Description: Human Resource Strategies in Education

<table>
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<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<td>EXT</td>
<td>1.00</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070303

STAFFING
Examiner: Louise Alexander
Moderator: Dorothy Andrews

RATIONALE
The twenty first century will experience a new form of organisation, the post-corporate organisation. This will have strategies and cultures, which are quite different from those of the past. The post-corporate organisation will demand new mindsets, skills and competencies from those within it (Limerick, Cunnington and Crowther). Within this new organisation there will be a renegotiation of relationships reflected in the emergence of collaborative individualism where self-actualised individuals will work together with others on a common issue, that is a common mission and vision. Within this organisation the role of human resource management is crucial to the emancipation of the individual through strategic strategies to enhance new human resources outcomes that are aligned with all aspects of the organisation.

SYNOPSIS
Theoretical concepts relevant to the human resource management role are introduced and explained prior to an examination of specific human resource management functions. The theoretically oriented modules are constructed around two themes: the development of the learning capacities of staff members and the development of growth enhancing environments. Concepts drawn from Senge's theory of the learning organisation are emphasised, as are the concepts of motivation, organisational climate and organisational culture. The other concept of corporate individualism (Limerick, et al) and the implications for strategic alignment of human resources strategies with all aspects and structures of a modern organisation are explored. The more practically oriented modules examine the topics and issues related to: the recruitment, induction and development of staff; policy and practices by management of professional development programs for enhanced organisational outcomes; performance appraisal for professional development, and self-development of leaders.
OBJECTIVES

On successful completion of this course students will be able to:

- Analyse critically the nature and purpose of human resource management in education.
- Demonstrate knowledge of theories and theoretical issues relevant to human resource management in education.
- Analyse the characteristics of effective induction programs.
- Critically evaluate different types of development and appraisal strategies.
- Analyse situations, experiences and case studies using appropriate human resource management concepts and strategies.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tr>
<td>1. Perspectives on Human Resource Management</td>
<td>20.00</td>
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<td>2. Building a Growth Enhancing Environment</td>
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<tr>
<td>3. The Induction and Development of Staff</td>
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<tr>
<td>4. Appraising and Improving Performance</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.


REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.


**STUDENT WORKLOAD REQUIREMENTS**

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<th>ACTIVITY</th>
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<tr>
<td>Assessment</td>
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<td>Directed Study</td>
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<td>Private Study</td>
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**ASSESSMENT DETAILS**

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<th>Marks Out of</th>
<th>Wtg(%)</th>
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<th>Due Date</th>
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<td>ASSIGNMENT/PROJECT</td>
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**IMPORTANT ASSESSMENT INFORMATION**

1. Attendance requirements:
   There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2. Requirements for students to complete each assessment item satisfactorily:
   To complete each of the assignments satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.

3. Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 20% of the total marks available for the assignment will apply for each week late.

4. Requirements for student to be awarded a passing grade in the course:
   To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily completing all summative assessment items (the examination and assignments).

5. Method used to combine assessment results to attain final grade:
   The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.

6. Examination information:
   There is no examination in this course.

7. Examination period when Deferred/Supplementary examinations will be held:
   There will be no Deferred or Supplementary examinations in this course.
8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10
Academic Misconduct for further information and to avoid actions which might
contravene University Regulations. These regulations can be found at the URL
http://www.usq.edu.au/SECARIAT/calendar/Part5/ or in the printed version of the
current USQ Handbook.

ASSESSMENT NOTES

1 The due date for an assignment is the date by which a student must despatch the
assignment to the USQ. The onus is on the student to provide proof of the despatch
date, if requested by the Examiner.

2 Students must retain a copy of each item submitted for assessment. This must be
produced within five days if required by the Examiner.

3 The examiner may grant an extension of the due date of an assignment in
extenuating circumstances.

4 The Faculty will normally only accept assessments that have been written, typed
or printed on paper-based media.

5 When there is more than one marker for a single item of assessment, the distributed
patterns and means for the different markers will be compared and marks adjusted
if necessary.

6 Marking criteria are provided in course material as mark sheets/guides or as part
of assignment specifications.

7 All assessment items must be attempted/submitted with a pass overall gained.