



Candidate Resource and Assessment

BSBHRM401A

Review Human Resources Functions



Whether as an individual, or as part of a group, real progress depends on entering whole-heartedly into the process and being motivated to make you a more deeply satisfied human being.

Focusing on your training needs



PRECISION
GROUP

Precision Group (Australia) Pty Ltd
9 Koppen Tce
Mooroobool, QLD, 4870

Email – info@precisiongroup.com.au
Website – www.precisiongroup.com.au

© Precision Group (Australia) Pty Ltd

BSBHRM401A Review human resources functions
ISBN: 978-1-74238-174-9

Copyright Notice

No part of this book may be reproduced in any form or by any means, electronic or mechanical, including photocopying or recording, or by an information retrieval system without written permission from Precision Group (Australia) Pty Ltd. Legal action may be taken against any person who infringes their copyright through unauthorised copying.

These terms are subject to the conditions prescribed under the Australian *Copyright Act 1968*.

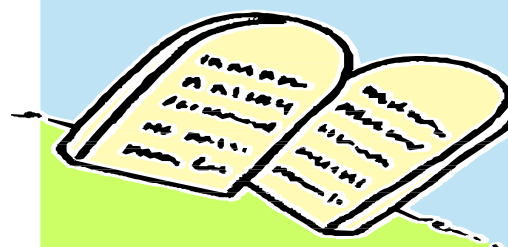
Copying for Educational Purposes

The Australian *Copyright Act 1968* allows 10% of this book to be copied by any educational institute for educational purposes, provided that the institute (or the body that administers it) has given a remuneration notice to the Copyright Agency Limited (CAL) under the Act. For more information, email info@copyright.com.au or visit www.copyright.com.au for other contact details.

Disclaimer

Precision Group has made a great effort to ensure that this material is free from error or omissions. However, you should conduct your own enquiries and seek professional advice before relying on any fact, statement or matter contained in this book. Precision Group (Australia) Pty Ltd is not responsible for any injury, loss or damage as a result of material included or omitted from this material. Information in this module is current at the time of publication.

Table of Contents



"You're either part of the solution or part of the problem".

Eldridge Cleaver

Focus	5
Qualification Pathways	6
Introduction	7
BSBHRM401A/01 Research Human Resources Functions	9
Clarify human resources issues for review and document scope of review	9
Identify local, state/territory, national and international human resources networks for human resources professionals	
Identify information sources for human resources data and information	
Select a research strategy suitable to the topic	
Consult with relevant personnel	
Undertake research	
Review research findings	
Key Points – BSBHRM401A/01	22
'True' or 'False' Quiz – BSBHRM401A/01	23
BSBHRM401A/02 Review Policy and Procedures Frameworks	25
Locate policies and procedures relevant to the research topic	25
Analyse strengths and weaknesses of policies and procedures	
Consider legislation, regulations and standards that apply to the policies and procedures and the research topic	
Key Points – BSBHRM401A/02	30
'True' or 'False' Quiz – BSBHRM401A/02	31
BSBHRM401A/03 Apply Ethical Framework	33
Review ethical requirements associated with the human resources function under review	33
Consider ethical obligations of human resources personnel working in the area under review	
Document behaviours associated with working ethically in the area under review	
Key Points – BSBHRM401A/03	39
'True' or 'False' Quiz – BSBHRM401A/03	40

BSBHRM401A/04	Report on Research Outcomes	41
	Collate, analyse and document key findings of the review	41
	Write report on outcomes of research	
	Develop recommendations for future activity	
	Key Points – BSBHRM401A/04	49
	'True' or 'False' Quiz – BSBHRM401A/04	50
	Summary	51
	Bibliography	53
	Assessment Pack	55



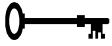
SAMPLE

Focus on

Your Area of Influence

Use considered risk taking in your 'grey' area

And others will follow you!

Legend	This course is divided into several sections of learning. Each section begins with the title of the element of the unit being taught, a quotation and a graphic related to content across the top of the page.
	This symbol indicates the beginning of new content. The bold title matches the content of the competency and they will help you to find the section to reference for your assessment activities.
	Activity: Whenever you see this symbol, there is an activity to carry out which has been designed to help reinforce the learning about the topic and take some action.
	This symbol is used at the end of a section to indicate the summary key points of the previous section.

Qualification Pathways



A goal without a plan is just a wish.

Antoine de Saint-Exupery

Qualification Pathways

This unit of competency is provided to meet the requirements of BSB07 Business Services Training Package although can be used in a range of different qualifications. The BSB07 Business Services Training Package does not state how a qualification is to be achieved. Rather, Registered Training Organisations are required to use the qualification rules to ensure the needs of the learner and business customer are met. This is to be achieved through the development of effective learning programs delivered in an order which meets the stated needs of nominated Candidates and business customers.

Qualification Rules

Qualification requirements include core and elective units. The unit mix is determined by specific unit of competency requirements which are stated in the qualification description. Registered Training Organisations then work with learners and business customers to select elective units relevant to the work outcome, local industry requirements and the qualification level.

All vocational education qualifications must lead to a work outcome. BSB07 Business Services Training Package qualifications allow for Registered Training Organisations (RTOs) to vary programmes to meet:

- Specific needs of a business or group of businesses.
- Skill needs of a locality or a particular industry application of business skills.
- Maximum employability of a group of students or an individual.

When packaging a qualification elective units are to be selected from an equivalent level qualification unless otherwise stated.

Introduction



"If learning comes through experience, it follows that the more one participates in guided experiences, the more one learns. Therefore venturing into uncharted waters - and experiencing the failures that may occur - is an important part of organisational learning."

Gould, DiBella, Nevis

Introduction

This unit of competency is all about undertaking research that supports work across a range of human resources functional areas. It will help you with the skills you need to demonstrate competency for the unit *BSBHRM401A Review Human Resource Functions*. This is one of the units that make up the Certificate in Business.

This Resource is broken up into four distinct sections. These are:

- 1. Research Human Resources Functions**
- 2. Review Policy and Procedures Frameworks**
- 3. Apply Ethical Framework**
- 4. Report on Research Outcomes**

At the conclusion of this training you will be asked to complete an assessment pack for this unit of competency. The information contained in this resource will assist you to complete this task. You will also require someone who is able to assess your performance and verify the evidence you supply.

On competent completion of the assessment, you will have demonstrated your ability to support work in human resource.

SAMPLE

BSBHRM401A/01
Research Human Resources
Functions



"It's not the situation ... It's your reaction to the situation."

Robert Conklin Author and Speaker



Clarify human resources issues for review and document scope of review

Identify local, state/territory, national and international human resources networks for human resources professionals

Identify information sources for human resources data and information

Select a research strategy suitable to the topic

Consult with relevant personnel

Undertake research

Review research findings

This Resource is about researching human resources. In this Resource, we will be examining the processes associated with research and how this relates to Human Resource Functions. Let's begin by looking at some of the issues you may be confronted with in your organisation and examining how you can address these through research.

Human Resource Issues

- **Learning and development:** The HR function is also related to the development of staff. To this end, you may examine processes for identifying learning gaps, development program effectiveness, case studies of personnel who have been through development.
- **Occupational health and safety (OHS):** OHS is a critical aspect of modern work in Australia, it keeps all staff safe and ensures that their well being is considered while at work. Research into this area could involve examining current processes, looking at hazards, reviewing policy and procedure, investigating incidents and looking for trends in any such data.
- **Performance management:** Performance management is closely related to learning and development. Performance reviews are a critical aspect of this area of this function as is the development of performance improvement plans. Your research into this area could focus on the development of plans, their effectiveness and the techniques used to conduct performance reviews.

- **Rehabilitation and return to work schemes:** If a staff member is injured, they are likely to become a user of rehabilitation and RTW schemes. These may be internal or external. Cost effectiveness of schemes, effectiveness of RTW schemes, rehabilitation processes may all be researched.
- **Remuneration:** Most staff work for money. Therefore, the amount of money they are paid can play an important role in ensuring staff remain loyal to you. Staff turnover, reasons for staff leaving, remuneration levels compared to other organisations, how levels are set may all be considered during your research.
- **Selection and recruitment:** Getting the right staff in the first place is an important way of reducing staff turnover, therefore researching the processes used by an organisation is a useful way of making improvements to the function. You may consider current practices, tests used, how selections are actually made or how successful selection and recruitment has proven to be.
- **Succession planning:** In human resource planning, you are looking to develop and move individuals through an organisation in such a way that they gradually move up through an organisation. Succession planning should be considered. Does the organisation have a formal system in place, how effective is it? How does it relate to performance management and learning processes?

Any of these areas will prove fruitful research topics to investigate. So how do you decide exactly what to research and clarify the issue to ensure you know what you are researching?

For some individuals, the choice of topic for a research study is relatively straightforward. However, for many it can be a slow and frustrating process. Selecting an appropriate topic can lead to a better submission at the end and will certainly result in a more fulfilling process for the individual and the organisation.

Generating Ideas for Projects

Some people have a fairly clear idea of their intended projects at a very early stage in their study; others are even given a topic to research by their organisation. However, most people when faced with the task of choosing a topic for a research study find it very difficult to pick out a single one from the different possibilities.

Deciding on a topic to research can be psychologically as difficult as writing the first few sentences of a novel. However, it is possible to structure the process in order to generate some ideas. Once ideas are generated, it is possible to evaluate them, choose the most appropriate topic and then clarify its focus and objectives.

The Organisation

For many HR professionals the organisational context within which they work is a very significant factor to consider when choosing a project topic. Yet the identification and selection of an issue for the research can be very complex and confusing. One reason for this is how interrelated many features of HR are.

So, trying to isolate an issue for research while knowing that it is linked to others can prove frustrating and difficult. In the topic generation process, if you are undertaking an investigation in an organisation where you already work, take a step back and look from a different viewpoint. Where at all possible, part of the process should involve discussions with managers and colleagues. Listening to their ideas may allow you to determine how you might enquire into the issues. You should consider:

- What is currently not working?
- What changes are likely to happen soon?
- What developments in HR may impact on our organisation?

Current Research

Looking at the research that is being undertaken in universities around the world may also play an important role in helping you determine what to study. Browse through recent editions of any HR journal and make a list of the articles and features. Look at their titles and summarise what they are all about. Each of these could act as a trigger to identify one of more possible topics for your research.

Past Assignments

You may like to look back at past work assignments and projects that you have worked on. If you are still studying, looking back over recent course work may also prove useful. What topics or assignments did you find most useful. Could you conduct an enquiry into any of these?

Once you have decided on two or maybe three topics, you now have to select the one that is most likely to lead to a successful research project in terms of delivering value for your organisation. Look at:

- **Organisational Relevance:** A project that has clear potential value to the organisation and that permits the enquiry and research to be undertaken is more likely to be completed successfully.
- **Access to Data:** A research study will only be feasible if the data needed, or sources for the data actually exist or can be generated (within budget) within your time frame.
- **Resources Required:** Although basic computer systems and the like will be available to most of you, specialist software or other resources may not be. Check to ensure you are able to gather everything you need to undertake a given piece of research before you begin.

This evaluation must be a major part of the decision making process when choosing a topic. You must also take into account all relevant stakeholders. It is important to identify any project that should be ruled out based on the factors above and then begin establishing a focus for the study.

Focus

Now that you have a research idea, you must refine and focus it into something that can be easily researched. The aim of this process is to clarify the scope and purpose of the study, to identify the main questions to be asked and identify the key issues of interest.

You may like to do this by writing down all the possible questions that might follow on from the research ideas and then refine and examine each of them until you arrive at 4 or 5 that are most relevant and interesting for your project.

A major part of the refinement process or getting from a general idea to a researchable topic is to define the key concepts, issues and contexts that are relevant to your research. To do this it is important to do some initial reading. You could use textbooks, research articles or organisation policy as a basis for beginning your research.

Once you have identified the main issues, concepts and contexts you are in a position to generate an initial statement of aim for your research and the questions that you wish to address for your research objectives.

Networks for Assistance

You may find it useful to your research to look for groups who can assist you in gathering information. This is known as your network. In HR, there are numerous professional groups who can assist you in gathering data and advising you on your topics. The network involves both individuals within your organisation and external to it. Let's look first at individuals who may be able to assist you:

- **Experienced Human Resources Practitioners:** There is no better source of information than people who have "been there, done that". To this end, it is very useful to have a set of practitioners who you can approach to ask for advice. These people have the practical know-how needed to conduct research and make informed decisions regarding how to improve overall HR processes in an organisation.
- **Training and Development Staff:** Your training and development staff will have a good knowledge of the types of information available and where to find it.
- **Managers and Team Leaders:** Seeking information from managers and team leaders - those involved in the processes actually being studied. They have a working knowledge of what occurs on a day to day basis within the organisation.
- **Industry Experts or Spokespersons:** These individuals are likely to have broad knowledge and in some cases specific facts and knowledge of practices that can be used to improve your organisation's performance.

You can then turn to industry bodies for assistance. These groups are likely to be useful in assisting your research by providing access to general information. Some of the major groups in Australia that you may be able to contact include:

- The Australian Human Resources Institute - <http://www.ahri.com.au>
- Australian Institute of Management - www.aim.com.au

You could also consult the local Worksafe or WorkCover branches as appropriate in your state and the various universities in your state or area that offer courses in Human Resource Management.

Information Sources

Whether the research is qualitative or quantitative it is important that you choose the method that best suits your needs as related to the overall intention of the research, and the engagement of participants. Be creative and feel free to look for alternative methods that may be used in the research.

Some questions that may be useful in helping you choose your method of inquiry are:

- Who will be conducting the data collection?
- Where will data collection happen?
- Who will the participants be?
- What data do I need to draw from participants?
- How do I best enrol participants into the research?
- How do I intend to analyse the data?
- How would I like to be treated as a research participant?
- What responsibility do I have to participants following the initial collection of data?
- Which method will help me answer my research question?
- Which methods are in line with my methodology?
- What kind of analysis needs to happen with the data collected from these methods?

There are other methods of inquiry not discussed here which may be more appropriate to your research and it is therefore important to look widely for methods that may be used in your research.

Interviews

Interviews are among the most challenging and rewarding forms of research technique. They require a personal sensitivity and adaptability as well as the ability to stay within the bounds of the project itself. They require much preparation, but if done correctly are very effective tools in the researcher's toolkit.

As an interviewer you must:

- Locate and enlist cooperation of respondents
- Motivate respondents to do good job
- Clarify any confusion/concerns
- Observe quality of responses
- Conduct a good interview.

Well-designed interviews with managers, employees, and other professionals can provide illuminating data. The important aspects of good interviews are:

- To sample the correct population;
- To ask questions that give you the specific data you need;
- To ask questions which the respondents understand as having the same meaning as you (the researcher) understand in these questions;
- To have well-trained and appropriate interviewers; and
- To conduct the interviews at a time and place where both the interviewer and the respondent can concentrate.

Closed item interviews usually can be analysed using quantitative techniques. Semi-structured and open ended interviews require qualitative techniques. Semi-structured interviews ask questions which suggest short answers, but the instrument does not provide a set of choices of answers. Sometimes semi-structured interviews can be pre-coded and entered into quantitative databases. If not, content analysis is the preferred technique for understanding your data.

Open-ended interviews invite long answers. Pre-coding loses the detail in the data. Open-ended interviews always require qualitative analysis techniques.

Literature Searches of Print and Online Resources

A key feature of any project is to demonstrate that you are aware of how your project fits into the wider context of the theory and practice of HR. In order to accomplish this, you may undertake a literature review and an initial evaluation into what is known and how your findings either confirm or vary from the practice and thinking of others. In order to do this, start reading as soon as you have some idea on your project topic. This will help you establish the scope of your topic and decide on what particular aspects of it are most relevant for your project. The reading process underpins the planning process.

Once you have some initial research questions and objectives, further reading will help you clarify the main issues and concepts so that the primary data that you gather covers all-important aspects. Although you should undertake most of your reading early in the project, you will not stop reading until the project report is submitted.

Deciding What to Read

You can divide sources of information into 2 major types: primary literature sources and secondary literature sources.

- **Primary Sources:** These come from within the organisation you are working in. These will be unpublished and include internal reports and correspondence. Dissertations and research projects of others who have researched a similar topic are also examples of primary sources.
- **Secondary Sources:** These are what is known at a more general level about your topic. These are found in widely published sources such as books, newspaper articles, reports, articles in journals and on websites.

The sheer volume of information available to you can make the identification of relevant material overwhelming and confusing, therefore you need to have an effective literature search and selection strategy. One useful strategy for producing a list of such data involves obtaining 3 or 4 textbooks that contain chapters on relevant material and studying the further reading, bibliography or references sections related to the specific chapters and then producing a list of 5 or 6 possibly relevant sources of information.

This approach can provide you with a list of useful sources that should allow you to gain an initial overview of the main issues in the topic under consideration. When you are short of time, it is often the case that you will simply read what a few textbooks have to say on the subject. However, remember that textbooks have little value in an actual research project because they deal with a subject in a very generalised way - rather than having a deeper level of understanding.

Do not take all information you receive on face value, however. It is important to be critical of what you read. You need to respond to what you have read in a way that examines its component parts and assesses its essential features to determine the value of the information in an objective way. There are a range of ways of doing this:

- Include work that supports your ideas, but also consider those that oppose them.
- Make explicit the values and theories that lie underneath what you are reading about and then consider whether they actually fit together.
- Make clear distinctions between fact and opinion.
- Discuss what you are reading in light of any existing critiques on the theories they discuss.
- Relate the readings to each other.
- Support arguments and judgments with reasoned explanation.

Surveys

Surveys consist of a series of questions which may be asked either in an interview or by questionnaire. They involve the obtaining of information directly from participants themselves. Generally speaking there are two main forms of surveys:

- *Cross-sectional surveys:* These surveys gather data at a single point in time.
- *Longitudinal surveys:* These surveys gather data periodically over a longer period of time to enable the study of changes over time.

There are many different forms of questionnaires and surveys that can be conducted.

- **Telephone Questionnaires.** These are surveys conducted by an interviewer over the telephone.
- **In-person Interviews.** These are interviews conducted in a face-to-face fashion.
- **Mail Surveys.** These surveys are questionnaires that are sent to recipients to be filled out on paper and then returned to collectors.
- **Computer Directed Interviews.** These surveys allow participants to enter data directly on to a computer or database.
- **Email surveys.** Questionnaires that are sent via email to potential participants.
- **Internet/Intranet surveys.** These are questionnaires published on-line and can be accessed via a web address.

It is always important to consider how each of these methods will be deployed, and also who will be conducting the surveys.

Observation

Observation can be used both as a qualitative and a quantitative method. It involves the collection of data through visual observation and is useful at understanding participant behaviours. There are two main forms of observation:

- **Structured Observation** whereby the researcher specifies at the outset prescribed sets of behaviours that they will be recording and analysing.
- **Unstructured observation** whereby the researcher records behaviours as they occur without any preconceived ideas about what they are looking for.

Structured observation is deductive and therefore quantitative. Unstructured observation is inductive and therefore qualitative.

Experiments

Experimental Research is used specifically to test causal relationships. It involves the researcher maintaining control over all factors that may influence the result of a research experiment, in an attempt to find out what variables 'cause' a certain 'effect'. It involves the researcher designing an experiment whereby all variables that may influence a certain effect can be controlled or manipulated. In this situation, the research is then able to study certain independent variables and study the effect that they cause on dependent variables. This method is particularly useful at testing cause-effect hypothesis, as it enables researchers to eliminate various possible and alternative hypotheses. There are various ways in which experimental research may be designed. Two key designs are:

1. **The Basic Design:** This involves the random assignment of participants to one of two different groups that will both undergo different 'treatments'. This allows comparisons to be drawn on the responses of each of the two groups to the treatment or cause that may be under study.
2. **The Basic Pre-test Design:** This involves adding a pre-test measure to the basic design, thus allowing the researcher to measure 'how much' change occurs in participants undergoing 'treatments' under a basic design experiment.

Websites

Electronic search engines have become valid methods of finding further sources of information for projects. There are a range of options from general searches on the internet as a whole, to more specialised searches utilising academic gateways. For many, the temptation is to start broad and narrow the search down. This however can be a very time-consuming process. It is better to start your search with a more specialised process. A very useful website for finding relevant literature is Google Scholar (scholar.google.com) - which searches all academic articles on a given topic, allowing you access to a wide range of literature.

Reviewing Your Findings

Quantitative research dealing mostly with experimentation, observation, questionnaires and surveys produces most data in the form of numbers and figures. As the name suggests, quantitative research is concerned mostly with quantity of responses. The most basic form of analysis begins with counting up the number of questionnaires completed, and the number of responses to each question.

Following these basic additions, more sophisticated analysis of this form of data takes the form of mathematical formulae, statistical investigations and graphical representation of data. There are three general categories in which analysis can be classified:

1. Descriptive Analysis

If you are seeking to summarise, categorise or simply describe what the data is showing in its most basic form then you will need to use methods that allow for the description of data. Listed here are some of the key statistical methods of analysis used to provide this basic descriptive function.

2. Descriptive Statistics

This describes the mathematical processes used to summarise any given set of data. It describes the process from collection, to classification, to summarising through to the presenting of basic data. Data can then be presented in either table form or graph form and is used to describe the basic results of research.

Some methods used within descriptive statistics include:

- *Frequency displays and distributions*: This is a means of collating total responses to a particular question, or frequency of a certain variable.
- *Measures of central tendency*: This describes a group of formulas used to assess the mean, median, mode or averages within data sets.
- *Variability*: This describes the statistical dispersion or spread of data.

3. Inferential Statistics

If during the data collection phase you obtained a representative sample, you may wish to use frequency displays to make inferences on a wider population from which the sample was selected. In this case you would use inferential statistics.

There are two main methods used in inferential statistics, estimation and hypothesis testing. The purpose of estimation is to use the sample data to estimate a parameter, and then from this estimation draw a confidence interval. Hypothesis testing involves using data to test the accuracy of hypotheses against the data.

Some methods used in inferential statistics are:

- **Chi Square Goodness of Fit Test** - This is a probability test used to determine if the data sourced from a specific sample are comparable to theoretical values, and to determine whether deviation from an expected event occurred by chance.
- **The T-Test** - This test is used to compare the average performance between two groups.
- **Analysis of Variance** - A method used to measure the difference among means from two or more samples.
- **Analysis of Co-variance** - A method used to measure the difference among means from two or more samples, while taking into account the variation caused by one variable.
- **Regression Analysis** - This is a method used to determine relationships between variables.

Association Analysis

Some surveys seek to identify or test hypotheses related to relationships between independent variables. There are methods of analysis that may be used in order to test the association between two variables. Some methods of analysis may be drawn from inferential analysis in order to identify association (Such as the Chi Square Test); there are also other methods that may be used, as described below.

Correlation and Contingency Analysis

This form of analysis uses probability to determine whether the results from one variable are related to the results from another variable. The use of probability is able to highlight correlation which should be differentiated from 'cause'. If there is a high probability that two variables are related then it is said that a correlation between the two variables has been found, although what causes this correlation or relationship will need to be analysed through other means.

Exploring Relationships

Elaboration

Once you have completed the analysis of data, you may need to begin the process of exploring and interpreting relationships among variables. This process is called elaboration, and allows for the examination of possible reasons 'why' the data is showing what it is showing.

This involves cross checking other variables against the two primary variables identified as having a correlating relationship. These other variables could be viewed as 'alternative hypotheses', and how they impact on the two primary variables could lead to possible causal relationships.

Elaboration is similar to a process of elimination whereby variables are tested one by one to see how they impact on observed relationships. Some methods that can be used during elaboration analysis are:

- **Pearson Product Moment Correlation Coefficient** – This measures the tendency of two variables on the one object to increase or decrease together.
- **Multiple Regression** – This is a technique used for the estimating of simultaneous correlations among any number of predictor variables and a single response variable.
- **Discriminant analysis** – This is a technique used to estimate the relationship between predictor variables and categorical responses.

When conducting exploratory analysis it is easy to make the mistake of making conclusions that have not been fully tested. These untested conclusions are called Ex post facto explanations. Be cautious in your research, and ensure that your analysis is thorough and clear. Steer clear from Ex post facto explanations.

It is beyond the scope of this Resource to actually teach statistical analysis, but if you need a refresher course, a useful website is:

<http://www.socialresearchmethods.net/kb/analysis.php>

Qualitative analysis is hard work. Do not try to analyse badly gathered data. It takes too much time for too little knowledge gained. If the data are bad enough, you may reach erroneous conclusions. Usually a pre-existing data set gathered for some other purpose is not useful. Gather your own data using a suitable sampling framework for your research question.

Content Analysis

This form of analysis entails searching for the presence and frequency of certain words or phrases within any specific text (i.e. interview transcripts or literature), and attempts to qualify reasons for their presence. This can be done in a number of ways, and there are two main methods that fall within this broad category of content analysis.

Conceptual Analysis

This entails the identification of concepts in the text. Rather than identifying specific words as such, concept analysis allows you to search for groups of words as they relate to a specific meaning or concept. For example, the concept of 'loneliness' may be expressed in a number of different ways e.g. alone, isolated, lonely, by myself, without others etc. Conceptual analysis allows you to look at all content related to this concept or theme, tally the frequency of its occurrence and draw meaning from that. Remember to also look for contradictions, theoretical connections, other sorts of arguments and ideas. If you have a large amount of data, software such as NUDIST (***<http://www.qsrinternational.com/>***) and others will enable you to code your data in various helpful ways.

Relational Analysis

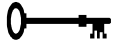
This is similar to conceptual analysis in that you seek to identify the presence of certain concepts that reoccur within your data. Relational analysis however goes one step beyond the identifying of concepts, and attempts to find meaningful relationships between the occurrence of multiple concepts. For example, how does the concept of 'loneliness' relate to the concept of 'isolation'?



Activity One

You are going to come up with a brief research proposal and discuss this with your Facilitator. This is about which Human Resource function you would like to investigate. Describe the various research methods you will use to address the research questions that you have set for yourself. After you have completed this, spend 5 minutes discussing the information you have written with your Facilitator.

Handwriting practice area consisting of horizontal lines. A large, diagonal watermark reading "SAMPLE" is overlaid across the lines.



Key Points Section 1

The research process requires the following steps:

- Clarifying the human research issue that you wish to study and clarifying the scope of your study.
- Identifying networks for human resource professionals.
- Identifying information sources for human resource data and information.
- Selecting an appropriate research strategy.
- Consulting with personnel for assistance.
- Undertaking the actual research.
- Reviewing your research findings.

SAMPLE



Section 1 - 'True' or 'False' Quiz



T	F	Human resource functions all operate in isolation.
----------	----------	--



T	F	In some cases, research topics are assigned to individuals.
----------	----------	---



T	F	HR journals are a good source of research topics.
----------	----------	---



T	F	Observation is always structured.
----------	----------	-----------------------------------



T	F	Research questions serve to focus a topic.
----------	----------	--



T	F	Surveys consist of a series of questions which may be asked either in an interview or by questionnaire.
----------	----------	---



T	F	A research study is only feasible if your budget can cover the data gathering functions.
----------	----------	--



T	F	Rehabilitation may be offered as an internal or external service.
----------	----------	---



T	F	Learning and Development is not a human resource function.
----------	----------	--



T	F	Closed questions can be analysed using qualitative methods.
----------	----------	---

SAMPLE

BSBHRM401A/02
Review Policy and Procedures
Frameworks



“The world has the habit of making room for the man whose actions show that he knows where he is going.”

Napoleon Hill American Author



Locate policies and procedures relevant to the research topic

Analyse strengths and weaknesses of policies and procedures

Consider legislation, regulations and standards that apply to the policies and procedures and the research topic

Policy

In this section we will examine policies and procedures for HR in detail and examine the strengths and weaknesses of the policies. Let's begin by examining exactly what policies and procedures in a workplace actually are.

- **Policies:** Principles that identify formal expectations of staff and visitors on specified organisational matters. Policies are formally documented and approved by management. Boundaries are defined and a framework provided within which operating procedures may be developed. Compliance is expected and non-compliance may result in censure, penalties or disciplinary action.
- **Procedures/Guidelines:** Standard, step-by-step, methods of operating in line with best practice or safe practice. They generally relate back to a policy statement or regulation and may offer advice or set expectations about how a policy or regulation should be implemented or how an activity is carried out. Compliance is expected, and where a decision is taken to depart from the guidelines, actions may need to be explained and/or justified.

Policies and procedures allow an organisation to ensure that all staff are aware of:

- The nature of the organisation
- What they should expect from the company
- What the company expects of them
- How policies and procedures work at your company
- What is acceptable and unacceptable behaviour
- The consequences of unacceptable behaviour.

The establishment of policies can help an organisation demonstrate that it meets requirements for diversity, ethics and training. In order to dismiss a person it may be necessary to show cause compliant with employment contracts and collective bargaining agreements; the establishment of HR Policies to document steps in procedures, including disciplinary procedures, is now standard. So, in order to best accomplish your research, it is important that you examine policies related to your current research area.

Where Can You Find Policy?

One of the most common methods of finding policy in an organisation is called the Policy Library. A policy library is developed by an organisation to house all official organisational policies electronically or in hard copy. All organisation wide policies and procedures must be lodged in the Policy Library before they can be recognised as official policies or procedures of the organisation.

The policies and procedures placed in the library are the definitive, most recently approved versions and are accessible to staff in the organisation. In some cases, policies may be contained in other areas, especially when they are informal or are specific to a certain area. However, in most cases an organisation's internal website or policy manuals will contain copies of all of the most important policies. In some instances where content is of a commercially sensitive nature, or material is irrelevant to the general staff some policies or procedures may be accessed only by selected staff and are password protected.

Let's now look at the content of a policy, so that you can better understand its structure when reviewing policy and procedures:

- **Title of Policy or Procedure**
- **Last Modified:** The date when a policy or procedure was created or last modified;
- **Review Date:** All policies and procedures are assigned a review date and are reviewed regularly;
- **Approved By:** An approval authority is assigned to all policies and procedures;
- **Contact Person:** Overall responsibility and sign off for policies and procedures remains with the approval authority. However, a Contact Person is identified by role and contact details for day-to-day administrative enquiries about each policy or procedure. This person is also the first contact during the review process and has task responsibility for the document's validity, status, and review;
- **Introduction:** A brief statement of purpose, including scope of the policy or procedure, e.g. organisation-wide;
- **Definitions:** Jargon or key words used in the policy or procedure that are not explained in the policy statement;
- **Policy Statement:** Policy detail. Various sub-headings may be included, as relevant, for each policy or procedure. This section may amount to several pages or be quite brief;
- **Procedures/Guidelines:** Identifies best practice guidelines or procedural detail, where relevant;
- **Related Policies, Procedures and Forms:** List of any relevant policies or procedures (both internal and external) and electronic links to forms or templates applicable to the policy or procedure; and
- **Appendices:** Included where relevant.

Reviewing Policy

Review and revision of policies and procedures are a critical component of effective management in HR. Establishing good policies and procedures sets the ground work for improving operations: good policy and procedures promote good practice.

All organisations maintain policies and procedures. They offer staff a great opportunity to effect overall institutional behaviour, and they are extremely useful as a source of information about how things work (or how the organisation thinks they should work). They are a record of the organisation's official position on a number of matters.

Reviewing policies and procedures helps to determine whether an organisation has addressed a particular issue and whether the policy instructions are in compliance with the law. The failure to provide a policy or procedure is not usually unlawful, so you as a researcher must assess whether such a failure indicates a problem that can be confirmed in other ways. But where an organisation has written a policy or procedure, it must conform to legal requirements. Review the policy and procedure manual and any other documents that set forth the organisation's operating standards, including inter-office memoranda, training materials and staff directives.

Review Model Policy and Procedures

Where they exist, model policies and procedures serve as useful guides for revising policies and procedures. Model policy and procedures (including instructions and documentation forms) are developed to integrate state-of-the-art legal and management concepts. Although they may go beyond current minimum legal requirements, many of the ideas included in models are currently in use in organisations. Providing models for practice gives direction to the organisation in making decisions about current practices. Model policy and procedures may be found by reviewing policies and procedures from other organisations, especially those found on their websites.

Review Organisational Policy and Procedures

Review the organisation's policy and procedures line-by-line for compliance with statutes, regulations and case law as well as internal and ethical standards. Compare the organisation's policy and procedures with the model policy and procedures. Draft an analysis of deficiencies in policies and procedures and make specific recommendations for changes and additions. Encourage the organisation to promote understanding of the policy and procedure as part of staff development and to use the policy and procedures in staff training.

Ensure Implementation of Revised Policies and Procedures

Once a review has taken place, promote recommendations for revised policy and procedures to staff. This should involve explaining how the proposed policy and procedures are more consistent with organisational and legal requirements and provide better/clearer guidance to staff.

Continue to Promote Good Policy and Procedures

Review the policy and procedures annually and recommend revisions to address continuing problems or new legal requirements. Promote continued training of staff on organisational policy and procedures. Refer to and use the policy and procedures in the training, emphasising revisions.

The relevant legislation is listed over the page.

State Legislation	Commonwealth Legislation
<p>Corruption and Crime Commission Act</p> <p>Criminal Law Amendment Act</p> <p>Disability Services Act</p> <p>Equal Opportunity Act</p> <p>Financial Management Act</p> <p>Freedom of Information Act</p> <p>Gender Reassignment Act</p> <p>Industrial Relations Act</p> <p>Industrial Training Act</p> <p>Lesbian and Gay Law Reform Act</p> <p>Minimum Terms of Employment Act</p> <p>Occupational Safety and Health Act</p> <p>Public Interest Disclosure Act</p> <p>The University of Western Australia Act</p> <p>Worker's Compensation and Rehabilitation Act</p>	<p>Age Discrimination Act</p> <p>Copyright Act</p> <p>Disability Discrimination Act</p> <p>Disability Standards for Education Act</p> <p>Equal Opportunity for Women in the Workplace Act</p> <p>Human Rights and Equal Opportunity Commission Act</p> <p>Privacy Act</p> <p>Racial Discrimination Act</p> <p>Sex Discrimination Act</p> <p>Superannuation Acts (various)</p> <p>Workplace Relations Act</p>

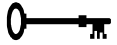
SAMPLE



Activity Two

List all the Human Resource Policies that you know exist in your organisation and identify where these are located.

Handwritten text area with horizontal lines for writing. A large, diagonal watermark reading "SAMPLE" is overlaid across the page.



Key Points Section 2

An important part of the research process is reviewing the current situation. This requires you to evaluate policy and procedures. In order to do this you must:

- Locate policies and procedures relevant to the research topic.
- Analyse strengths and weaknesses of those policies and procedures.
- Consider the legislation, regulations and standards that apply to the policy, procedures and research topic.

SAMPLE



Section 2 - 'True' or 'False' Quiz



T	F	The establishment of policies can help an organisation demonstrate that it meets requirements for diversity, ethics and training.
---	---	---



T	F	Good policy will stand on its own and not need promotion.
---	---	---



T	F	Review and revision of policies and procedures are a critical component of effective management in HR.
---	---	--



T	F	A policy library is used to house all policies within an organisation and is usually available electronically.
---	---	--



T	F	Policy is always available to the public.
---	---	---



T	F	The introduction should state a policy's scope.
---	---	---



T	F	Policies state when a policy was last modified.
---	---	---



T	F	Policy remains the same over the life of an organisation.
---	---	---



T	F	Principles that identify formal expectations of staff and visitors on specified organisational matters are known as an organisation's policies.
---	---	---



T	F	Policies are not binding on an organisation's employees.
---	---	--