



Queensland, Australia

<b>Course Code:</b>	<b>1001EHR</b>
<b>Course Name:</b>	<b>Employment Relations</b>
<b>Semester:</b>	<b>Semester 1, 2016</b>
<b>Program:</b>	Associate Degree in Commerce & Business
	Diploma of Commerce
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Erin Barclay
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#### Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.	
<b>Name</b>	<b>Email</b>
Dr Evelyn Anderson	<a href="mailto:evelyn.anderson@staff.griffithcollege.edu.au">evelyn.anderson@staff.griffithcollege.edu.au</a>
Erin Barclay	<a href="mailto:erin.barclay@staff.griffithcollege.edu.au">erin.barclay@staff.griffithcollege.edu.au</a>
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#### Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "myTimetable" link.

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#### Prerequisites

There are no prerequisites for this course

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#### Brief Course Description

Employment Relations is a 10 Credit Point course within the Diploma of Commerce. The course is situated within the second semester of the program. The Diploma of Commerce is designed to provide students with a pathway to:

- further university studies in Commerce, Business and related degrees or
- direct employment.

This course introduces students to the world of work by providing them with an overview of employment relations issues. These issues include an introduction to the nature and organisation of work in modern society, an explanation of the unique features of the employment relationship and an exploration of the differing interests of employers, workers, trade unions and other relevant stakeholders. Employment Relations therefore provides an introduction to the management of the employment relationship and the role of the State and other social actors in shaping the dynamics of that relationship.

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#### Rationale

A range of topics have been selected to provide students with a broad introduction to issues and concepts of relations at work, the unique nature of the employment relationship, industrial relations, and human resource management. Contemporary issues and key theoretical concepts are introduced to allow students to begin developing specialist skills in the management of employment relations and to prepare students for further subjects in the Employment Relations, Industrial Relations, Human Resource Management and Occupational Health and Safety majors. Employment Relations is also an important foundation course for graduates wishing to commence employment in the business and commerce sectors.

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## Aims

The course aims to provide students with an understanding of the social, economic and legal framework of employment relations, by exploring both industrial relations and human resource management in an integrated manner. Students will develop an understanding of the conceptual and practical nature of the employment relationship in different environments, enabling them to understand issues relating to the design of systems for the management of people. The course also aims to develop students' capacity to think critically about employment relations issues and problems. In addition, it aims to help improve their ability to work both collaboratively and independently.

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## Learning Outcomes

Upon successful completion of this course you will be able to:

1. understand and think critically about employment relations issues and problems;
  2. understand the role of actors in employment relations;
  3. explain the key process in managing people;
  4. appreciate the role of conflict and cooperation in the workplace, and how forms of conflict can be resolved at work;
  5. demonstrate problem-solving, critical analysis and ethical behaviour in your university work;
  6. make connections between the modules of the course and their relevance to you personally and professionally.
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## Texts and Supporting Materials

McPhail, R., Jerrard, M., & Southcombe, A. (2015). *Employment Relations: An integrated approach*. South Melbourne, VIC: Cengage Learning.

It is essential that students purchase this textbook and bring it with them to classes each week. Tutorial exercises from the book will be needed for class and some assessment will be based on the textbook content.

Please note that this is a new textbook.

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## Organisation and Teaching Strategies

The course consists of a two hour lecture, a one hour tutorial and a one hour workshop each week (see Weekly Teaching Schedule).

The course is designed to introduce you to issues in employment relations. The course integrates and draws on the disciplinary content of both industrial relations and human resource management. You will be introduced to the content of the course through the lectures. However, the lectures are intended only as introductions to the course content and you are expected to complete the required reading in the course. Demonstration of reading will be required in the case debates, the essay and the final exam.

In addition the course is designed to develop your skills in analysis and criticism as well as the synthesis of a cogent argument.

An introduction to fundamental themes in employment relations is provided early in the course and these are applied in case debates. The case debates are designed as formative exercises to develop your understanding, application, analysis and criticism. You will participate in one case debate as a member of a debating team.

You will be required to demonstrate analytical and writing skills in a more detailed and extended form in the individual essay, and in the case component of the final exam.

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## Class Contact Summary

### Attendance

Your attendance in class will be marked twice during a four hour class. To receive full attendance, you must be present in the classroom on both occasions. Therefore, you are encouraged to attend and participate in all classes throughout the semester.

### Participation in Class

You are expected to actively participate in classes each week.

### Consultation Times

Attendance during consultation times is optional but you are encouraged to use this extra help to improve your learning outcomes.

### Course Materials

Lecture notes will be made available to you on the Learning@Griffith College site on the student portal and you are advised to print these out and bring them to each class so that extra notes can be added.

### Independent Learning

You should allocate approximately 10 hours of study per week (including the lecture/tutorial time) to this course. However, you will find that more than this will be required in some weeks.

### Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

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## Content Schedule

### Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	Introduction to Employment Relations	Lecture	Chapter 1 of textbook

	Introduction to the Course and Assessment	Workshop	Course Outline
2	The Employment Relationship	Lecture	Chapter 1
	Discussion of HRM/IR principles	Tutorial	Chapter 1
	Exercise on HRM and IR frameworks	Workshop	Chapter 1
3	Changing nature of work and employment	Lecture	Chapter 2
	Identifying ER actors	Tutorial	Materials provided on portal
	Introduction to debate concept	Workshop	Materials provided on portal
4	Employee representation and participation	Lecture	Chapter 3
	Tutorial exercise on organisation of work	Tutorial	Materials provided on portal
	Introduction to debate concept	Workshop	Materials provided on portal
5	Managers, employer strategy and employer representation	Lecture	Chapter 4
	Tutorial exercise on trade unions	Tutorial	Materials provided on portal
	Formation of debate groups	Workshop	Materials provided on portal
6	The role of the state and bargaining for agreements and conflict resolution	Lecture	Chapter 5 and 13
	Tutorial exercise on employers	Tutorial	Materials provided on portal
	Debate preparation	Workshop	Materials provided on portal
7	Diversity and inclusion	Lecture	Chapter 6
	Tutorial exercises on role of the state and agreements	Tutorial	Materials provided on portal
	Debate preparation	Workshop	Materials provided on portal
8	Workplace health and safety (WHS)	Lecture	Chapter 7
	Tutorial exercise on Diversity management	Tutorial	Materials provided on portal
	Round of debates	Workshop	Materials provided on portal
9	Staffing	Lecture	Chapter 8
	Tutorial exercise on Occupational Health and Safety	Tutorial	Materials provided on portal
	Essay consultation	Workshop	Materials provided on portal
10	Learning and Development	Lecture	Chapter 9
	Tutorial exercise on staffing the organisation	Tutorial	Materials provided on portal
	Essay submission	Workshop	Materials provided on portal
11	Performance Management	Lecture	Chapter 10
	Tutorial exercise on learning and development	Tutorial	Materials provided on portal
	Exam practice/discussion	Workshop	Materials provided on portal
12	Reward Management	Lecture	Chapter 11
	Tutorial exercise on performance management	Tutorial	Materials provided on portal
	Exam practice/discussion	Workshop	Materials provided on portal
13	Final exam preparation	Lecture	Textbook and lecture notes
	Workshop exercise on reward management	Workshop	Materials provided on portal

## Assessment

This section sets out the assessment requirements for this course.

### Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Mid-Semester Exam	15%	1-6	7
2	Case Debate	15%	1,2,3,4	8
3	Individual Essay	30%	1,2,3,4,5	10

4	Final Exam	40%	1,2,3,4,5,6	14
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### Assessment Details

#### Mid-Semester Exam (15%)

The Mid-Semester Exam may contain a combination of multiple choice or short answer questions based on content from weeks 1-6.

#### Case Debate (15%)

There will be Case Debates conducted in week 8. Each debate will be between two small teams of students. You will be expected to participate as a member of a team in ONE of these debates only. You will be assessed on your oral presentation and participation in the debate. Criteria will include the quality of both the presentation and the content of the analysis and argument presented.

#### Individual Essay (30%)

A 1500 word essay on a topic will be distributed during tutorials and posted on the portal.

A requirement for submission of your Individual Essay is that it must be uploaded to Turnitin for checking of originality against sources (including web/database/other students assignments) by the due date of submission. Failing to submit to Turnitin will result in you receiving a Did Not Submit (DNS) mark for your assignment. Your tutor will discuss how Turnitin will be specifically used in your course. Turnitin Student User Guides are also available from the Griffith College portal.

**Final Exam (40%)** The Final Exam may contain a combination of multiple choice, short answer, or short essay style questions and a case study based on content from weeks 1-13.

**Note: To obtain a passing grade for the course you will have to achieve an overall combined result from all assessment of 50%**

### Submission and Return of Assessment Items

Normally you will be able to collect your assignments in class within fourteen [14] days of the due date for submission of the assignment.

### Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

### Extensions

To apply for an extension of time for an assignment, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

### Assessment Feedback

Marks awarded for assessment items will also be available on the on-line grades system on the Student Website within fourteen [14] days of the due date.

### Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication	Yes	Yes	Yes
Oral Communication	Yes	Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking		Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self Directed Learning		Yes	
Team Work	Yes	Yes	Yes
Cultural Intelligence		Yes	
English Language Proficiency		Yes	Yes

### Additional Course Generic Skills

### Additional Course Information

## Teacher and Course Evaluations

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's online evaluation tool whenever these are available.

Students appreciated the use of "real world" examples, providing feedback that it increased course relevance and practical application. This will continue with the use of modern employment relations examples and issues in class debates and tutorial exercises. Students are also required to use recent cases in supporting their essay argument. An area which students indicated needed improvement is providing feedback on assessment, which tutors will attempt to address this semester through expanded criteria sheets and time set aside in tutorials for class discussion on assessment criteria. Student engagement is a challenging area which continues to require our focus, and tutorial exercises provide the best forum for student/teacher interaction particularly if students come to tutorials prepared for the scheduled discussion.

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## Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

## Risk Assessment Statement

Each stage of design development requires a different language of drawing or documentation. This course will advance judgment when choosing an appropriate technique for a particular visual communication task. The course offers workshops in rapid visualization, manual drafting and presentation skills. Some emphasis will be placed on the student's own research and evaluation of design communication techniques. Designers should discover their own personal style.

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