



UNIVERSITY of LIMERICK  
OLLSCOIL LUIMNIGH

DEPARTMENT OF WORK AND EMPLOYMENT STUDIES  
KEMMY BUSINESS SCHOOL

## Human Resource Management in Exercise and Health Fitness Spring Semester 2020/21

---

**Lecturer:** Professor Christine Cross  
**Office:** KB3-17 (Kemmy Business School)  
**Phone:** 061-202245  
**E-mail:** [Christine.Cross@ul.ie](mailto:Christine.Cross@ul.ie)

### THE MODULE:

This module examines both the role of the HR function in the management of people at work in the health and fitness industry and the importance of managing people in contributing to organisational effectiveness. This module is designed to provide students with an appreciation and understanding of Human Resource Management (HRM) in organisations.

### SYLLABUS:

The syllabus covers core issues surrounding managing people at work. In so doing, the module starts with a consideration of key labour market issues in Ireland and how these affect the nature of HRM in organisations. Core HR activities are next explored including the processes of human resource planning, recruitment and selection. The module then examines critical elements of managing and rewarding performance, designing jobs and developing people at work.

### MODULE OBJECTIVES:

- The central objective of the course is to develop students' understanding and appreciation of key personnel functions in organisations.
- To familiarise students with the current literature and research evidence on Personnel and Human Resource Management.
- To provide students with a framework for evaluating the contribution that HRM can make to organisational functioning.

### LEARNING OUTCOMES:

- Differentiate between the concepts HRM and Personnel
- Determine the contribution that HRM can make to organisational functioning
- Indicate how the micro and macro environments within which organisations operate impact on the management of people in the workplace
- Identify the components of the human resource planning, recruitment, selection and performance management and reward systems which operate in the workplace

## ASSESSMENT

	Learning Outcomes	% of total grade	
<b>Mid-term presentation in class</b> (marks do <b>NOT</b> carry forward to repeat exam)	<b>2, 3, 4</b>	<b>40%</b>	<b>Week 11</b> <b>Thursday 15<sup>th</sup> April</b> <b>10am – 12pm</b>
<b>Two Worksheets</b> (essay style format for repeat in August)	<b>1, 2, 3, 4</b>	<b>30% each (60%)</b>	<b>First worksheet due week 5 Monday 22<sup>nd</sup> February 5pm</b>  <b>Second worksheet due week 8 Friday 19<sup>th</sup> March 5pm</b>

### ASSESSMENT:

There are two separate assessment elements to this module.

- 
1. Two worksheets also have to be completed during the semester, each is worth 30%. Each worksheet should be submitted **by email** to the lecturer at [Christine.cross@ul.ie](mailto:Christine.cross@ul.ie) by the dates indicated above. **Please ensure your email subject contains PM4088 worksheet.** Assessment details are on the worksheet.
- 

2. One **PAIR** presentation worth 40% **will take place in class** on Thursday 15<sup>th</sup> April. Please see end of this document for details of the requirements. This presentation cannot be repeated. Please **email your presentations** to me on the morning of the presentation to [Christine.cross@ul.ie](mailto:Christine.cross@ul.ie) with **PM4088 presentation in the subject line**. Failure to attend the presentation will result in a forfeit of the mark for this assessment.
- 

A repeat exam containing essay style questions will be available during the Autumn repeats, as per University policy and will be worth 60%. You will carry the marks from your presentation forward to the Autumn repeats.

---

### DELIVERY:

The module lectures are available on-line in PowerPoint with audio. Class time is designed to facilitate the development of a more operational understanding of how HRM plays out in organisations in the health and fitness industry. The textbook forms an important part of the material for this module and following the assigned chapters will assist you in following the material on the audio files.

**Additional reading** is provided for this module and the suggested textbooks and journals are available in the UL library.

---

## ESSENTIAL TEXT

**Carbery, R. and Cross, C. (2016)** *Human Resource Management: A Concise Introduction*, 2<sup>nd</sup> edition, London: Palgrave Macmillan

*Ebook available in the library*

[https://uol.primo.exlibrisgroup.com/permalink/353UOL\\_INST/11drf7d/cdi\\_askewsholts\\_vle\\_books\\_9781352004038](https://uol.primo.exlibrisgroup.com/permalink/353UOL_INST/11drf7d/cdi_askewsholts_vle_books_9781352004038)

Hard copies are also available in the library and the book is available in O'Mahony's bookstore on campus and second hand copies are likely available in the SU.

## ADDITIONAL RECOMMENDED TEXTS

**Gunnigle, P., Heraty, N., and Morley, M. (2017)** *Human Resource Management in Ireland*, 5th ed., IPA, Dublin.

**Armstrong, M. (2001)** *A Handbook of Human Resource Management Practice*, 8<sup>th</sup> ed., London: Kogan Page.

**Beardwell, I. and Holden, L. (2004)** eds., *Human Resource Management: A Contemporary Approach*, 4th ed., Harlow: Financial Times Prentice Hall.

**Bratton, J. and Gold, J. (2007)** *Human Resource Management: Theory and Practice*, 4<sup>th</sup> ed., Hampshire: Palgrave Macmillan.

**Torrington, D. Hall, L. and Taylor, S. (2008)** *Human Resource Management*, 7<sup>th</sup> ed., Harlow: Financial Times Prentice Hall, **Full Text e-book**

Students are encouraged to explore the range of HR journals that are available online (through the UL Library databases), or housed in the University Library (catalogue numbers 658.3 and 331) for articles/features corresponding to the syllabus. Journals can be accessed on the databases Emerald and Business Source Premier. Examples of journals are *Human Resource Management Journal*, *International Journal of Human Resource Management*, and *Academy of Management Journal*.

---

## Course Structure:

<b>Topic 1</b>	<b>Introducing HRM</b> What is HRM? Evolution of HRM; Personnel or HRM? -The Debate; HRM; The HR Function; Activities of the HR function; Theoretical Basis of HRM; 'Hard' and 'Soft' Strategic HRM; HRM in Context  <b>Reading:</b> Chapter 1
----------------	---

<b>Topic 2</b>	<p><b>Employee Resourcing: Human Resource Planning</b>  The Purpose of Human Resource Planning; The HRP Planning Process;  The Flexible Workforce; Flexible Resourcing Choices</p> <p><b>Reading:</b> Chapter 2</p>
<b>Topic 3</b>	<p><b>Employee Resourcing: The Recruitment Phase</b>  Job analysis; Job Description; Person Specification; Recruitment Methods – Internal and External; Role of Employer Brand</p> <p><b>Reading:</b> Chapter 2 &amp; 3</p>
<b>Topic 4</b>	<p><b>Employee Resourcing: The Selection Phase</b>  Strategic Selection and Competencies; The Shortlisting Stage; Making the Selection Decision; Employee Selection Methods; The Selection Interview; Employment Legislation and the Selection Process; Making the Final Selection Decision</p> <p><b>Reading:</b> Chapter 3</p>
<b>Topic 5</b>	<p><b>Employee Induction, Turnover and Retention</b>  What is Induction? Approaches to Employee Induction; Why should Organisation's be concerned about Employee Turnover &amp; Employee Retention</p> <p><b>Reading:</b> Chapter 4</p>
<b>Topic 6</b>	<p><b>Performance Management</b>  What is performance management? Approaches to performance management; the performance reward link; performance management pitfalls</p> <p><b>Reading:</b> Chapter 7</p>

**Feedback:**

The marks earned in the worksheets will be made available no later than two weeks after the assessment takes place. You will receive feedback on your performance in the entire module, after the end of term in accordance with normal UL practice. We will meet regularly at live lectures and I am happy to meet with you during the semester to discuss your progress in the module. Feel free to email me if you have any questions.

## Disability Support Services

The University of Limerick is committed to providing equal access to learning opportunities for students with documented disabilities. To ensure reasonable accommodations are in place during your program of study please contact Disability Support Services to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom, exams and clinical settings. Reasonable accommodations are not provided retrospectively. Students are encouraged to register with Disability Support Services as early as possible. The University of Limerick encourages students to access all resources available through Disability Support Services for consistent support and access to their programs. More information can be found online at [Disability Support Services](#). Contact can also be made with the office by phone on 061 213478 or by email at [disabilityservices@ul.ie](mailto:disabilityservices@ul.ie)

### KBS SCHEME OF GRADE DESCRIPTIONS

Grade	Guideline %	Award level	QPV	Description
A1	≥75	First	4.00	<ul style="list-style-type: none"> <li>▪ Outstanding performance</li> <li>▪ In-depth knowledge and understanding of principles and concepts related to the topic. Integrates information into a wider context.</li> <li>▪ Excellent analysis and interpretation.</li> <li>▪ Evidence of a significant amount of outside reading.</li> <li>▪ A logically structured and clear approach.</li> <li>▪ Answer is original and reflective.</li> </ul>
A2	70	First	3.60	<ul style="list-style-type: none"> <li>▪ Excellent performance.</li> <li>▪ A comprehensive knowledge and understanding of principles and concepts.</li> <li>▪ Excellent analysis and interpretation.</li> <li>▪ Evidence of a significant amount of outside reading.</li> <li>▪ Answer may have neglected to deal with one or two minor aspects of the issues involved.</li> <li>▪ A logically structured and clear approach.</li> </ul>
B1	65	2.1	3.20	<ul style="list-style-type: none"> <li>▪ Very good performance</li> <li>▪ A substantial but not totally comprehensive knowledge and understanding of principles and concepts.</li> <li>▪ Shows a very good competence in the subject without being outstanding.</li> <li>▪ Very good analysis and interpretation.</li> <li>▪ Some gaps in knowledge. Student can argue the key issues in an intellectually organised manner.</li> <li>▪ A logically structured and clear approach.</li> </ul>
B2	60	2.1	3.00	<ul style="list-style-type: none"> <li>▪ Good performance</li> <li>▪ A competent and organised approach to the subject matter.</li> <li>▪ A reasonable knowledge and understanding of principles and concepts.</li> <li>▪ Very good analysis and interpretation.</li> <li>▪ Student is very familiar with the material covered in lecture notes, but may show limited evidence of wider reading.</li> <li>▪ Answers may be organised rather than inspired.</li> </ul>
B3	55	2.2	2.80	<ul style="list-style-type: none"> <li>▪ Competent performance</li> <li>▪ Shows evidence of having put significant work into studying the subject.</li> <li>▪ A reasonable level of knowledge.</li> <li>▪ Good analysis and interpretation.</li> <li>▪ Some gaps/oversights in either knowledge, or in the approach taken.</li> <li>▪ Limited evidence of wider reading.</li> <li>▪ Reasonable analytical and interpretative skills.</li> <li>▪ The work is still of sufficient standard to merit an honours award.</li> </ul>

C1	50	2.2	2.60	<ul style="list-style-type: none"> <li>▪ Satisfactory performance</li> <li>▪ Shows a familiarity with the subject material covered in the question.</li> <li>▪ The approach taken to answering the question is rather limited</li> <li>▪ Focuses on material covered in lecture notes. Little or no evidence of wider reading.</li> <li>▪ A basic knowledge of key principles and concepts only.</li> <li>▪ Limited analytical and interpretative skills.</li> </ul>
----	----	-----	------	--

### **IN CLASS PRESENTATION ASSESSMENT**

**You are required to find a person to pair with and you will both present for a total of 12 minutes.** If there is an uneven number of students in the class one group of 3 can present for 18 minutes. We can discuss this at our first live session.

The expectation is that you will each present for an equal amount of time. The grade for the assessment will be for the pair/group presentation.

You are required to answer the following question in your presentation:

***Your fitness centre has been open now for 6 months and business is good. Identify how a knowledge of HRM will assist you when deciding how to manage the performance of the 4 employees you have – two are full-time instructors, one is a zero hours contract employee and one is a family member who works part-time and runs the reception desk/social media side of the business.***

Please see below for the grading criteria.

### **Presentation Grading Sheet**

**Student Name:** \_\_\_\_\_

**Date & Time:** \_\_\_\_\_

- 1. Presentation Style (20%)**
- 2. Introduction, Structure and Conclusion (20%)**
- 3. Identified key research/theories/concepts (30%)**
- 4. Displays understanding of topic issue (20%)**
- 5. Use of examples to illustrate points (10%)**