



HRM 328

Strategic Human Resources Management

S1 Day 2014

Dept of Marketing and Management

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Suzanne Fawcus

suzanne.fawcus@mq.edu.au

Contact via suzanne.fawcus@mq.edu.au

Wednesdays by appointment

Moderator

Louise Thornthwaite

louise.thornthwaite@mq.edu.au

Contact via louise.thornthwaite@mq.edu.au

Credit points

3

Prerequisites

48cp including (HRM201 and (HRM250 or BBA250))

Corequisites

HRM307

Co-badged status
ABOUTTHISUNIT

This

Unit aims to teach students to apply knowledge and skills gained during the HRM course to real organisations. The Unit is a capstone course covering four major areas: A theoretical capstone: reviewing and refining perspectives on strategic HRM; A practical capstone: looking at real cases to see how organisations have attempted to implement HRM strategically, looking at some applied consulting skills and working to hone these skills on a project reviewing real issues in a real organisation. A theory-practice capstone: identifying the application of theory in case organisations - what has worked/not worked; how explicit theoretical perspectives are used to drive organisational programs; how broader theory identifies common patterns in organisational HR practice. A reflective/critical practice capstone - providing intellectual tools for students to evaluate various approaches to problem solving in key areas of HRM, both theoretical and practical, and giving students the opportunity to determine and evaluate their own perspectives. The major activity/assessment exercise during the course is a group-based consulting project on a real HR issue in an organisation. Groups should consist of 4-5 students only.

TEACHINGSTAFF

Convenor and

Lecturer: Suzanne Fawcus Email:suzanne.fawcus@mq.edu.au Contact:0409 328 638

Tutor: Philomena Brandt Philomena.brandt@mq.edu.au CONSULTATION

TIME

Suzanne Fawcus : Wednesdays by appointment via suzanne.fawcus@mq.edu.au Philomena Brandt: Wednesdays by appointment TBA You are encouraged to seek help at a time that is convenient to you from a staff member teaching on this Unit during their regular consultation hours. In special circumstances, an appointment may be made outside regular consultation hours. Staff will not conduct consultations by email. You may, however, phone staff during their consultation hours. [In order to gain access to staff located at levels 1, 2 and 3 of building E4A during their consultation hours, please ring the staff member from the phone available in the lobby (phone numbers of relevant staff members will be provided on ilearn and are available next to the phones) Students experiencing significant difficulties with any topic in the Unit must seek assistance immediately. Similarly, if students are experiencing attendance or other problems, they should alert the Convenor as soon as possible. Do Not Delay!!

CLASSES

Number and length of classes: · One 2-hour lecture each week, plus one 1-hour tutorial each week. · Tutorials commence in Week 2 and run until week 12. · The timetable for classes can be found on the University website at: <http://www.timetables.mq.edu.au/> · The class roll/attendance will be taken in all lectures and tutorials. Note. Lecture attendance and tutorial participation is strongly recommended. Lectures are a forum for building a deeper understanding about the issues relevant to each topic. Students should read the required readings prior to the lectures and tutorials. Understanding key areas of the topics will facilitate your ability to discuss and question information in the lecture/tutorial. This learning approach is essential for developing critical analysis and ultimately successful completion of this unit.

Please do not change your tutorial class without the permission of the Unit Convenor. NB. Attendance will not be recorded if students attend a tutorial class in which they are not registered unless special permission has been obtained prior to the tutorial. Students must not miss more than 2 lectures and should attend all tutorials. A Doctor's certificate should be produced for all cases of non-attendance. Special permission must be obtained if you envisage missing any other compulsory permission must be obtained if you envisage missing any other compulsory classes.

Unit description

This unit is aimed at teaching students to apply knowledge and skills gained in human resources management (HRM) in an integrated way to real organisations. The unit reviews and applies theoretical perspectives on strategic HRM to existing case studies of business organisations and provides the intellectual and practical tools for students to evaluate various approaches to the conception, planning, implementation and evaluation of strategic policy and practice in the key functional areas of HRM. The major activity/assessment exercise during the unit is a group-based consulting project/review of contemporary HR issues requiring strategic responses in case study organisations.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

Understand the importance of thinking strategically about HRM from at least 3 different theoretical perspectives

Identify key strategic areas of HR practice and their potential contribution to the success of the organisation

Understand the role of HR measurement and evaluation in strategic decision making.

Describe and explain key concepts relating to the organisation's accountabilities in different areas of HR

Think critically about the usefulness of various HR practices and how they might improve the effectiveness of HR in organisations that they work for Be an informed and critical consumer of HR products (e.g. Consultancy services)

Assessment Tasks

Name	Weighting	Due
Assessment task 1	20%	week 2-12

Name	Weighting	Due
Assessment task 2	10%	2 April 2014
Assessment task 3	30%	21 May 2014
Exam	40%	June exam period

Assessment task 1

Due: **week 2-12**

Weighting: **20%**

Discussion of theory and practice. Contributing, adding value & promoting understanding to presentations and tutorial case study discussions.

Assessment #1: Tutorial Participation and Presentation (20%)

Participation (10%)

The tutorial programme is an integral part of this unit. Tutorials give students an opportunity to clarify material covered in lectures and readings, explore and apply key concepts in discussion, exercises and case studies, and prepare for the assessment for this unit.

Participation can be achieved by preparing to respond to questions in the tutorial and contributing to discussions after the presentations. Your mark will be calculated from the first tutorial through to the last tutorial in week 12. Key issues in relation to expectations of students in tutorials are outlined in brief below.

1. **Quality of contribution:** Students should endeavour to make a regular and informed contribution to discussion.
2. **Preparation:** In order to make an informed discussion, students should complete their recommended reading and relevant chapters of the textbook.
3. **Tolerance:** Group members should allow fellow students to express contrary views and be prepared to debate points in a reasoned and tolerant manner.
4. **Attendance:** In order to participate, students must attend tutorials. However you should note also that silent attendance is not sufficient to earn marks for participation.

Presentation (10%)

Each group will be required to present an overview of the set topic for the work on issues pertaining to their case study (see case schedule on Tutorial Guide) to the rest of the class. Groups will be allocated in week 4. These groups will present and work together to complete the group report.

The presentation will require students to consider the SHRM issue(s) in their case study (allocated company), together with the company on which their group project is based and the literature on the particular strategic HRM topic that their case study involves. Students should provide a preliminary set of recommendations to address the issue(s) the company is facing, with a reasoned explanation. Note, the presentation should be designed to provide other students in your tutorial with an understanding of the case study that your particular group is researching. Your final report will still be a work-in-progress and the presentation is not intended to provide the depth of detail and analysis that is expected in the final report.

Groups should also view the Q & A period following the presentation as an opportunity to canvass views about the practicality of recommendations, implementation issues that may arise and so forth, and experiences that other class members may have with policies being proposed.

The presentation should take the form of a Fifteen (15) minute presentation to be followed by a short Q & A (approx 10 mins). The group should hand a summary of the presentation to the lecturer at the beginning of the talk.

On successful completion you will be able to:

- Understand the importance of thinking strategically about HRM from at least 3 different theoretical perspectives
- Describe and explain key concepts relating to the organisation's accountabilities in different areas of HR

Assessment task 2

Due: **2 April 2014**

Weighting: **10%**

This assessment item consists of 5 short answer questions linked to a journal article. The Tutor will provide more details in tutorial. This assessment item will enable teaching staff to provide students with feedback on progress in the first half of the session. A journal article will be provided to students on ilearn by week 3. They will be advised to read the article and consider course material in relation to it. The quiz will ask five short answer questions concerning material covered in the course in prior weeks and students will be asked to answer with reference to the journal article they are expected to have read.

On successful completion you will be able to:

- Understand the importance of thinking strategically about HRM from at least 3 different theoretical perspectives

- Identify key strategic areas of HR practice and their potential contribution to the success of the organisation
- Describe and explain key concepts relating to the organisation's accountabilities in different areas of HR
- Think critically about the usefulness of various HR practices and how they might improve the effectiveness of HR in organisations that they work for Be an informed and critical consumer of HR products (e.g. Consultancy services)

Assessment task 3

Due: **21 May 2014**

Weighting: **30%**

Assessment # 3: Group assessment - Case Study research report (30%)

Aim:

In the tutorials, students will be formed into groups for the purpose of completing a case study exercise. Each student group will be allocated a case study (organisation) and required to look at specific strategic HRM issue(s) which require research and practical recommendations. The allocated organisation provides an opportunity to research key strategic HRM capabilities that align with business strategy. It is important that students note, this is a **strategic HRM project** and **NOT** a detailed research project into the broader aspects of the allocated organisation. Company Case allocation will occur during the week 4 tutorial.

Group Report (30%)

The group will research and present a Report on key issue(s) that face the allocated Company, analysing the issues in relation to the organisation's internal and external environment and provide recommendations for how the company should address the key HRM issue(s). The recommendations should provide an intellectual rationale based on theory and context.

Students/groups should position themselves as external consultants providing **advice to the firm**.

Students' research, communication, analytical, integrative and critical thinking skills will be developed by the presentations and reports involved in this assessment item.

Research on the SHRM Issue(s)

The primary objective of this report:

1. To research and present a clear understanding of the overarching business strategy of the allocated company.
2. To analyse and evaluate three (3) key SHRM strategies that contribute to the strategic organisational performance of the company.
3. To analyse and evaluate the relevant policies and practices of the functional areas of SHRM that support the three (3) key SHRM strategies.
4. To analyse and evaluate concepts and principles of the company's business strategy together with discussion on **limitations** and **strengths** associated with various practices/initiatives the company employs as part of the business strategy.
5. Students should provide a minimum of 3 recommendations which are intellectually justified, practical and specifically target the ongoing strategic direction of the company.
6. In preparing this report Students will act as SHRM consultants to provide strategic advice to their allocated company. The advice will include knowledge of SHRM theory, relevant frameworks and legislation. Students are encouraged to consider leading edge, innovative practices such as flexible work practices, reward and recognition programs etc. Business magazines such as **Harvard Business Review** and **Forbes**, and the **Australian Financial Review**, as well as **HR Monthly** (from AHRI) and journal articles are often a great source of such practices! But, groups must remain practical - and consider such issues as cost, labour skills, market, politics and other challenges in implementing SHRM practices.

Research on the Company

In the research for their report students should draw on sources they can obtain about the company both online and in print eg the company's annualreport, articles in business magazines, newspaper and other press articles and any other independentreports which can build an understanding of the company and the environment in which it is operating. You may also find if you search the library database, that there are articles which contain research on the relevant company in academic journals as well as in HR practitioner journals and business magazines. When using practitioner journals, student should remain conscious that articles generally express particular views rather than being balanced, researched scholarly publications. Please note, you must not approach a company directly - unless of course you are an employee there already.

The Report should:

Use report structure which includes Macquarie Student front page with student names, index, headings, statistics, conclusion and a minimum of 3 recommendations. **For this report there should be not be an executive summary.** Headings should be used to present information in a logical and integrated manner. However, the discussion part of the report should take the form of **essay style**. Critical discussion in this part of the report should include the issues, limitations and analysis of policies, processes, initiatives and three key strategies

including supporting in-text referencing.

As a minimum the report should contain:-

- a minimum of **10 academic references**.
- background and statistical information about the company relevant to the issue(s) raised. (remember this is a SHRM report) provide an understanding of the firm's business strategy as well as its general approach to SHRM and the way its strategies are influenced by internal and external factors.
- evaluate the significance of the SHRM issue raised.
- consider options for addressing the issue.
- make a minimum of 3 recommendations that are practical and address the issue.

Hand-in Report (30%):

The maximum report length is 3500 words, excluding references. Include the word count at the end of the report. Groups may attach appendices to the Report. Please note however that if attaching appendices - the attachment must be directly relevant to the report; the report must make specific mention to the attachment and explain its relevance.

Due date:

The report is to be handed in by **Wednesday 21 May(week10)** in your tutorial. No extensions will be granted. Late assignments will be accepted up to 72 hours after the submission deadline. A penalty of 20% of the awarded mark will apply for each complete 24 hours period that the submission is late. This penalty does not apply for cases in which an application for special consideration is made.

Note: electronically submitted assignments will not be marked.

On successful completion you will be able to:

- Understand the importance of thinking strategically about HRM from at least 3 different theoretical perspectives
- Identify key strategic areas of HR practice and their potential contribution to the success of the organisation
- Understand the role of HR measurement and evaluation in strategic decision making.
- Describe and explain key concepts relating to the organisation's accountabilities in

different areas of HR

- Think critically about the usefulness of various HR practices and how they might improve the effectiveness of HR in organisations that they work for Be an informed and critical consumer of HR products (e.g. Consultancy services)

Exam

Due: **June exam period**

Weighting: **40%**

Assessment #4: Final Exam(40%)

A two hour exam will be held during the university exam period. Students will be required to answer a combination of short questions and longer essay-style questions. As a guide, these essay-style responses are expected to be a minimum of 2 pages in length. Note: Exam questions will be assessing students' understanding of both the theoretical concepts covered in the first section of the course and functional areas of SHRM.

Exam attendance: The university exam period in Semester 2014 is from 16 June to 4 July. You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in draft form approx 8 weeks before the commencement of examinations and in Final form approx 4 weeks before the commencement of the examinations. <http://www.timetables.mq.edu.au/exam>

The only exceptions to sitting an examination at the designated time are cases of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. The University's policy on special consideration process is available at: http://www.mq.edu.au/policy/docs/special_consideration/policy.html

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period.

The Macquarie University examination policy details the principles and conduct of examinations at the University. The policy is available at:

<http://www.mq.edu.au/policy/docs/examination/policy.htm>

IT IS NOT POSSIBLE FOR THE LECTURER TO MOVE THE EXAM TIME.

PLEASE DO NOTASK.

PLAGIARISM

The University defines plagiarism in its rules as: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at:

http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

These policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit and/or referral to the University Discipline Committee.

ACADEMIC HONESTY

The nature of scholarly endeavour, dependant as it is on the work of others, binds all members of the University Community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that: all academic work claimed as original is the work of the author making the claim. When the ideas of others are used, these ideas are acknowledge appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at:

http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

GRADES

Please refer to relevant Bachelor Degree rules in the Handbook of Undergraduate Studies.

GRADING APPEALS AND FINAL EXAMINATION SCRIPTVIEWING

If at the conclusion of the unit, you have performed below expectations and are considering lodging an appeal of grade and/or viewing your final exam script, please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes valid grounds for appeal before appealing your grade.

http://www.businessandconomics.mq.edu.au/new_and_current_students/undergraduate/how_do_i/grade_a

SPECIALCONSIDERATION

The University is committed to equity and fairness in all aspects of learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is located at:

http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

CLASSROOM ETIQUETTE

Students are expected to arrive on time, certainly before five minutes past the hour and not to leave until the class ends. If you have a problem that makes you late or forces you to leave early, have the courtesy to discuss this with your lecturer/tutor. Students must be quiet during lectures unless, of course, class participation is required. Mobiles should be turned off during classes - not simply set to 'silent',

IT CONDITIONS OF USE

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when utilising University IT facilities. The following regulations apply to the use of computing facilities and online services:

1. Accessing inappropriate websites or downloading inappropriate material is not permitted;
2. Material that is not related to coursework for the approved unit is deemed inappropriate.

Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings. Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.

STUDENT SUPPORT SERVICES

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>

On successful completion you will be able to:

- Understand the importance of thinking strategically about HRM from at least 3 different theoretical perspectives
- Identify key strategic areas of HR practice and their potential contribution to the success of the organisation
- Understand the role of HR measurement and evaluation in strategic decision making.
- Describe and explain key concepts relating to the organisation's accountabilities in different areas of HR
- Think critically about the usefulness of various HR practices and how they might improve the effectiveness of HR in organisations that they work for Be an informed and critical consumer of HR products (e.g. Consultancy services)

Delivery and Resources

Please note: This is a capstone course. Students are required to take considerable responsibility for their own learning. It is expected that every student will already know how to locate materials in the library, using e-journals and other resources. There is a **textbook set for the Unit** (see below) but this does *not* cover *every* topic. The course guide also provides reading lists for each topic. Students are responsible for locating these readings in the library – teaching staff will not be doing this basic research task for students. Readings with an asterix are those which provide the most substantial cover of a topic and/ or the most crucial issue(s). Students need to make their *own* judgments about how much reading they do, and which readings they select.

Textbook

Boxall, P and Purcell, J., (2011) *Strategy and Human Resource Management*, 3rd ed., Palgrave Macmillan, Basingstoke.

Additional Recommended Reading

The Reading List on pp.12-13 of this Guide contains recommended readings for each topic covered in the Unit. The Unit relies heavily on recent scholarly journal articles and also classic theoretical and research publications.

There are also a number of excellent texts on the subject which cover some, but again, not all the topics in the course. Strongly recommended books include:

- * Boselie P., (2010), *Strategic Human Resource Management: A Balanced Approach*, McGraw-Hill, Berkshire. (*)
- * Armstrong, M. (2011) *Armstrong's Handbook of Strategic Human Resource Management*, Kogan Page Publishers.

- Marchington, M. and Wilkinson, A., (2002) *People Management and Development: Human Resource Management at Work*, 2nd ed, CIPD, London.
- Mello, J. (2010) *Strategic Human Resource Management*, Cengage Learning.
- * Millmore, M, Lewis, P. et al (2007) *Strategic Human Resource Management*, Prentice-Hall, Essex.
- Salaman, G. Storey, J., and Billsbery, J., (2005) *Strategic Human Resource Management: Theory and Practice*, Sage, London.
- Schuler, R. and Jackson, S., (2007) *Strategic Human Resource Management*, 2nd ed, Blackwell.
- Stone, R., (2010) *Managing Human Resources*, John Wiley & Sons, Milton.
- Storey, J., Wright, P., and Ulrich, D., (2009) *The Routledge Companion to Strategic Human Resource Management*, Routledge, Abingdon.

Note. * where this book examines topics covered in the course, the relevant chapter is listed in the reading guide.

Journals recommended for HRM study include:

- Academy of Management Journal
- Asia Pacific Journal of Human Resources
- Work, Employment and Society
- Australian Journal of Management
- California Management Review
- Economic and Labour Relations Review
- Harvard Business Review
- Human Resource Management Journal
- International Journal of Employment Studies
- International Journal of Human Resource Management
- Labour & Industry
- Personnel Journal
- Personnel Management
- Personnel Review

Key research databases for your study of human resource management include:

- Ebsco host: Academic Search Elite Business Source Premier
- Psychology and behavioral sciences collection

Also search the websites of well-known **consulting organisations** such as Watson Wyatt, PWC, Deloitte, DDI, Hewitt Associates etc. These can be an excellent source for

information on contemporary techniques and practices.

UNIT WEB PAGE

The web page for this unit can be accessed via the “login” button on

<http://ilearn.mq.edu.au>

Please check the ilearn website **at least weekly** for announcements and to access teaching and learning materials that will be loaded onto the site as the course progresses.

Research and Practice

This unit provides practice in applying research findings in your assignments. It also provides opportunities to conduct your own research through journal articles, texts and online data bases. A list of recommended journals and other additional readings can be found above under *Required & Recommended texts and materials*.

Unit Schedule

Note: There is a separate Unit, lecture and tutorial schedule posted on iLearn. Any changes will be announced on the HRM 328 ilearn announcements page. Ensure you check ilearn regularly—at least once per week.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of

Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Assessment tasks

- Assessment task 1
- Assessment task 2
- Assessment task 3

- Exam

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Understand the importance of thinking strategically about HRM from at least 3 different theoretical perspectives

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcome

- Understand the importance of thinking strategically about HRM from at least 3 different theoretical perspectives

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcome

- Understand the importance of thinking strategically about HRM from at least 3 different theoretical perspectives

Assessment tasks

- Assessment task 1
- Assessment task 2
- Assessment task 3
- Exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcome

- Understand the importance of thinking strategically about HRM from at least 3 different theoretical perspectives

Assessment tasks

- Assessment task 1
- Assessment task 2
- Assessment task 3
- Exam

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Assessment tasks

- Assessment task 1
- Assessment task 2
- Assessment task 3

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess,

write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- Understand the importance of thinking strategically about HRM from at least 3 different theoretical perspectives

Research and Practice

RESEARCH AND PRACTICE

- This unit uses research by Macquarie University researchers (references provided in iLearn)
- This unit gives you practice in applying research findings in your assignments
- This unit gives you opportunities to conduct your own research

Changes since First Published

Date	Description
14/01/2014	The Prerequisites was updated.