R., Baird M., Coffey, J., & Shields J. (2017). *Human Resource Management: Strategy and Practice. (9th ed.)*. South Melbourne: Cengage.
- Ormod, J. (2015). *Human Learning (7th ed.)*. New Jersey: Pearson.
- Stone, R. (2016). *Managing Human Resources (9th ed.)*. Milton: John Wiley & Sons.
- Wilson, N. (2019). *An Introduction to Human Resource Management (4th ed.)*. London: Sage.

Academic Journals

You may find relevant articles in the following journals:

- Harvard Business Review
- HR Monthly
- Human Resource Management Journal; London
- Human Resource Management Review; Greenwich
- Human Resource Management; New York
- Journal of Applied Psychology
- Journal of Industrial Relations; Sydney
- Journal of Managerial Psychology
- Management Development Review; Bradford
- Personnel
- Personnel Psychology
- People Management; London

- Personnel Management; London
- The Journal of Management Development; Bradford
- Training and Management Development Methods; Bradford College Library Resources

Weekly Schedule of Topics

MN210 Managing human resource

Prescribed text(s):

Nel P., Werner A., Fazey M., Millett B., Du Plessis A., Wordsworth R., Hearn Mackinnon B., & Susino, Y. (2016). *Human Resource Management in Australia*. (2nd ed.). Melbourne: Oxford University Press.

WEEK	TOPICS	PRESCRIBED READINGS	ASSESSMENTS
1	Introduction to the Management of Human Resources	Text Chapter 1	
2	Human Resource Management Planning and Strategy	Text Chapter 2 & 7	
3	Legal, Safety and discrimination issues.	Text Chapter 3, 4 & 5	
4	Legal, Safety and discrimination issues (cont'd). Workplace Documentation Review Activity	Text Chapter 3, 4 & 5	
5	In-trimester Study Week		
6	Job Analysis and Design	Text Chapter 6	
7	Recruitment	Text Chapter 8	Document Review
8	Selection Application Exercise (selection activities)	Text Chapter 8	
9	Training, Development & Career Development	Text Chapter 9	
10	Managing performance & remuneration	Text Chapter 10 & 11	
11	HRM Ethics and Social Responsibility	Text Chapter 13	Essay

12	The Future of HRM	Text Chapter 15	
13	Review		
14	Pre-exam Study Week		
15	Exam week		Final Examination