HRM2005

Human Resource Management

Participation Workbook

2015 – 2016

### Student Name .

**Student Number .**

Marks Awarded Weeks 1 – 10 .

Marks Awarded Weeks 12 – 21.

TOTAL MARKS AWARDED .

Module Leader: Susie Leigh

**INSTRUCTIONS FOR COMPLETING THIS WORKBOOK**

1. Each week when you attend a lecture / workshop you will be asked to sign an attendance register. Please make sure you sign against your own name and do not sign for anyone else.
2. At the beginning of each semester you will be given a list of questions and activities to improve your understanding of the topics that will be covered. You will start the activity in class if there is time but you must complete it in the on-line workbook in order to gain the marks allocated to these activities.
3. Usually there will be a choice of questions or activities and you should complete it in your own time, preferably soon after the relevant sessions have taken place.
4. If there is a choice insert the question or activity in the space at the top of the appropriate page.
5. Complete the activity or exercise in the space provided. You should aim to write about 1000 words for each exercise but you should not exceed that number.
6. All activities and answers must be your own work and not copied from anyone else
7. You must submit your workbook as instructed. It must be submitted via Turnitin which is accessed through Myunihub. The second submission is by April 16th when you be expected to have completed all the activities and exercises based on the lectures in weeks 12 to 21Only the completed activities and exercises that are submitted at the correct time will be marked – you will not have an opportunity to fill in the gaps later on.
8. Only submit the part of the workbook that contains the activities – if you submit these instructions or the timetable as well the similarity score will be affected and your marks may be lower as a result.
9. You can accumulate up to 20 marks this way which will make a big difference to your final grade. You will also have improved your learning of the topic and had useful practice in answering questions similar to those you will encounter in the final exam. Your exam skills will have improved due to practice which can make a difference to your ability to produce coherent and detailed answers under exam conditions
10. The percentage of marks awarded for each exercise is shown. The remaining 10% is for the quality and quantity of the references

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| Wk 12  11.1.16 | EMPLOYEE RELATIONS: THE EMPLOYEE’S PERSPECTIVE | Susie Leigh | |
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| Wk13  18.12.16 | | EMPLOYEE RELATIONS: MANAGERS AND UNIONS | Susie Leigh |

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| (20%) |
| * Identify a strike that took place during 2014 or 2015 in the UK * What companies/organisations were involved? * What trade unions were involved? * How long did the strike last? * How many people went out on strike? * What caused the strike? * How was it resolved? * If it hasn’t been resolved, what further action is planned? |

TYPE YOUR ANSWER IN THIS SPACE

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| Wk 14  25.1.16 | THE PSYCHOLOGICAL CONTRACT | Susie Leigh |
| WK 15  1.2.16 | MAXIMISING EMPLOYEE ENGAGEMENT | Susie Leigh |

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| YOUR QUESTION/ACTIVITY  (20%) |
| Some years ago a multi-site retailer decided to ‘grow their own’ managers by setting up their own graduate training scheme. They recruited a cohort of keen people who were to have two years of training before being given the job of department manager. Most of these trainees were graduates, though some had been working for the company on the shop floor before applying. Some of the successful applicants had applied for several similar training schemes and were therefore aware of the training that other employers were offering their graduate trainees. As is usual with graduate trainees they had placements in a number of stores as part of their training as well as some training days which took place centrally. They also had an induction which lasted two days prior to going out to their first placement.  Stores traded from 8am and 8pm but, unlike shop floor staff who worked for a set number of hours, the trainees had no set starting and finishing time. As there were only a few managers on duty at any one time in an average store the trainees were expected to do the openings and closings in addition to working on the shop floor. The time that should have been set aside for study was often denied to them as they were required to help out on the shop floor. After two years not one single trainee was left – they had all moved to other jobs mostly outside the company.    **What advice would you give to senior management to improve the way they manage their graduate trainees to ensure that they create and maintain a positive psychological contract?** |

TYPE YOUR ANSWER IN THIS SPACE

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| Wk15.16.17  8.2 – 22.2.16 | EMPLOYEE REWARD (30%) | Bruce Thompson |

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| **MINI CASE STUDY FOR THE REWARD LECTURES**  The organisation is a medical research charity. There are five groups of staff: medical specialists, fundraisers, supervisors of the charity shops, head office professional staff, and head office administrative staff.  Medical specialists  These are highly qualified doctors and scientists who specialise in different areas. They are mainly recruited externally. The charity governing board would like to improve staffdevelopment within each of the specialist areas. To date all specialists have been on the same pay scales. However some specialists, in short supply nationally, are resigning for pay reasons. Other specialists may be overpaid.  Fundraisers  Fundraisers are key staff as the money they raise pays for the research work. They often have a sales background. The charity governing board wants to put pressure on individual fundraisers to generate even more money.  Supervisors of charity shops  These are the people who run the charity shops. Most are highly motivated with the satisfaction that they are doing good for society. The charity would like to give these supervisors benefits which would motivate them, but at the same time keeping the reward costs to the charity to a minimum.  Head office administrative staff  The majority of these staff are women. All administrative staff have recently been job evaluated. The existing salaries of most of the staff have fallen within their new grade salary ranges. One member of staff, a man, has a salary which is higher than the maximum of his new grade salary range. The charity is committed to equal pay.  **Question**  **What would be the most appropriate reward policies for each of these groups of staff? Give reasons for your choice in each case.** |

TYPE YOUR ANSWER IN THIS SPACE

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| Wk 19  29.2.16 | INDIVIDUAL LEARNING AND DEVELOPMENT | Susie Leigh |
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| Wk 20  7.3.16 | DEVELOPING MANAGERS AND ORGANISATIONS | Susie Leigh |

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| YOUR QUESTION/ACTIVITY (20%) |
| To Be Confirmed |

TYPE YOUR ANSWER IN THIS SPACE