Unit Outline*

HRMT3345

Human Resource Management: Managing Jobs, Performance & Wellbeing

Semester 2, 2011
Crawley Campus

Unit Coordinators – Associate Professor Gillian Yeo (Weeks 1-4) and Ms Jacqueline- Thomas (Weeks 5-13)

Business School
www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
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UNIT DESCRIPTION

Introduction
This unit examines human performance at work and implications for the management of human resources. Topics include the training and development of knowledge and skills; the development and management of careers; and the appraisal and management of work performance. The unit emphasises the contribution of human resources management to developing a high performance work system that meets both individual and organisational needs.

Unit content
Topics covered include the training and development of knowledge and skills; the development and management of careers; and the appraisal and management of work performance. The unit emphasises the contribution of human resources management to developing a high performance work system that meets both individual and organisational needs.

The goal of the unit
The goals of this unit are to enhance knowledge and understanding of a range of Human Resource Management topics, and to provide opportunities to develop skills in writing a literature review and practically-oriented strategic HR intervention proposal.

Learning outcomes
On completion of this unit, you should be able to:
• Demonstrate understanding and knowledge regarding a range of human resource management topics (e.g., high performance work systems, training and development, performance appraisal).
• Demonstrate understanding and knowledge regarding a range of individual difference factors that are relevant to the design and evaluation of HRM interventions (e.g., work attitudes, motivation and emotions).
• Demonstrate the ability to conduct and write a literature review regarding a specific HRM issue that draws on theoretical and empirical research.
• Demonstrate the ability to write a strategic HRM intervention proposal.

Educational principles and graduate attributes
In this unit, you will be encouraged and facilitated to develop a number of graduate attributes, including the ability and desire to:
• develop spoken and written English communication skills at high levels for both academic (literature review) and practitioner (strategic HRM intervention proposal) contexts
• develop attitudes which value learning by choosing your own topic for the literature review and your own “organisational problem” for the strategic HRM intervention proposal
• think, reason and analyse logically and creatively by critically analysing the empirical and theoretical literature related to your chosen literature review topic, and proposing a solution based on theory and research to your chosen organisational problem in the strategic HRM intervention proposal
TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process, therefore it is important that you attend classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’.

CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th>Unit coordinator/lecturer</th>
<th>Weeks 1-4</th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Associate Professor Gillian Yeo</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:gillian.yeo@uwa.edu.au">gillian.yeo@uwa.edu.au</a></td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>6488 1875</td>
</tr>
<tr>
<td><strong>Consultation hours:</strong></td>
<td>Tuesday 2:00-3:00</td>
</tr>
<tr>
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<tr>
<td>Unit coordinator/lecturer</td>
<td>Weeks 5-13</td>
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<tr>
<td>Name:</td>
<td>Ms Jacqueline Thomas</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:thomaj03@student.uwa.edu.au">thomaj03@student.uwa.edu.au</a></td>
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<tr>
<td>Phone:</td>
<td>6488 2690</td>
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<tr>
<td>Consultation hours:</td>
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<tbody>
<tr>
<td>Name:</td>
<td>Andrea Steele</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:steelea01@student.uwa.edu.au">steelea01@student.uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>6488 5672</td>
</tr>
<tr>
<td>Tutorial times:</td>
<td>Thursday 3:00-3:45; Friday 10:00-10:45 and Friday 11:00-11:45</td>
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<tr>
<td>Name:</td>
<td>Chia Huei Wu</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:chiahuei.wu@gmail.com">chiahuei.wu@gmail.com</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>6488 5660</td>
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TEXTBOOK(S) AND RESOURCES

Unit website
http://www.webct.uwa.edu.au

Recommended/required text(s)

There is no prescribed textbook. Students are advised to purchase the Book of Readings from University Co-operative Bookshop.
## UNIT SCHEDULE

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Lecture</th>
<th>Tutorial</th>
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<tbody>
<tr>
<td>1</td>
<td>High Performance Work Systems</td>
<td>2nd August</td>
<td>No Tutorial</td>
</tr>
<tr>
<td>2</td>
<td>Work Attitudes</td>
<td>9th August</td>
<td>Intro to Assignment I</td>
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<tr>
<td>3</td>
<td>Work Design</td>
<td>16th August</td>
<td>Assignment I Exercise</td>
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<td>Week 3 Exercise</td>
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<td>4</td>
<td>Motivation &amp; Emotion</td>
<td>23rd August</td>
<td>Week 4 Exercise</td>
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<td></td>
<td>Assignment I Exercise</td>
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<tr>
<td>5</td>
<td>Stress and Well-Being</td>
<td>30th August</td>
<td>Week 5 Exercise</td>
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<td>Assignment I Exercise</td>
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<td>6</td>
<td>Occupational Health and Safety</td>
<td>6th September</td>
<td>Week 6 Exercise</td>
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<td>Assignment Q &amp; A</td>
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<tr>
<td>7</td>
<td>***ASSIGNMENT 1 DUE MONDAY 12pm OF THIS WEEK (12TH September) *** Performance Appraisal</td>
<td>13th September</td>
<td>Week 7 Exercise</td>
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<td>Intro to Assignment 2</td>
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<td>8</td>
<td>Learning &amp; Development I</td>
<td>20th September</td>
<td>Week 8 Exercise</td>
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<td>Assignment 2 Exercise</td>
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**MID-SEMESTER BREAK**
<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Lecture</th>
<th>Tutorial</th>
</tr>
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</table>
| 9     | Development II                    | 4th October | Week 9 Exercise  
Assignment 2 Exercise |
| 10    | Training I (Design)               | 11th October | Week 10 Exercise  
Assignment 2 Q & A |
| 11    | ***ASSIGNMENT 2 DUE MONDAY 12pm OF THIS WEEK (17th October) ***  
Training II (Design & Techniques) | 18th October | Week 11 Exercise |
| 12    | Training III (Climate & Transfer) | 25th October | Week 12 Exercise |
| 13    | Training IV (Evaluation) & Revision | 1st November | Exam Consultation |
ASSESSMENT MECHANISM

Assessment mechanism summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tutorial Participation</td>
<td>10%</td>
<td>NA</td>
</tr>
<tr>
<td>2. Literature Review</td>
<td>25%</td>
<td>Monday 12th September, 12pm</td>
</tr>
<tr>
<td>3. Strategic HRM Intervention</td>
<td>15%</td>
<td>Monday 17th October, 12pm</td>
</tr>
<tr>
<td>4. Exam</td>
<td>50%</td>
<td>Exam period, Semester 2</td>
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</table>

Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 2: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.

Penalties

Late Assignments

Plan your assignments ahead to avoid rushing to meet deadlines as work or personal emergencies may arise. A **penalty of 5%** applies for each day (or part thereof) for late assignments. For example, if a student received a mark of 60% for an essay, and that essay was one hour late, the student would receive a mark of 55%. For illness or other extreme hardship, please contact me before the due date and provide documentary evidence (e.g. medical certificate) to seek an extension.

Exceeding Word Limit

A **penalty of 5%** will apply for each 10% that an assignment exceeds the word limit. For example, for an essay with a word limit of 1,500 words, a submitted essay of 1,645 words in length would not attract a penalty, and an essay of 1,700 words would attract a 5% penalty, so a mark of 65% would be reduced to 60%. Word limit does not include bibliography, table of contents and attachments.
Assessment components

1. TUTORIAL PARTICIPATION

Given that a substantial part of the learning in this unit is focussed around the weekly tutorials, tutorial participation will be assessed. Students will be assessed in terms of attendance, good preparation and constructive involvement in discussions and exercises.

You will be given a mark out of 1 for your participation in each of the tutorials you attend in full, with a possible 10 marks being awarded for participation. You will receive ½ a mark for attending a tutorial, provided you stay for the duration (you do not get any marks if you leave early). Your tutor will assign up to another ½ of a mark on the basis of the quality of your participation in groups and input into the discussion. Therefore, your tutor will award full marks to those students who are judged to have made an excellent, insightful contribution to discussion and activities.

There are 12 tutorials in total. Your 10 highest tutorial marks will contribute towards your tutorial participation grade. For example, if you attend all tutorials but only make an excellent contribution to discussion and activities in 10 tutorials, you will have 10 tutorials with a mark of 1 and 2 tutorials with a mark of ½. The two lowest marks will be dropped, so your final mark in this case would be 10.
2. LITERATURE REVIEW

Description

The purpose of this assignment is to conduct a 1500 word literature review on one of the topics covered in this course (e.g., work design, motivation/emotion, training, performance appraisal). Once you have chosen the broad topic that you want to focus on, you need to choose a specific topic that has recently emerged in the literature (that is, a topic that has received considerable attention in the last 10 years in the research literature) and then conduct a review of the theoretical and empirical literature. It is important to provide an overview of research in that area and ensure that you include both classic and recent articles.

In order to ensure appropriate breadth, you will need to incorporate at least eight peer-reviewed journal articles (including both empirical and theoretical pieces) that are relevant to your chosen topic. You must include copies of the abstracts when you submit your assignment. If you cite more than eight references, just include copies of the abstracts for the eight most influential pieces.

Topic Selection

You can either choose your own topic, or use one of the suggestions below as a starting point (i.e., your topics will need to be narrower than these suggestions - see topic definition section for fleshed out examples). The aim is to choose a topic that is the right size to cover in 1500 words. In general, a topic that focuses on a central construct (e.g., emotional labour) and a category of its predictors (e.g., personality predictors, or job-related predictors) and/or a category of its consequences (e.g., individual outcomes or organisational outcomes) will be an appropriate size.

- Work Design
  - Work-life balance initiatives
- Motivation and Emotion
  - Emotional labour
- Training
  - E-learning (web-based vs classroom training)
  - Training transfer
- Performance Appraisal
  - 360-degree feedback interventions

Guidelines & Marking Criteria

Use the following headings to structure your literature review. Note that the suggested word limits for each section ARE A GUIDE ONLY – that is, each topic is different, so will likely have a different spread of the 1500 words across these sub-sections.

Topic and Construct Definition (approx. 200 words)

- You need to describe the specific topic that you will be exploring.
- In addition, you will need to provide a rationale for why it is important to explore this topic.
- Another way of thinking about a “specific topic” is of a relationship or set of relationships you are interested in exploring. For example:
  - An emerging issue from the motivation and emotion literatures concerns the issue of emotional labour. A specific topic that you might identify from this broad area is what factors contribute to an employee’s perception that their job requires them to engage in a great deal of emotional
labour (that is, the relationships between those factors and emotional labour, or the effect of those factors on emotional labour)?

- An example of an issue that has recently appeared in the training literature is that of e-learning. A specific topic that you might identify in this area is what impact web-based training has on various training outcomes and how this effect compares to the effect of traditional classroom training (that is, the relationships between web-based and classroom-based training and training outcomes, or the relative effect of web-based vs classroom-based training on training outcomes).

Once you have presented the specific topic you will be reviewing, ensure that you have defined the constructs/concepts involved in that specific topic (e.g., for the e-learning topic, constructs/concepts involved may include e-learning/web-based training, classroom-based training, and training outcomes such as trainee reactions, training test performance, knowledge, skill and performance back on the job).

Theoretical Review (approx 450 words)

- You need to find research that has considered your topic (i.e., the relationships you are interested in) and summarise what previous researchers have hypothesised with regard to this topic.
- That is, you need to summarise what arguments researchers have made regarding how and why particular constructs should be related to each other (e.g., what have researchers argued with regard to the effect of various factors on emotional labour – how do they think these factors are related to emotional labour and why do they think they should be related in that way?). In doing so, you need to make it clear whether all researchers agree, or whether (and how) they disagree.
- Ensure that your review is comprehensive (e.g., ensure it covers seminal articles/reviews in the area, and ensure that it covers critical classic research in addition to current literature).
- Ensure that your review is structured effectively (e.g., tell the readers a story about researchers' arguments regarding this topic by integrating the arguments from the different papers you have read, and using a logical structure to organise the information according to similarities/dissimilarities rather than listing one argument after another).

Note that the emphasis in this section is on theoretical arguments that researchers have made rather than actual “theories” (e.g., goal setting theory, social learning theory) per se. Where relevant, refer to actual theories (even those that are indirectly related to your topic if useful), or just stick to theoretical arguments if your topic doesn't have any actual theories directly related to it.

Note that given that this section is a theoretical rather than an empirical review, restrict this section to a review of theories and theoretical arguments and do not refer to the results of specific studies. Theoretical arguments can be found in pure theoretical papers, or the introduction/discussion sections of empirical papers.

Empirical Review (approx 450 words)

- You need to find empirical studies that have tested relationships between variables that are relevant to your topic and summarise what the results say (e.g., findings consistently show a positive relationship between X and Y; or findings are mixed such that…).
- You need to map these results back to your theoretical review – that is, are the findings consistent with the theoretical arguments put forth by researchers? If not, how are they inconsistent?
- As for the previous section, ensure that your review is comprehensive (e.g., ensure it covers seminal articles/reviews in the area, and ensure that it covers critical classic research in addition to current literature).
- As above, ensure that your review is structured effectively (e.g., tell the readers a story about the findings regarding this topic by integrating the findings from the different papers you have read, and using a logical structure to organise the information according to
similarities/dissimilarities [e.g., start with empirical results only loosely related to your topic and funnel down to those most closely related] rather than listing one study after another).

Note that if your topic is very new or specific, there may not be any studies directly related to it, so review studies that are the most closely related – e.g., those that have looked at other types of predictors/outcomes.

Research Gaps & Recommendations for Future Research (approx 300 words)

• After reviewing what researchers have hypothesised about your topic and what the findings are, you need to highlight the gaps that exist in the literature – i.e., what are the problems with past research that prevent a full understanding of this topic?

• There are three main types of research gaps:
  o Methodological? e.g., there have been many tests of a key hypothesis relating to the link between X and Y, but all of these tests examined the relationship at one point in time, so it is unknown whether X causes Y or vice versa
  o Empirical gaps? e.g., a particular hypothesis has been around for a long time but no researcher has actually tested it; or all tests of X→Y have been tested with students rather than in the field.
  o Theoretical gaps? e.g., researchers have long discussed how and why X and Y are related, but no researchers have considered how the relationship between X and Y might depend on Z.

• You need to highlight at least two research gaps (that cover at least two types of research gaps)

• In conjunction with the research gaps you highlight, you need to offer suggestions for future research that will address these gaps.

Conclusion (approx 100 words)

• You need to summarise what is known about your chosen topic and what is not known (i.e., what gaps exist in the literature/what still needs to be investigated.

• You also need to summarise why existing knowledge on this topic is important (for theory and/or practice) and why it is important to conduct future study in this area.
### HRMT 3345 Literature Review - MARKING CRITERIA

<table>
<thead>
<tr>
<th>Student Name:</th>
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#### Topic and Construct Definition
- Definition of the specific topic
- Communication of the importance of the topic – answer the question of why this is an important area of study
- Definition of relevant constructs

#### Theoretical Review
- Comprehensiveness (e.g., Does it cover both relevant classic and current literature?)
- Integration (e.g., Does it integrate the theoretical arguments in a logical manner?)
- Argument construction (e.g., Does it say how and why the relationships are expected? Does it restrict the arguments to theory and save empirical findings for the next section? Are the theoretical arguments communicated clearly?)

#### Empirical Review
- Comprehensiveness (e.g., Does it cover both relevant classic and current literature?)
- Integration (e.g., Does it integrate the findings in a logical manner rather than listing one study after another?)
- Argument construction (e.g., Does it map the findings back onto the theoretical arguments? Does it refrain from introducing new theoretical arguments in this section? Are the findings presented and described clearly with the right amount of relevant information?)

#### Research Gaps and Suggestions for Future Research
- Gaps (Are two gaps highlighted that cover at least two types of gaps? Do the highlighted gaps show evidence of critical thinking/insight?)
- Recommendations (Are recommendations for future research provided that are linked to the gaps? Do the recommendations make sense? Do they show evidence of creativity?)

#### Conclusion
- Summary of what is known about the topic and what still needs to be investigated
- Communication of why it is important to continue research in this area
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>• Does it include copies of abstracts from the <strong>eight most influential</strong> journal articles cited?</td>
<td>/1</td>
</tr>
<tr>
<td>• Is the expression clear?</td>
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<tr>
<td>• Is the paper free from spelling, typographical and grammatical errors?</td>
<td>/2</td>
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<td>• Does the paper make correct use of APA/Harvard referencing?</td>
<td>/3</td>
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<td><strong>TOTAL</strong></td>
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3. STRATEGIC HRM INTERVENTION PROPOSAL

Description

The purpose of this assignment is to develop a theoretically-based solution to an applied problem (1500 words). First you need to identify an organisational problem (e.g., high employee turnover, high stress levels, etc) from the popular print media (e.g., newspaper article, magazine). Then, taking a strategic HRM approach, you need to describe and discuss the process by which you would arrive at a set of interventions to address the organisational problem you have identified. Please attach a copy of the print media that your problem is based on to your assignment.

Guidelines & Marking Criteria

Use the following headings in your proposal. Note that the suggested word limits for each section ARE A GUIDE ONLY – that is, each problem will be different, so will likely have a different spread of the 1500 words across these sub-sections.

Organisational Details (approx 150 words)

- Identify the organisation that is experiencing the problem you have chosen.
- Provide details of the organisation that will be relevant for devising a strategic HRM plan for solving the problem. For example, answer questions such as:
  - What type of organisation is it (e.g., what is its core business)?
  - What is the organisation’s mission statement?
  - What are the organisation’s key objectives (e.g., excellent customer service, cost containment)?
  - What are the organisation’s strategies (e.g., growth, retrenchment)?

  Note that where possible you should use factual information, however you are free to use some poetic license if necessary.

Problem Description (approx 200 words)

- Describe the problem, that is, what is the problem you have identified? Describe the key issue(s) that you will be dealing with (e.g., poor leadership, a lack of employee motivation, a lack of communication from head office) and discuss any situational features (e.g., highly skilled workforce, a repetitious job with little skill variety) that are likely to be important factors in the emergence of the problem that you are dealing with.
- Discuss the significance of the problem, that is, why is it a problem? For example, how and why might it detract from the organisation’s key objectives and how is it at odds with the organisation’s strategy?
- Draw on theory and empirical evidence (at least two citations) relating to this type of problem and its impact on individual, team and organisational effectiveness when arguing for its significance.

  You should include a copy of the print media that you based your applied problem on when you submit your assignment.
Problem Diagnosis (approx 500 words)

- Diagnosis involves collecting data that allows you to explain the presenting problem in organisational terms.

- Present a plan for diagnosing the problem, that is, propose what you plan to do to determine what the causes of the problem are.
  - Identify at least two data collection method(s) that you would use in order to gain a greater understanding of the applied problem. Discuss why you have selected these two data collection methods.
  - Outline what variables that you plan to collect information on and why these variables are important.

- Provide at least one example of the type of information that might be discovered from this data collection process and what this information would suggest with regard to the cause/s of your identified problem.

- When diagnosing applied problems, contextual (i.e., specific to the organisation in question) information from data collection is used in conjunction with past findings from the research literature (i.e., the types of factors that have been identified as causes of your identified problem in the past) to get converging evidence regarding what the causes are likely to be.

- Drawing on theory and empirical findings from the literature, provide at least one likely cause of the problem you have identified (at least two citations).

An example of data that you might collect if you were dealing with a problem with a performance appraisal system would be interview data from managers and employees who have used the system. You might focus on collecting information regarding: 1) Whether employees and managers found the system easy to use, 2) Why or why not the system was easy to use, and 3) What improvements they would recommend to the system.

Strategic HRM Intervention (approx 450 words)

- Strategic HRM interventions involve one or more planned HR activities/initiatives intended to resolve or address an applied problem in a manner that aligns with the organisation's key objectives, thus helping the organisation increase its effectiveness.

- Describe at least one HR activity/initiative that you would recommend to address the applied problem that you have identified.

- Argue why this intervention would be appropriate for addressing the likely cause of the problem identified via your diagnosis. Draw on theory and empirical evidence (at least 3 citations) relating to the HRM activities/initiatives involved in this intervention plan to argue how and why it will target the causes of this problem and ultimately benefit individual/team/organisational effectiveness.

- Discuss how this intervention aligns with the organisation's key objectives.

An example of an intervention that you might recommend when dealing with the performance appraisal problem identified above is to introduce training in using the appraisal system. This issue may be particularly important for certain types of employees. For example, people that are transferring from another part of the organisation or people that are new to the organisation.
Evaluation (approx 200 words)

- Evaluation involves a systematic assessment of the effectiveness of the intervention. This should involve measuring whether change has been successfully implemented.

- Discuss how you would evaluate the success of the intervention(s) you are recommending to address your applied problem. Be specific about what you would measure, when you would measure them, and why.

- An example of an evaluation that you might implement when dealing with the performance appraisal problem is to assess employees’ and managers’ attitudes towards the performance appraisal system before you implement training in how to use the system (the pre-test) and after you implement the training (post-test). Analysis of people’s attitudes before and after change is implemented will enable you to determine whether attitudes and behaviours have changed after you have implemented the training intervention. You may also assess whether objective indicators (e.g., number of managers voluntarily using the performance appraisal system on a regular basis) have changed after you have implemented the training intervention.
# Strategic HRM Intervention Proposal

## MARKING CRITERIA

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### Organisational Details
- Provides details of the relevant organisation that are relevant for designing a strategic HRM intervention. /1 /1

### Problem Description
- Provides comprehensive and relevant information about the problem. /1
- Communicates the significance of this problem (including reference to organisation’s key objectives and two citations from the research literature). /1 /2

### Problem Diagnosis
- Provides a rationale for at least two data collection methods. /1
- Outlines what variables information would be collected on and why this is important. /1
- Provides at least one example of the type of information that might be found and discusses what this would suggest in terms of the cause of the problem. /1
- Uses at least two citations from the research literature to identify at least one potential cause of this problem. /1 /4

### Strategic HRM Intervention
- Describes at least one intervention that would be recommended to address the applied problem that has been identified. /1
- Uses at least two citations from the research literature to argue why this intervention is appropriate for addressing the likely cause of this problem. /2
- Discusses how this intervention aligns with the organisation’s key objectives. /1 /4

### Evaluation
- Outlines specific variables / constructs that would be assessed to evaluate the intervention. /1
- Specifies when and why these constructs would be assessed. /1 /2

### Overall Presentation
- Is the expression clear? /2
- Is the paper free from spelling, typographical and grammatical errors? /2
- Does the paper make correct use of APA/Harvard referencing? /2

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4. EXAM

In the final examination, you will be required to answer six questions in short-answer or essay style. Each question will be taken from one or more of the course lectures. The exam will be closed book, which means that no notes or texts can be used during the exam.

**Perusal:** 10 minutes  
**Duration:** 120 minutes  
**Criteria & Marking:** 50 marks (5-10 marks per question).

Submission of assignments

**Electronic Submission ONLY**

An electronic submission is required by the due date. Submit your assignment in an electronic format by going to the Uniprint web site [www.uniprint.uwa.edu.au](http://www.uniprint.uwa.edu.au), then click on “Student Assignments” and follow the instructions.

If you have been granted additional time to complete an assignment or have missed the deadline for submission, you can submit your assignment in hard copy to the Student Centre. Please remember to attach an Assignment Cover sheet to the front of your assignment. You can download the relevant Assignment Cover sheet from the Business School Current Students web page [http://www.business.uwa.edu.au/students/assessments](http://www.business.uwa.edu.au/students/assessments)

**FAILURE TO LODGE AN ASSIGNMENT THROUGH UNIPRINT BY THE DUE DATE WILL RESULT IN IT BEING JUDGED A LATE SUBMISSION AND CONSEQUENTLY BEING PENALISED. THERE ARE NO PAPER SUBMISSIONS FOR THIS UNIT.**

Student Guild

Phone: (+61 8) 6488 2295  
Facsimile: (+61 8) 6488 1041  
E-mail: enquiries@guild.uwa.edu.au  
Website: [http://www.guild.uwa.edu.au](http://www.guild.uwa.edu.au)

Charter of Student Rights and Responsibilities

The Charter of Student Rights and Responsibilities outlines the fundamental rights and responsibilities of students who undertake their education at UWA (refer [http://handbooks.uwa.edu.au/undergraduate/poliproc/policies/StudentRights](http://handbooks.uwa.edu.au/undergraduate/poliproc/policies/StudentRights)).

Appeals against academic assessment

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer [http://www.secretariat.uwa.edu.au/home/policies/appeals](http://www.secretariat.uwa.edu.au/home/policies/appeals)).