## Unit Outline

School of Management  
College of Business

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<th>Unit Name:</th>
<th>200175</th>
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<tr>
<td>Unit Number:</td>
<td>Managing Human Resource and Industrial Relations</td>
</tr>
<tr>
<td>Teaching Period:</td>
<td>SPRING</td>
</tr>
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<td>Year:</td>
<td>2009</td>
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## Contents:

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First point of contact for this unit is:

- **Name:** Dennis Mortimer  
- **Phone:** (02) 9852 4250  
- **Email:** d.mortimer@uws.edu.au

## Section A: General Information

| Unit Weighting (credit points) | 10 |
| Level | 3 |
| Pre-requisites | 200300 Managing People at Work |
| Co-requisites | N/A |
| Units not to be counted for credit with | N/A |
| Assumed Knowledge | N/A |
| Contact Details | Unit Co-ordinator: Dennis Mortimer  
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Office Location: Parramatta ED.G.102  
Head of Program: Louise Ingersoll  
Telephone: 9685 9085  
Email: management@uws.edu.au  
Office Location: Parramatta, ED.G.101 |
<table>
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<tr>
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<tbody>
<tr>
<td>Student Consultation</td>
<td>Unit Coordinator available by appointment via email/ vUWS.</td>
</tr>
<tr>
<td>Mode of Delivery and Teaching Schedule</td>
<td>The full unit timetable can be found online at <a href="http://platformweb.uws.edu.au/pweb_tt/start.asp?yr=2009">http://platformweb.uws.edu.au/pweb_tt/start.asp?yr=2009</a>. This unit will be taught by way of 2 hour lecture and 1 hour tutorial.</td>
</tr>
<tr>
<td>Essential Equipment and/or Resources</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Occupational Health and Safety | No Exceptional Requirements  
Students must be aware that they are required to abide by the University's Codes on Occupational Health and Safety. |
| Criminal Record Checks | N/A |
| Immunisation Requirements | N/A |
| Changes and Improvements to the Unit as a Result of Student Feedback | The University values student feedback in order to improve the quality of its educational programs. As a result of student feedback, the following changes and improvements to this unit have recently been made:  
The Human Resource Simulation has been revised, a negotiation simulation has been added, and the industrial relations section has been restructured.  
For more information, students can visit [http://www.uws.edu.au/opq/planning_and_quality/surveys#3](http://www.uws.edu.au/opq/planning_and_quality/surveys#3). |
## Section B: Unit Details

### Unit Description
This unit integrates the study of strategic theory and practice in the management of human resource management and industrial relations as they co-exist together in the employment relations model. The dynamic contemporary environment influencing strategic planning of business, human resource and industrial relations is analysed. Models of strategic choice theory, strategic planning, human resource management and industrial relations strategy are used to examine the strategy in employment relations. The application of ethics and standards at work in the development and implementation and evaluation of strategy is examined.

### Objectives
1. Understand and identify the different approaches to the study and practice of employment relations;
2. Recognise the relationship between industrial relations and human resource management both in the academic literature and in practice, including connections to organisation development;
3. Analyse the way that stakeholders act, together and separately, to shape employment relations processes;
4. Define and apply theory in key employment relations processes in regards to the connection to business objectives and strategies;
5. Relate the above to current issues in the field of employment relations; and
6. Appreciate the diversity in which other students process and analyse information.

### Outcomes
At the end of the unit students will be able to:

1. Recognise the relationship between industrial relations and human resource management both in the academic literature and in practice, including connections to organisation development;
2. Analyse the way that stakeholders act, together and separately, to shape employment relations processes;
3. Define and apply theory in key employment relations processes in regards to the connection to business objectives and strategies;
4. Relate the above to current issues in the field of employment relations; and
5. Appreciate the diversity in which other students process and analyse information;
6. Develop knowledge capability including using logic and critical analysis to make written and verbal arguments;
7. Communicate effectively, and improve communication skills including academic writing and presentation;
8. Improve team work and group management skills;
9. Enhance information technology skills including selecting and applying appropriate information.

### Content
- Introduction to Employment Relations
- HR / IR connections to organisation development
- Management and Employment Relations
- Trade Unions
- Enterprise Bargaining and Negotiation
- Employing People
- Performance Management and Employment Relations
- Rewarding and Developing People
- Managing Dismissals

### Student Workload
For a 10 credit point unit, students are expected to spend 10 hours per week. If class time totals 3 hours per week, then they would be expected to work for 7 hours out of class.

### Online Learning
All students should access vUWS and check their student email account on a weekly basis.

vUWS is designed as a supplement to lectures and does not replace face to face teaching such as lectures and tutorials.

E-Learning Support for Students:
[http://www.uws.edu.au/students/onlinesupport/home](http://www.uws.edu.au/students/onlinesupport/home)

### Texts
- Required Texts
Mortimer, D and Ingersoll, L (eds), (2009) Managing Human Resources and Industrial Relations, Pearson Education, Sydney

Students also need a password to access the Human Resource Simulation. This is included with the text, or it can be purchased separately.

Additional Readings


Dessler, G, Lloyd-Walker, B & Griffiths, J 2007, HRM: theory, skills, application, 3rd edn, Pearson Education Australia, Frenchs Forest, N.S.W.


Waring, P. and Bray, M. (Eds.) (2006) Evolving Employment Relations Industry Studies from Australia,
### Section C: Assessment Details

<table>
<thead>
<tr>
<th>Assessment Details</th>
<th>Assessment Type</th>
<th>Length / Duration</th>
<th>Due Date</th>
<th>Value %</th>
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<tbody>
<tr>
<td>1</td>
<td>Essay</td>
<td>2500 words</td>
<td>4th September</td>
<td>35%</td>
</tr>
<tr>
<td>2</td>
<td>HR Simulation Portfolio</td>
<td>1500 words, plus online quiz and supporting material</td>
<td>9 am on Friday 2nd October</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>Final Examination</td>
<td>3 hours plus ten minutes reading time</td>
<td>Formal examination period</td>
<td>40%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>100%</strong></td>
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Final marks and grades are subject to confirmation by the relevant School and College Committee in line with University policy requirements.

### Assessment Requirements

To pass this unit, students must:
- achieve 50 per cent or more of total marks, and
- achieve a satisficing mark of 18/40 in the final exam, and
- submit all pieces of assessment including contributing to group work

### Attendance and Assessment

(Clause 26 -UWS Assessment Policy- Interim)

It is the student's responsibility to attend classes and maintain their studies. If a student chooses not to attend classes they should be aware that no additional resources will be made available.

### Formal Examinations

The examination will be held in the formal examination period.

It is of 3 hours duration (plus 10 minutes reading time).

The examination is closed book.

The examination will require students to complete one report question on the Negotiation Simulation and three other essay style questions from a number of questions provided on the paper.

### Assignment Cover Sheet

Hard copy assignments must be accompanied by a signed Assignment Cover Sheet (see Appendix F or download a coversheet from your unit vUWS site) and submitted as outlined below. Unit specific assignment cover sheets can be accessed online via vUWS.

### Submission of Assessment Tasks

Please check all assessment requirements carefully for submission details.

The Turnitin Plagiarism Prevention system is being used with this unit in Spring 2009. This means that your essay has to be submitted through the Turnitin system in addition to the usual submission process. The essay must be submitted to Turnitin by 9 am on the due date, with an unaltered hard copy to your tutor in the next tutorial after the due date.

**What is Turnitin?**

Turnitin is a software product that reports on similarities between your paper and other documents. There is a great deal of information regarding Turnitin including an instructional guide at [http://library.uws.edu.au/turnitin.php](http://library.uws.edu.au/turnitin.php)

**Why is UWS implementing Turnitin?**

Turnitin is used by over 30 universities in Australia and is increasingly seen as an industry standard. It is an important tool to assist students with their academic writing by promoting awareness of plagiarism.

### Referencing


### Resubmission

Resubmission is not allowed.

### Late Submission

A student who submits a late assessment without approval for an extension will be penalised by 10% per day up to 10 days, i.e. marks equal to 10% of the assignment's weight will be deducted as a 'flat rate' from the mark awarded. For example, for an assignment that has a possible highest mark of 50, the student's awarded mark
| **Extension of Due Date for Submission of Assessment Task** | Students may apply for a “Request for Extension” and lodge the form to their Unit Co-ordinator or nominated School of Management Administration staff member. Requests for Extension form must be lodged no later than 3 working days prior to the due date of the assessment task. After that, a Special Consideration form must be completed. Special consideration forms must be lodged at the Student Centre. Students should notify the University when they have suffered misadventure, or have extenuating circumstances which means they have:

- been prevented from meeting an assessment deadline;
- performed below their usual standard during an assessment, including formal examinations;
- been unable to attend a compulsory component of their course;
- been unable to attend a formal (end-of-session) examination.

The University has specific criteria, requirements (eg supporting documentation) and set deadlines for applying for ‘special consideration and students are strongly encouraged to read the relevant sections of the Assessment and Examinations Policy refer [http://www.uws.edu.au/policies](http://www.uws.edu.au/policies) and in particular the sections relating to: Matters Affecting Assessment and Inability to Attend an Examination.

There may be instances where a student believes that their final grade in a unit does not correctly reflect their performance against the criteria. Students may choose to informally discuss their concern with the academic responsible for the unit. Where the informal approach is not appropriate, or the student wishes to take the matter further, this section provides a process for a more formal application for a Review of Grade. A grade cannot be reviewed where the grade awarded is the outcome of a determination under the Academic Misconduct Policy or the Non-academic Misconduct Policy found at [http://policies.uws.edu.au/view.current.php?id=00022#min11](http://policies.uws.edu.au/view.current.php?id=00022#min11).

| **Return of Assessment Material** | Assignments will be returned during class time. Details relating to uncollected assignments will be posted on vUWS. Any unclaimed work will be held for a period of one month after the end of the session, and then destroyed. |
Section D: Important Information, Policies and Procedures for Students

This information is to be read and applied in conjunction with each unit outline of your course.

The “Current Students” page of the UWS web site http://www.uws.edu.au/students contains many important links, including:

Student Administration http://www.uws.edu.au/currentstudents/current_students
This site contains much of the information necessary for the administration of your course throughout your study at UWS;

Student Support Services http://www.uws.edu.au/students/ods: This site is a useful resource for students and a hub for coordinating developments to improve your university experience.

e-learning http://www.uws.edu.au/students/onlinesupport: This is your entry to all aspect of e-learning at UWS

Students with a disability should visit: http://currentstudents.uws.edu.au/students/ods/disabilityservice

Course and unit rules http://www.uws.edu.au/students/stuadmin/enrolments/enrolmentrequirements: This site provides information on pre-requisites, co-requisites and other matters concerning how your course is structured.

Policies http://www.uws.edu.au/policies/masterlist.php: This site includes the full details of policies that apply to you as a UWS student.

Important Policies Affecting Students
- Assessment and Examinations Policy
- Assessment Practice – Fundamental Code
- Academic Misconduct Policy (see extract of the policy below under the heading "What is Academic Misconduct?")
- Non-academic Misconduct Policy
- Enrolment Policy (includes a section on the UWS Student Email Account)
- Special Consideration Policy

What is Academic Misconduct?
Academic Misconduct may involve one or more of the following:

Plagiarism
Plagiarism involves submitting or presenting work in a unit as if it were the student's own work done expressly for that particular unit when, in fact, it was not. Most commonly, plagiarism exists when:

a. the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work;

b. parts of the work are taken from another source without reference to the original author; or

c. the whole work, such as an essay, is copied from another source such as a website or another student's essay.

Acts of plagiarism may occur deliberately or inadvertently

a. Inadvertent plagiarism occurs through inappropriate application or use of material without reference to the original source or author. In these instances, it should be clear that the student did not have the intention to deceive. The University views inadvertent plagiarism as an opportunity to educate students about the appropriate academic conventions in their field of study.

b. Deliberate plagiarism occurs when a student, using material from another source and presenting it as his or her own, has the intention to deceive. The University views a deliberate act of plagiarism as a serious breach of academic standards of behaviour for which severe penalties will be imposed.

Collusion
Collusion includes inciting, assisting, facilitating, concealing or being involved in plagiarism, cheating or other academic misconduct with others.

Cheating
Cheating includes, but is not limited to:

a. dishonest or attempted dishonest conduct during an examination, such as speaking to other candidates or otherwise communicating with them;

b. bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device (including mobile phones), or any other item, not authorised by the examiner;

c. writing an examination or part of it, or consulting any person or materials outside the confines of the examination room, without permission to do so;

d. leaving answer papers exposed to view, or persistent attempts to read other students’ examination papers; or

e. cheating in take-home examinations, which includes, but is not limited to:

(i) making available notes, papers or answers in connection with the examination (in whatever form) to others without the permission of the relevant lecturer;

(ii) receiving answers, notes or papers in connection with the examination (in whatever form) from another student, or another source, without the permission of the relevant lecturer; and

(iii) unauthorised collaboration with another person or student in the formulation of an assessable component of work.

For the full definition of academic misconduct and the consequences of such behaviour, students are advised to read the Academic Misconduct policy in its entirety, refer to: http://policies.uws.edu.au/view.current.php?id=00051
This unit focuses on the management of human resources and industrial relations at the functional level. An applied approach is taken.

In the first section of the unit, students will participate in a human resource simulation. In the second section, students will participate in a negotiation simulation.

**LECTURE OUTLINE**

Major references are included here. N.B. * indicates required reading

Week beginning Monday:

Week 1:  Approaches to the Strategic Management of Human Resources and Employment Relations  
27 July


Week 2:  EEO and Diversity Management  
3 August

Text, Chapter 2*  

Week 3:  Strategic Recruitment and Selection  
10 August

Text, Chapter 3*  
Dessler, Griffiths and Lloyd-Walker, Chapters 5 and 6  

Week 4:  Managing Performance  
17 August

Text, Chapter 4*  
Week 5: Human Resource Development
24 August

Text, Chapter 5*

Week 6: Reward management
31 August

Text, Chapter 6*
Dessler, Griffiths and Lloyd-Walker, Chapter 9

Week 7: Approaches to the Strategic Management of Industrial Relations and Employment Relations
7 September

Text, Chapter 7*

Week 8: Trade Unions
14 September

Text, Chapter 8*

Week 9: Intra Semester Break
21 September

Week 10 Employee Participation and Involvement
28 September

Text, Chapter 9*

Week 11: Teamwork
5 October

N.B. As 5 October is a public holiday, there will be no Campbelltown classes this week. Students are expected to read the material on vUWS and the required reading below.

Text, Chapter 10*
Week 12: Negotiation
12 October

Text, Chapters 11* and 13*

N.B. Chapter 13 provides the information for the Negotiation Simulation

Week 13: Exit Management
19 October

Text, Chapter 12*

Week 14: Unit Review and Exam Briefing
26 October

TUTORIAL OUTLINE

Week beginning Monday:

(Note: Time will be allocated in all tutorials in Weeks 1-8 for progress on the HR simulation exercise, and in Weeks 9-12 for the Negotiation Simulation)

Week 1: Approaches to the Strategic Management of Human Resources and Employment Relations
27 July

1. What are the stakeholders in employment relations?
2. Discussion questions from Chapter 1 of Text
3. Finalisation of Groups for the Human Resource Simulation Exercise

Week 2: EEO and Diversity Management
3 August

1. Discussion questions from Chapter 2 of Text
2. Case Study: Diversity Management at Westpac (Chapter 2, Text)

Week 3: Strategic Recruitment and Selection
10 August

1. Discussion questions from Chapter 3 of Text
2. To what extent does the employment relations model broaden our approach to the employment process?
3. Case Study and Selection Activity from Chapter 3 of Text
Week 4: Managing Performance  
17 August  
1. Discussion questions from Chapter 4 of Text  
2. To what extent does the employment relations model broaden our approach to the management of employee performance?  
3. Case Studies and Activities from Chapter 4 of Text  

Week 5: Human Resource Development  
24 August  
1. Discussion questions from Chapter 5 of Text,  
2. To what extent does the employment relations model broaden our approach to the process of training and development of employees?  
3. Case Studies and Activities from Chapter 5 of Text  

Week 6: Reward management  
31 August  
1. Discussion questions from Chapter 6 of Text  
2. To what extent does the employment relations model broaden our approach to the development of pay strategies?  
3. Case Studies and Activities from Chapter 6 of Text  

Week 7: Approaches to the Strategic Management of Industrial Relations and Employment Relations  
7 September  
1. Discussion questions from Chapter 7 of Text  
2. Case Study from Chapter 7 of Text  
3. Finalisation of Groups for the Negotiation Simulation  

Week 8: Trade Unions  
14 September  
1. Discussion questions from Chapter 8 of Text  
2. Retail Industry Case Study:  
   - Discuss the role that the strategy of the trade union played in the choice of management strategy in Grace Bros  
   - On the basis of this case study, is there a future for trade unions?  
3. Case Study: Durack Printing from Chapter 8 of Text  

Week 9: Intra Semester Break  
21 September  

Week 10: Employee Participation and Involvement  
28 September  
1. Discussion questions from Chapter 9 of Text  
2. Activities from Chapter 9 of Text  
3. Preparation for the Negotiation Simulation
Week 11: Teamwork
5 October

N.B. As 5 October is a public holiday, there will be no Campbelltown classes this week. Students are expected to read the material on vUWS and the required reading below.

1. Discussion questions from Chapter 10 of Text
2. Case Study: Chemco in Chapter 10 of Text

Week 12: Negotiation
12 October

Negotiation Simulation Exercise

Week 13: Exit Management
19 October

1. Negotiation Simulation Completion
2. Discussion questions from Chapter 12 of Text
## Assessment Details

### 1. ESSAY

**Due Date:** Friday 4 September (via Turnitin) An unaltered hard copy must be handed to your tutor in the next tutorial after this date.

**Length:** 1,500 words is recommended, but in any case up to maximum 2,500 words

**Value:** 35%

**Topic**

‘In any given organisation, the type of performance management scheme that would be most appropriate would depend on that organisation’s position on the scale between a high commitment and low commitment human resource strategy.’

Discuss in relation to the Transfigure Case Study.

Your answer should address both the conceptual issues in the question and their application to the specific issues in the case.

You are also required to attach an essay plan to your completed assignment. Please use the attached form as a guide. You may also discuss the plan with your tutor prior to the due date.

## The Transfigure Case Study

Transfigure is a large software company that develops and sells software applications aimed at the general public rather than at businesses. It has sales and operations worldwide but this case study concerns its Australian business. The human resources director wishes a review of performance management policies and procedures to be undertaken in two areas – the software development teams and the call centre.

The call centre is based in Sydney and deals with a range of calls from customers including,

- sales and sales enquiries
- after sales service and advice
- general enquiries and complaints.

The 250 employees in the call centre are divided up into teams of between 8 and 12 people who deal with particular types of calls. When they take calls their work screens prompt them with questions and scripts and so there is little discretion available to them in how they do their work. If customers present difficult issues then the call centre staff are prompted to divert the calls to specialists either in the software development teams or in the sales teams. Many other companies have call centres in the local area, which leads to a high staff turnover of about 30% a year. The percentage of posts vacant is low however. Everyone is also aware that many similar companies have transferred their call centre operations to India where high quality, English speaking IT graduates can be hired for a tenth of the price of their Australian equivalents.

The performance management policies and practices have developed piecemeal and by happenstance.

All the call centre staff are monitored against a number of measures such as their

- work rate
- competence (judged subjectively by team leaders reviewing random recordings of team members’ conversations with customers)
- contribution to the improvement of team work processes
- sales rates (all staff are required to seek to sell upgrades and additional products to the customers who have called in).
Team members have an appraisal meeting with their team leader once a year when their overall performance is rated as having,

- exceeded requirements (excellent).
- fully met requirements (good).
- not yet met requirements (poor).

Informal feedback suggests that the appraisals are often brief and unsatisfactory to both participants. The team leader has to use a forced distribution system so that 25% of the team must be rated poor, 50% must be rated good and the remainder rated excellent. There are also performance objectives set for the teams (using aggregates of the measures used to monitor individual team members). Many staff argue that the work is not actually team based and that the only team issue is the fact that some team members do not pull their weight. An annual bonus is paid, which in recent years has averaged at 4%, to teams rated as exceeding requirements. Many staff are uncertain how this team bonus relates to their individual performance rating, if at all, and how it is affected by the forced distribution method.

If the call centre teams are like an athletics team in which everyone does their own thing, and whose individual scores are added up to discover which team wins, then the software development teams are much more like football teams in which achievement is gained by collaborative effort. The knowledge of the Parramatta-based software development teams is the dynamo that drives the organisation and creates its competitive edge. Their internal customer is the marketing department that identifies the general areas for new product development. The development teams’ performances are measured against the budgets and milestones of the project plans for the development of new products. Like the call centre staff, the software developers have an annual appraisal with their team leaders. The form and content of the appraisal is left to the appraiser to decide. There are no formal procedures or forms. In particular there are no provisions for personal development plans, which is surprising given the importance of the developers’ knowledge and skills. The pressure of work means that appraisals are often postponed. It is also common gossip that some team leaders are ‘softer’ appraisers than others.

The software developers benefit from profit-related bonuses although over the past few years company profits have not been good. The turnover rate amongst the software developers is increasing and, given the competition for their relatively scarce skills, they are much harder to replace than the call centre staff.

**Essay Requirements:**

Citations to the textbooks must refer to the AUTHORS of particular chapters, not the editors. The essay must demonstrate evidence of wide reading – as a rough indication, an essay at Pass standard would contain an argument that draws from at least 6 academic references beyond the textbooks. (Note that most Internet sites are popular references, not academic references).

**Learning Outcomes:**

This unit will use Holistic Standards to evaluate student performance.

“Holistic standards judge the whole of the student’s performance rather than its isolated parts, and are more likely to provide a realistic representation of student ability.”


The assessment sheet is attached.

**2. HUMAN RESOURCE SIMULATION**

A key component of the unit will be the undertaking, in groups, of a human resource simulation.

All students must have access to the simulation material, which requires purchase of an individual password to access the on-line website. Passwords are packaged with the Text and are available from the Bookshop.

Groups for the simulation will be determined in Week 1 tutorials.
Students are expected to make fair and balanced contributions to the group, both in participating in the simulation, and in contributing to the written assessment task, and to assist other group members to make fair and balanced contributions. Learning to be a team member and learning to manage groups are part of the learning objectives of the unit because they are crucial abilities for employment relations practice. If you experience difficulty in managing your group, contact your tutor immediately in confidence. Options for resolving group problems may include mediation, make-up assignments, and/or redistribution of marks. Investigation may include reviewing evidence of research conducted, notes, documents prepared, and emails.

Your team’s performance will be judged against the goals and strategies you have formally set in terms of your ability to manage:

1. A budget
2. Unit labour cost
3. Quality
4. Morale
5. Grievances
6. Absenteeism
7. Accident rate
8. Employee turnover
9. Weekly incidents

As per most HR Directors, you will not have enough budget to do everything.

Therefore, your team must make choices as to what is important and concentrate your budget on those factors.

Your team will be competing with all other teams with regard to the items in the above list. However, in terms of direct competition, you are only competing with other firms in the local labour market for new employees. The other firms (teams) in the class will comprise the local labour market.

Teams are required to complete and submit their respective Human Resource Decision Forms (electronically) and Quarterly Goals and Strategies forms (hard copy) for evaluation and comparison on a weekly basis.

Some time will be allowed in each tutorial for group discussion on their progress in the simulation exercise, but essentially the nature of the simulation requires that groups will need to meet outside normal class time to complete their tasks.

It is vital that each team thoroughly reads and understands the requirements of the Simulation program so that they may make a full contribution to the team’s effort and overall performance. In addition to judging the performance of each team on a quantitative basis, each member of each team is also required to complete the following reports on their fellow team members and submit them for assessment at the time indicated.

Each group will be assessed through submission of a HR Simulation Portfolio. Students will also individually complete the on-line simulation quiz.

While the portfolio is generally group work, it also contains individual responses from each member of the group to an on-line quiz on the simulation.
REQUIREMENTS FOR THE HR SIMULATION ASSESSMENT PORTFOLIO

The requirements are:

A. Completed team self audit and critique for the ten rounds of the simulation (up to maximum 1500 words)

B. Required completed supplementary forms:

Goals and Strategies Forms completed for quarters 1-4, 5-8
Goals Reporting Forms completed for quarters 1-4, 5-8
Planning/Decision Log completed for all quarters
Spreadsheet/s charting decisions and outcomes
Other records of decisions
Records of decisions on the key weekly incidents
Wages calculation forms
Budget calculations

These are examples of any additional material you may wish to include in your portfolio. You may wish to include other documents. If in any doubt as to what to include, please consult the unit co-ordinator.

Due date for the HR Simulation Portfolio is Friday 2nd October. Portfolios must be submitted to the 200175 Assignment box on your campus by 9 am on the due date.

All students must also complete the on-line simulation quiz by no later than 14 August.

Value: 25%, comprising:

Reflective analysis and critique - 20%
Group's performance ranking in relation to other class groups - 4%
Individual on-line quiz - 1%

Further information will be provided in class and you will need to check the vUWS site weekly for updates.

3. EXAMINATION

Value: 40%

This will be held in the formal examination period. It will be a closed book examination. No materials may be brought into the lecture room. Students must pass the satisficing criteria for the final examination (18/40) and receive at total mark of at least 50% in order to pass the unit.

A key component of the exam will be a compulsory question on the Negotiation Simulation, which will be held in class during the second half of the semester. Students will also be required to complete three other questions from a limited choice of topics covered during the semester.

Some guidance about the exam structure will be provided during lectures towards the end of semester.

Scaling:

Students are advised that marks may be scaled in accordance with overall performance of this cohort in all current semester units.
Additional Information

1. FURTHER INFORMATION FOR THE HUMAN RESOURCE SIMULATION

Overview

1. You are the HR director of a 4 ½ star international hotel with 660 staff, 500 of whom are either unskilled or semi-skilled

2. The brief from the CEO “get the HR department organised and build strong HR functions.

3. Currently no union is involved, however the industry is slowly becoming unionized

4. The hotel has no existing policy on promotions and has previously both promoted from within and hire from outside for upper management positions

5. Responsibility for training currently lies with the department heads and consists of on the job style training only

6. Economic conditions in the region are good and unemployment rates are average

7. You are required to set and pursue formal goals and strategies but are expected to modify your strategies as time progresses in light of environmental changes.

Please also refer to the information in the on-line student manual, which is available when you log in to the simulation website.

Remember, the overall goal given to you by the CEO is “GET THIS ORGANISATION MOVING” Goals are basically long-run objectives that are not likely to change significantly from quarter to quarter; some may not even be reached. Strategies on the other hand will change fairly often to meet operating constraints and environmental influences. For this simulation you may use both numerical and non-numerical goals in up to 12 areas

Strategies are the actions that you will undertake in order to achieve your goals and relate to your quarterly planning processes and the incident decisions that will be given to you on a quarterly (weekly) basis. Ultimately you have to decide which strategies will provide you with the greatest possibilities of achieving your goals. Think of the process as a road map and work backwards. I.e. if we want to achieve x, y and z, where are we now and what do we have to do (strategies) in order to achieve x, y and z given budget constraints and the impact that different strategies may have on the workplace (both intended and unintended).

In quarters 1 and 5 a goal decision form is to be submitted along with a goals and strategies form and a planning log as well as your regular decision form and electronic file. You should also keep copies of all forms including your budget planning forms and may even like to use the graph paper in the simulation package to monitor your performance in each area.

Decisions to be made

1. Wages – you currently pay below the average for the local community. Note: be very careful with your wage calculations – don’t make an error and blow your entire budget – use the budget planning sheets and a calculator before submitting your data

2. Workforce Demographics – The workforce lacks females and minorities at all levels. The CEO wants a more integrated workforce and one that is more reflective of the community workforce demographics Use the Affirmative Action worksheets as a tool for recording and improving diversity.

3. Recruitment and Selection: Employ from outside (costly, but brings new skills and knowledge) Vs employ from within (less costly but lack of training has lead to high turnover of promoted staff which is in itself more costly in both dollars and overall motivation). Not balancing out this issue will lead to staff shortages and increase overtime and/or turnover rates.

4. Training and Development – What sort of training and development programs will you introduce to better manage internal promotions within the hotel?
- Training budget for promotions?
- Training budget for management and employees?
- Safety and accident prevention program?
- Establish and maintain quality program?

5. Other programs/policies you could implement

- Employee Participation Program $12k/qtr
- Grievances program $6k/qtr
- Orientation program $3k/qtr
- HRIS $11k/qtr
- Performance Appraisal program $5k/qtr
- Affirmative Action program $7k/qtr

6. Productivity – The more productive your level 1 and 2 staff, the less of them you need to employ. Ultimately, the computer simulation will determine your level 1 staffing requirements for each quarter based on your productivity.

7. Overtime – If you do not have sufficient staff you will be charged overtime against your budget at a rate of $2 per overtime unit, up to a maximum charge of $5k per quarter. If you continue to incur overtime costs, the maximum charge will be increased.

8. Special Programs – Throughout the simulation you will have the opportunity to implement a special program in each quarter (see Section on Incidents). These may or may not assist you in achieving a positive impact.

9. Survey Research – Each quarter you have the opportunity to purchase industry research that will aid your department in the decision making process. It is strongly advised that you purchase both reports on an ongoing basis.

10. Turnover/Morale – Your hotel’s current turnover rate is too high at 9.8%. Morale could be a problem. High turnover levels have a big impact on costs. Think about how your strategies may be able to reduce turnover rate and improve morale.

11. Budgets – Year 1, $1.4m. Be careful of your expenditure. A guide might be to spend no more that 25% in each of the first two quarters, to allow you time to gauge the effectiveness of your strategies, before making further spending decisions, but be warned, if you have a budget surplus at the end of quarters 4 or 8 you will lose the surplus and be reprimanded for poor fiscal management.

12. Your budget will not cover everything you may want to implement. Therefore take time to cost and plan out your strategies, only including those that you can afford and those that are most likely to help you achieve your objectives.

**HR Simulation Schedule**

**1. Practice Rounds (Benchmark mode)**

Up to two practice rounds per group.

At any time between 30 July and 7 August.
2. Full Rounds. (Competitive mode)

Due Dates:

Round 1: By midnight 13 August
Round 2: Midnight 20 August
Round 3: Midnight 27 August
Round 4: Midnight 3 September
Round 5: Midnight 7 September
Round 6: Midnight 10 September
Round 7: Midnight 14 September
Round 8: Midnight 17 September

Please note:

Group leaders must submit team decisions by no later than these times, as results for each round cannot be processed until after all groups have submitted results. Failure to submit results on time will be counted against team performance.

Please note that one decision per week is required for ‘Year One’ of the simulation (Rounds 1-4).

However, decisions for two rounds per week are required for ‘Year Two’ of the simulation (Rounds 5-8).

As noted in the tutorial outline, some time will be allocated in tutorials in Weeks 1-8 for the simulation, however, groups will need to meet outside class time in order to agree on their decisions and input these.

2. INFORMATION ON THE NEGOTIATION SIMULATION

Background Information and Process

Students will undertake an industrial relations negotiation in groups. Each group will be allocated a ‘union’ or a ‘management’ role, and will be paired with a group of opposite designation for the simulation.

Groups will be allocated in Week 7. Please note the information about group working contained in the discussion of the HR Simulation.

Students are expected to meet in their groups to prepare for the simulation in the first two weeks after the intra semester break.

The basic information for the Simulation is contained in Chapter 13 of the Text. All students must have access to this.

In addition, further information on the actual case, including the full copy of the previous agreement, will be available electronically.

Preparation

Each group will undertake the preparation phase of the negotiation in Weeks 10 and 11. Some time will be allocated in tutorials, but it is expected that groups will meet outside classes to finalise their preparation.
Preparation must include the team's substantive case including the economic arguments, anticipation of the opponent's case, work on tactics and strategies and allocation of agreed roles within each group. Refer to Chapter 11 in the Text, especially pages 325-329 regarding preparation.

For our purposes, it will be assumed that the negotiations are taking place in Australia. Therefore, groups will also need to seek out examples of contemporary Australian agreements, and the current context of agreement making and dispute settlement in Australia. This information can be obtained from the website of Fair Work Australia, http://www.fwa.gov.au/.

**Negotiation Sessions**

The negotiation proper will commence in tutorials in Week 12 and will continue in Week 13 to finalise an agreement. It may be necessary for negotiators to meet outside class time, between Weeks 12 and 13 to progress the negotiations.

Students must be thoroughly familiar with the negotiation process, stages and tactics prior to commencing the negotiation sessions. This information can be found in Chapter 11 of the Text.

For the purposes of the exercise, the negotiations will be conducted in general accordance with the Interest Base (integrative) Model.

**Assessment**

There will be a compulsory exam question on the Negotiation Simulation.

**Turnitin**

The Turnitin Plagiarism Prevention system is being used with this unit in Spring 2009. This means that your assignments have to be submitted through the Turnitin system in addition to the usual submission process.

**What is Turnitin?**

Turnitin is a software product that reports on similarities between your paper and other documents. There is a great deal of information regarding Turnitin including an instructional guide at http://library.uws.edu.au/turnitin.phtml.

**Why is UWS implementing Turnitin?**

Turnitin is used by over 30 universities in Australia and is increasingly seen as an industry standard. It is an important tool to assist with students with their academic writing by promoting awareness of plagiarism.
### Essay plan/outline

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<th><strong>Introduction</strong></th>
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| **Main idea 1**  
( Assertion) |  |
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| **Sub topics/ supporting evidence**  
( Elaboration) |  |
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| **Main idea 2**  
( Assertion) |  |
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| **Sub topics/ supporting evidence**  
( Elaboration) |  |
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| **Main idea 3**  
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| **Sub topics/ supporting evidence**  
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<th><strong>Conclusion</strong></th>
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Student Name:

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To understand the holistic approach students need to know three key components:
1. The grade distribution curve;
2. The range of criteria being assessed; and
3. The global descriptions of desired levels of performance for each grade.

1. Grade Distribution Curve:
   
   HD  > 85%
   D   75 > 84%
   C   65 > 74%
   P   50 > 64%

2. Range of Criteria for Assessment:

   Research
   • Range and quality of sources utilised, journals, texts, use of library
   • Adequate levels of theory and case material
   • Evidence of independent research, bibliography or reference list
   • Relevance of research

   Structure
   • Introduction, an indication of position and how you will argue
   • Logical development of argument
   • Consistent style and use of paragraphing
   • Justified conclusion

   Quality
   • Identification of issues
   • Clarity of written expression
   • Critical analysis
   • Synthesis and innovation
   • Relevance of argument
   • Originality of argument
   • Focus on answering the set question

   Presentation
   • Appropriate referencing style e.g. Harvard method
   • Acceptable layout e.g. double spaced, 12 font
   • Punctuation and spelling
   • Use of an accurate cover sheet
   • Appropriate length of paper
3. Holistic Standards for each Grade:

High Distinction (H)
An analytical essay that offers originality in synthesis or analysis, and utilises a multitude of relevant sources to justify arguments and produce a critical and intelligent piece of work. Work of this standard will require flawless referencing and will contain few, if any, grammatical errors. All areas of criteria will be of an excellent standard.

Distinction (D)
Comprehensively analyses the question, understands and compares approaches systematically, critical comments on literature, excellent examples and illuminating insights. Work of this standard will be consistent and clear with appropriate referencing and use of grammar throughout.

Credit (C)
Analytical and explanatory discussion, some theoretical insights, good use of sources and examples, focused argument that could be improved. Work of this standard may achieve good levels of performance on some of the criteria but not all. The discussion will address the question but could lean towards description rather than analysis.

Pass (P)
Competent descriptive discussion, some grasp of the topic, coherent style and composition, essentially a superficial discussion. Work of this standard might only include a limited range of source material and provide information rather than argument. Structure and presentation could require improvement and the introduction and conclusion might not clearly convey the position and findings of the author.

Fail (F)
Discussion fails to answer the set question or relies on few, if any, source material. Answer contains grammatical errors and/or inappropriate referencing technique. Work of this standard is often brief and is unable to demonstrate a clear understanding of the topic and relevant issues. Responses fail to meet the learning objectives for the assessment.

Comments:

Mark:
Set out below is the marking criteria for the portfolio material. The criteria was also included in the unit outline

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<td>Evidence of ability to carry out a detailed analysis of an organisation’s requirements and adhere to a budget</td>
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<td>Evidence of the ability to apply knowledge to a practical situation</td>
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<td>Evidence of the ability to think laterally in regard to management for continuous improvement</td>
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<td>Overall performance in relation to other firms operating in an industry sector</td>
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**MARK**

The first four criteria are marked holistically out of a total of 20 marks. Refer to the holistic standards for the essay.

Overall performance of each group will be determined using the Balanced Scorecard Approach and will be a mark out of 4.

The pass mark for the On-line Quiz is 60%. Passing student will receive 1 mark, failing students 0 marks.
# College of Business

## School of Management

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## Declaration:

- I hold a copy of this assignment if the original is lost or damaged.
- I hereby certify that no part of this assignment or product has been copied from any other student’s work or from any other source except where due acknowledgement is made in the assignment.
- No part of the assignment/product has been written/produced for me by any other person except where collaboration has been authorised by the subject lecturer/tutor concerned.
- I am aware that this work may be reproduced and submitted to plagiarism detection software programs for the purpose of detecting possible plagiarism *(which may retain a copy on its database for future plagiarism checking)*.

Signature:______________________________________

Note: An examiner or lecturer/tutor has the right to not mark this assignment if the above declaration has not been signed.