



ASSIGNMENT MEMORANDUM

**SUBJECT : HUMAN RESOURCES MANAGEMENT (HRM)
HUMAN RESOURCES MANAGEMENT (HRM001)**

ASSIGNMENT : 2ND SEMESTER 2011

QUESTION 1 [30]

MARKING GUIDELINES:

The purpose of this question is to determine learners' understanding of the psychological contract, and how it may find application to the scenario referred to in the question. Marks may be appointed for the following, which are only guidelines in terms of content:

- Defining the individual employee in terms of the four factors which may affect personality: students to be credited for naming these, and full marks per sub-section for linking the concept to the scenario in a logical manner:
 - Cultural factors **(3)**
 - Hereditary factors **(3)**
 - Family relationship factors **(3)**
 - Social class and other group membership factors **(3)**.

The following elements should be credited for in terms of the discussion about personality:

- Definition of personality as the result of the integration of experiences from the environment and one's genetic disposition **(1)**
 - Job choice is influenced by our personalities **(1)**
 - People have certain expectations when searching for jobs **(1)**
 - Mentioning that individuals may have personal goals, which could have played a role in their decision to strike; for example being paid higher wages could be seen as a way of affording other training in order to leave the world of security behind for something more lucrative/safer, etc. **(3)**
- These expectations give rise to the psychological contract **(1)**
 - If people's expectations are met in the workplace, people will be efficient and effective employees **(1)**
 - Three types of psychological contracts:

- Coercive psychological contract: Where individuals are kept against their will **(1)**
- Calculative contract: Agree to specific terms and conditions upon employment **(1)**
- Cooperative contract: Open agreement where the conditions are not defined as strictly as in the above examples **(1)**
- The discussion of the nature of the psychological contract: always has two sides **(1)**
- Discussion of issues people may require from their jobs and what the organisations may seek:
 - Search for a meaningful job; some status and prestige; to be promoted and developed; to be challenged; to be fairly compensated; contemporary expectations, which would include clear leadership and accountability **(half mark each, maximum 2 marks)**
- Also important what the individual has to offer the organisation:
 - Ability to invent new methods of task performance **(1)**
- The manner in which the psychological contract is communicated is also of concern **(1)**:
 - Consider the degree to which the individual's expectations are met **(1)**
 - What form will the agreement take? **(1)**

QUESTION 2

[30]

MARKING GUIDELINES:

Marks can be awarded for the presentation of the following guidelines and principles regarding the job analysis process:

- Discussion of the major uses of job analysis:
 - 1 Workforce planning
 - 2 Job evaluation and compensation
 - 3 Recruitment and selection
 - 4 Training, development and career planning
 - 5 Performance management
 - 6 Ergonomics
 - 7 Health and safety procedures
 - 8 Organisational restructuring
 - 9 Labour relations
 - 10 HR research

(10)
- Process of job analysis: 1 mark for each of the following

(9 steps = 9 marks):

Step 1: Involve and empower employees in the process: Job analysis must never be undertaken without consultation with employees. The easiest way of ensuring consultation is to enlist the services of a job analysis committee.

Step 2: Investigate how all jobs fit into the organisation: How do all the jobs combine to form the organisation's structure?

Step 3: Determine the reason for conducting job analysis: Job analysis should only be conducted for a specific reason like restructuring or training and development.

Step 4: Select the job to be analysed: A representative sample of jobs is chosen since not every job can be analysed.

Step 5: Determine the method(s) of data collection: This will depend on whether a job-orientated, work-orientated, or combination approach to job analysis is chosen.

Step 6: Collect job information: Job data is obtained through the chosen collection method.

Step 7: Process job information into job description and job specification.

Step 8: Design or redesign jobs: Existing job descriptions and job specifications are compared to the revised documents. If there are extreme differences, the new documents are used to design a totally new job.

Step 9: Review and update the process: The value of the exercise must be assessed.

Discussion of strategic job analysis **(6 marks)**:

In order not to undertake job analysis too frequently on one specific job, strategic job analysis is needed. Make sure to know that strategic job analysis is the specification of tasks to be performed **(1)** and the knowledge **(1)**, skills **(1)** and abilities **(1)** required for effective performance **(1)** in a job as it is predicted to exist in the future. Business requirements should be the key driver when a job analysis is used strategically **(1)**.

The final **five (5)** marks can be allocated to the application of the above process to the security industry. The learners are required to demonstrate a critical, evaluative understanding of the key elements through their application. This application would imply candidates linking their discussion of the job analysis process as it may be applied to the context spelled out in terms of the brief scenario.

QUESTION 3

[30]

MARKING GUIDELINES:

Use the following as guidelines in terms of the allocation of marks:

- The design of a compensation system:
 - Traditional pay systems have focused on each job in isolation **(1)**

- There have rarely been incentives to provide for rewards above the hourly rate **(1)**
- The new work paradigm argues that people are the only source of sustainable competitive advantage and they really want to contribute to an organisation's success **(2)**
- Citing Risher's hypothesis **(1)** by name to be credited by one mark:
 - Employees who work in a rewarding environment often work very hard **(2)**
 - Application of the above to the case study in a logical manner to be credited **(2)**
- Indicating that the reward environment should provide the opportunities to ask questions such as:
 - How does the practice benefit the organisation? **(1)**
 - Does the benefit offset the costs? **(1)**
 - If we discontinued this practice, would that adversely affect the organisation's performance? **(1)**
- Discussing the basic caveats associated with the development of innovative compensation approaches, in terms of the following two main issues also needs to be credited:
 - Companies must not assume that the latest and most popular compensation fad is the answer to their problems (one mark for stating this and another for a sensible application to the case study) **(2)**
 - A holistic approach to implementing a new compensation design must be followed; not a piecemeal approach **(2)**.

In terms of the second part of the question, students are to be credited for spelling out the elements of total compensation:

- The elements of total compensation:
 - Direct compensation **(1)**
 - Definition and application **(3)**
 - Variable pay **(1)**
 - Definition and application **(3)**
 - Types of variable pay:
 - Mentioning two forces that have made variable pay desirable and effective: Global competition **(1)** and fundamental management changes **(1)**.
- Purposes and importance of total compensation:
 - To attract potential job applicants **(1)**
 - To motivate employees **(1)**
 - To retain good employees **(1)**
 - To administer pay within legal constraints **(1)**.

PRESENTATION

[10]

ASSIGNMENT TOTAL: 100