

MACQUARIE
UNIVERSITY



FACULTY OF
BUSINESS AND ECONOMICS

BUS850
MANAGEMENT OF PEOPLE AT WORK

Semester 2

2010

MACQUARIE UNIVERSITY
FACULTY OF BUSINESS AND ECONOMICS
UNIT OUTLINE

Year and Semester: Semester 2, 2010

Unit convenor: Christiaan McComb

Prerequisites / Corequisites: Nil

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

ABOUT THIS UNIT

This unit examines a range of theories, processes, and techniques for developing human resource capital. The unit takes a strategic HR focus since the HRM function has changed in recent years and is a demanding factor in managerial activity. The aim of the unit is to provide students with a contemporary understanding of people management skills in modern workplaces. To this end, students will gain a greater appreciation of the human resource function. They will have an increased understanding of why HRM is important in developing competitive advantage and how it is linked to business goals and strategy. A further aim of the unit is to broaden the skills of students so that they are better equipped to negotiate a challenging HRM environment.

TEACHING STAFF

- Convenor Mr Christiaan McComb
- Email: christiaan.mccomb@newcastle.edu.au
- Consultation hours: by appointment, via email or phone 0407218871

CONSULTATION TIMES

You are encouraged to seek help at a time that is convenient to you from a staff member teaching on this unit during their regular consultation hours. In special circumstances, an appointment may be made outside regular consultation hours. Staff will not conduct any consultations by email. You may, however, phone staff during their consultation hours. In order to gain access to staff located at levels 1, 2 and 3 of building E4A during their consultation hours please ring the staff member from the phones available in the lobby (phone numbers of relevant staff members will be provided on Blackboard and are available next to the phones). Students experiencing significant difficulties with any topic in the unit must seek assistance immediately.

CLASSES

- The unit consists of 13 lectures and tutorials that will vary from week to week. Students are advised to attend all lectures and attend all tutorials to ensure their learning. Satisfactory attendance may be considered in the allocation of final results for students who have scored borderline marks.
- The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

- Prescribed text: Stone R. J. (2008) Human Resource Management, 6th edition, John Wiley and Sons, Milton
- Recommended texts can be purchased from the Macquarie University Co-op Bookshop.

UNIT WEB PAGE

- Please note the unit's logon web page address is <http://online.mq.edu.au/> To log on, you must first obtain a log on password from IT services or the library then click through to BUS 850. Please check this site each week for possible lecture slides. Also, all examination, results, and other notes will be posted on the site from time to time.

LEARNING OUTCOMES

By the end of this unit, students should be able to:

1. Define and explain the key SHRM functions.
2. Demonstrate an understanding of the utility and contribution of SHRM within contemporary organizations, especially its link to business strategy as a device for change and continual improvement.
3. Communicate the value of SHRM models for solving common human resource management issues and be able apply the theory to workplace situations at an organizational, task and person level.
4. Demonstrate awareness of the key tenants and current theoretical debates surrounding SHRM across a broad range of content.
5. Demonstrate an understanding of the relevance and range of competencies and roles required of SHRM practitioners within various organisational settings.
6. Acquire skills for managing people in contemporary organisations, including communication, reflection, group leadership and/or team contribution skills.
7. Gain an appreciation of the dynamic nature of daily managerial work.

GRADUATE CAPABILITIES

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop the capabilities the University's graduates will need to develop to address the challenges, and to be effective, engaged participants in their world.

This unit contributes to this by developing the following graduate capabilities:

- 1 Critical, Analytical and Integrative Thinking
- 2 Problem Solving and Research Capability
- 3 Creative and Innovative
- 4 Effective Communication
- 5 Engaged and Ethical Local and Global citizens
- 6 Capable of Professional and Personal Judgement and Initiative
- 7 Commitment to Continuous Learning

TEACHING AND LEARNING STRATEGY

- The unit adopts an interactive problem based approach to learning. The course is delivered using taught using a combined lecture and interactive workshop style of delivery which utilizes formal lectures, weekly case study, problem solving activities and group work.
- Students are expected to read all assigned text and additional reading in advance of each week's lecture, engage in collegial group work; actively participate in class discussion.

Week-by-week list of the topics to be covered.

Lecture 1: **HRM and the resource-based view:** Understand the strategic resource-based view and why this is different to other approaches. Identify why various HR processes lead to the development of competencies, both personal and organizational. Determine how a resource-based approach and particular way of thinking underpins the development of people at work.

Lecture 2: **Learning and Development:** Distinguish between training and learning and how this relates to cognition and action. Develop a needs assessment and investigation and identify how this is linked to strategic HR. Explore the different approaches for individual, group, and organizational learning

Lecture 3: **Job analysis and design:** What are the key types of information for a job in terms of definition. Analyze types of structures and determine how job positions are established. Identify the factors in job design; what are we really aiming for?

Lecture 4: **Recruitment and Selection.** Determine some of the contemporary issues in recruiting. Why is this no longer just an HRM function? Examine criteria and the selection process including types of selection processes.

Lecture 5: **Motivation at Work:** Discuss the link between motivation techniques and work performance. Gain a general appreciation of different motivational requirements and form opinions about the merits of these.

Lecture 6: **Performance Management:** Examine the key issues of performance management and how to reward staff. Assess the influence of different rating systems and their effectiveness.

Lecture 7: **Managing Careers:** Explore the different methods for assessing behaviour including the importance of interpersonal relationships. Understand the different types of career management systems. Identify the issues in succession planning.

Lecture 8: **Diversity Management:** Explore diversity. What does it mean to have a diverse workforce. What are the issues? To what extent do HRM practices influence the diversity process?

Lecture 9: **Work-life balance:** Identify the concepts related to work-life. What are the key issues and determinants to consider? How do we separate the idea of work-life on the one hand and productivity issues on the other?

Lecture 10: **Internationalizing the HRM function:** Analyze the key issues for international HR. To what extent are these activities linked to strategic HR and why? Distinguish between the different types of nationals and how HR deals with the issues.

Lecture 11: **Employee retention:** What are the key issues? Determine the different ways for managing employee retention. How can modern workplaces manage job satisfaction?

Lecture 12: **Presentations:** remaining groups to present in class.

Lecture 13: **Bringing it all together:** How can we classify and make sense of all we have learned in this unit? How can we map this for future reference in the workplace?

RESEARCH AND PRACTICE

- This unit uses research from external sources including practitioner journals, newspapers and popular media; as well as work of seminal authors (Deming, Noe, Stone etc).
- This unit gives you practice in applying research findings in your assignments
- This unit gives you opportunities to conduct your own research

RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

The assessment items for this unit have been designed to measure students understanding, comprehension and application of the learning objectives and outcomes of this course and to assist the development of students' generic skills in communication, critical analysis,

problem-solving and creative thinking. Assessment for this course is continuous. Separate explanations are provided for each assessment item below. The broad assessment consists of the following:

	Assessment Item	Marks %	Learning Outcomes	Due Date
1	Mid Semester Exam (in class)	10	12,345	Week 5
2	Case Study Presentation	25	3, 6, 7	See lecture schedule
3	Major Assignment	30	2, 3, 4, 6, 7	Due week 11
4	Exam	35	1, 2, 3, 4, 5	Exam period
		100		

Students must complete all components of the course to register a pass or better grade. Please note that pressures relating to work are not sufficient reasons for not attending or completing a mandatory component. A **lecture log will be kept each week** to monitor attendance in lectures and tutorials. Whilst the log will not be used as an assessment item, satisfactory attendance at a majority of lectures is required for students to pass this course.

Individual and group written work should have a cover sheet which is available from the following link:

http://www.businessandconomics.mq.edu.au/for/new_and_current_students/undergraduate

Assessment item 1. Mid Semester Exam (10%)

Date: Week 5

A one hour mid-semester (open book) examination for this unit will be held during lecture time in week 5. The exam for this unit will be based on completed book chapters and lecture notes studied so far in the course. It will include a case study analysis and/or short answer questions. The aim of the mid-semester exam is to give students a chance to evaluate their own understanding of the material early in the semester, identify any difficulties and consult with the lecturer to overcome them.

Assessment item 2. Case Study Presentation (25%)

Due: From week 6 onwards (see lecture schedule).

Students will be formed into groups of 3 in week two of the course (these groups will be used for weekly tutorial exercises and scheduled assignments). For this assignment, your group will be allocated a chapter ending case study by the lecturer (two weeks prior to the presentation), which you will analyze and present to the class.

Each chapter ending case study poses a 'human resource dilemma', which is intended to facilitate student understanding of the theoretical concepts through their application to a realistic workplace scenario. Your group's task is to determine the main issues in the case

(symptoms and causes) and solve the dilemma based on your knowledge of the chapter material.

A key feature of your presentation should be that it explore the interplay that exists between the organization and its employees i.e. make the link between the two explicit. You should also ensure that you don't simply use logic to analyze the scenario, but draw from the concepts presented in the text and lecture notes.

As well as this, it is expected that students also feature at least one 'real world' information source e.g newspaper, internet, consultant literature, trade journals etc, during the presentation; i.e. the group must overview the content of the 'real world source' in detail and discuss the insight it brings to solving the case at hand.

As the case study presentation assignment forms a significant part of the in-class activities, they must be interactive. To facilitate this and other assignment objectives, the following is a suggested structure for the presentation and analysis:

Orientation

Your group should begin by introducing group members, and communicating the name of the case, chapter and page number to the class. Group members should then perform the role play of the case by 'act it out' (5 mins). At the end of the role play, class members should then be given a chance to read the case (5 mins).

After the role play and reading time, ask the class members to individually reflect and write down what they think are the key human resource issues (symptoms & causes) in the case; consider any human resource concepts that might apply; and outline possible solutions (5 mins). To facilitate this, pose the following three questions on a slide:

1. What are the key human resource issues (symptoms and causes) in the case?
2. What human resource concepts/theories might apply?
3. What are the possible solution?

Ask the class members to form into groups to share their reflections with each other (5-10 mins). Hopefully at this point class members will be familiar with the case and therefore able to better follow your analysis, and participate in your question time at the end.

Context: Once the class is familiar with the case, you must begin your presentation component by establishing a context for the analysis. The aim of the context is to preface the analysis, capture and focus the attention of the reader and prepare them for the next section. This means identifying and describing the broad nature and scope of the problem in the case i.e. from an organizational perspective as well as an individual one. In this section, you should be sure to establish the relevance of the human resource issues at hand and highlight the importance of finding a viable solution. By the end of this section, it should be clear to the audience exactly what is to be solved and why it is important to solve it.

Research question/problem: Now that you have provided some context, you need to indicate the direction your analysis will take. You should do this by developing a question/problem that you want to answer. It should be obvious at this point what how you formulated it from the previous section i.e. the research question/problem should flow logically from it. The development of your research question/problem should be formulated in such a way as to guide your information search and analysis to solve the case.

Facts & Assumptions: In this section of your analysis, you need to separate fact from fiction by clearly stating the facts of the case i.e. what is known. However, given that the cases are short on detail, you will need to make some assumptions to bridge the gap. You can be creative as you want in this section, but be sure to state the assumptions you are making.

Symptoms and Causes: Before you can solve the case, you need to identify the main human resource issues presented in the case (symptoms). Where appropriate, you should apply 'systems thinking' by identifying and distinguishing the relationship of the issues to one another. In the first instance, this entails determining whether an issue is a symptom or cause or both. When identifying cause, you are expected to look beyond the surface issues and use your intuition to determine what human factors might be contributing to or be impacted by the issues e.g. the internal politics, ego, power issues, emotion, well-being etc. Note that these are not factors that might be immediately obvious and are not directly communicated in the text itself; so you will need to spend some time empathizing with the characters in the case.

Theoretical Input:

To give your analysis credibility, you need to consult the text, lecture notes and 'real world' information sources of your choosing.

It is expected that you conduct a brief but relevant review of concepts from the text and lecture notes for this purpose. Make clear the contribution that they make to your analysis. As well as this, you need to also feature at least one 'real world' information source of substance e.g newspaper article, internet site/blog, consultant literature, trade journal etc, which is human resource specific. During the presentation i.e. the group must overview the content of the 'real world' information in detail, discuss why it was chosen, and the insight it brings to solving the case at hand.

Solutions and Implementation – based on the human resource issues you have identified and the theoretical input, outline the possible solutions you believe will solve the problem and why. You should develop an implementation plan which includes an action plan, timeframe and identifies any resources that may be required.

Q&A – at the end of your presentation, you must stimulate discussion amongst class members by facilitating a 10 minute question and answer time about the case. Do not simply ask if there are any questions! Have a structured Q&A session planned. One of your goals should be to draw on the discussions had by the groups at the beginning of your presentation to aid in their learning.

Your presentation should run for a maximum of 60 minutes (including role play, class reading and question time). You will be required to submit a copy of the presentation slides to the lecturer at the end of the presentation.

Item	Criteria	Marks	Comment
Orientation	<ul style="list-style-type: none"> -has introduced group members -has identified the case study name, chapter, page number - has acted out the role play of the case which communicated the essential ideas of the case. - gave the class the opportunity to read through the case. - gave the class an opportunity to write down initial ideas about the issues etc and discuss these in groups. 	/3	
Context	<ul style="list-style-type: none"> - established a context for the analysis, captured the attention of the audience. -identified and described the broad nature and scope of the problem in the case. -describes the problem from an organizational perspective, as well as an individual one. - established the relevance of the human resource issues at hand and highlights the importance of finding a viable solution. - established exactly what is to be solved and why it is important to solve it. 	/3	
Research Question(s)	<ul style="list-style-type: none"> - indicates the direction the analysis will take by developing a research question/problem to guide the analysis. - is obvious how these were formulated/developed i.e. the research question/problem flows logically from them. - the research question/problem are sufficient to guide the information search and analysis. 	/1	
Facts and Assumption	<ul style="list-style-type: none"> - separates 'fact from fiction' by clearly stating the facts of the case. - on the basis of what is known, generates a justifiable set of assumptions to bridge the information gap. 	/3	
Causal Analysis	<ul style="list-style-type: none"> - identifies the main human resource issues presented in the case. -applies 'systems thinking' by identifying and distinguishing the relationship of the issues to one another. - determines whether issues are symptoms or causes or both. - demonstrates insight by looking beyond the surface issues. - hypothesized about possible human factors contributing to or impacted by the issues. Has empathized with the main characters. 	/4	
Theoretical Input	<ul style="list-style-type: none"> -consults the human resource literature to inform the analysis. - conduct a brief but relevant review of literature - featured a piece of 'real world' information to bring insight to the case and explained its relevance and contribution. - makes clear the contribution that the literatures makes to the analysis. 	/4	
Solutions and Implications	<ul style="list-style-type: none"> - makes conclusions based on the insight gained from an application of the literature. - conclusions directly answer the research question/problem formulated earlier in the presentation. - based on the discussion generated, outlined the possible solutions - developed an implementation plan which includes an action plan and timeframe and identifies any resources that may be required. 	/4	
Q&A	<ul style="list-style-type: none"> - at the end of the presentation, stimulated discussion amongst class members by facilitating a 10 minute question and answer time. - sufficiently engaged audience participation to aid in their learning 	/3	
	Total	/25	

Please note: each student must fill out and submit a peer review form for assignment 2. All peer review forms should be submitted with the assignment. Each student's peer peer review

form should remain confidential. The peer review form is located at the end of this course outline.

Assessment item 3. Major Assignment (1000 words per student + introduction and conclusion) (30%)

Due: Week 11

A goal of this course is to help you come to an appreciation of the 'reality' of managerial work-life. Yet, so often in academic course work the course materials are purely theoretical, making it difficult to achieve this. For this reason, this assignment involves students analyzing primary data collected during a recent research study conducted by your lecturer in the area of workplace coaching. The data will be distributed in class. Please note that this data is copyrighted by the lecturer and only one copy of the data may be made per person.

You should read the interview manuscript(s) and identify the key human resource issues presented in it i.e. based on the communications of the interviewees. Then, your task is to discuss coaching as a solution to the particular human resource issues identified. In your answer, you should consider the perspective of the employer and employee i.e. the interplay between the organization and individual needs. You must inform your analysis by drawing on the scholarly human resource/coaching literature .

Although you will be working within groups, this is primarily an individual assessment (80%). So, each student will also be given an individual mark (as well as a group mark), which will be determined according to the quality of each student's contribution. To make this distribution of marks possible, individual group members are to make an individual contribution to one section of the essay of approximately 1000 words. Each student should choose one of the human resource issues identified in the interview text (by the group) and discuss the role of coaching as a solution to it. As a part of this, each student will be required to draw from the interview text and scholarly human resource/coaching literature. So that the lecturer is aware of which student contributed to a particular section, each student's name and corresponding section should be written on the front page of the essay.

As indicated, a group mark (20% of total marks) will also be allocated based on the cohesiveness of the final essay submission as evidenced by a comprehensive introduction and conclusion, as well as the flow from the discussion of one issue to the next. The group should equally contribute to the cohesiveness of the essay.

The following is a suggested approach to the task:

To begin, you should read the interview text and identify the human resource issues presented. Allocate one issue to each student.

In each student's section of the essay, they should briefly describe the human resource issue they have identified in the interview text and discuss the role of coaching as a solution to that issue using only the information contained in the interview narrative.

Then, each student should compare and contrast their findings with that of the scholarly coaching literature regarding the role of coaching as a solution to the issues (using at least 2 scholarly articles) i.e. does your analysis of the scholarly literature support or contradict your analysis of the interview data? To succeed at this task will rely on the student utilizing scholarly research skills i.e. using library databases.

The assignment is to be formatted as an academic essay (see University guidelines), consisting of a formal introduction, body and conclusion. You must also provide a comprehensive reference list formatted according to Harvard style (see course outline for examples).

Assessment Rubric

Item	Criteria	Marks	Comment
Essay Structure (Group Mark)	Is structured as an academic essay with formal introduction, body and conclusion.	/3	
Structural Integrity (Group Mark)	Introduction overviews the paper, summarizes the main thesis, and signals the direction the paper will take; body of paper consists of cohesive paragraphs; makes valid conclusions	/3	
Scope (Individual Mark)	Satisfies the scope of the assignment in each section. Provides a comprehensive and detailed response. Has considered the employer/employee relationship	/4	
Argumentation (Individual Mark)	Is not purely descriptive. Where appropriate, each paragraph contains a single argument upon which the rest of the paragraph is built. Includes examples and evidence to support argument.	/8	
References/ Literature (Individual Mark)	Utilized 2 or more scholarly coaching articles; Referencing is Harvard style.	/4	
Analysis (Individual Mark)	Critical thinking: has compared and contrasted the relevant literatures with the interview text; has demonstrated a systematic and thematic approach to the analysis.	/8	
	TOTAL	/30	

Please note: each student must fill out and submit a peer review form for assignment 3. All peer review forms should be submitted with the assignment. Each student's peer review form should remain confidential. The peer review form is located at the end of this course outline.

Assessment item 4. Exam (35%)

Dates: TBA

A two hour final examination for this unit will be held during the University Examination period. The exam for this unit will be based on relevant book chapters and lecture notes. You must have a thorough understanding of all the key ideas presented in the unit.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

<http://www.timetables.mq.edu.au/exam>

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. The University's policy on special consideration process is available at http://www.mq.edu.au/policy/docs/special_consideration/policy.html

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. (Individual Faculties may wish to signal when the Faculties' Supplementary Exams are normally scheduled.)

The Macquarie university examination policy details the principles and conduct of examinations at the University. The policy is available at: <http://www.mq.edu.au/policy/docs/examination/policy.htm>

Lecture Topics	Required Readings	Date	Assignments Due
Lecture 1: HRM and the resource-based view	Chp 1, 2	August 2nd	
Lecture 2: Learning and Development	Chp 9	August 9th	
Lecture 3: Job analysis and design	Chp 5	August 16th	
Lecture 4: Recruitment and Selection	Chp 6, 7	August 23rd	
Lecture 5: Motivation at Work	Lecture notes	August 30th	Assignment 1: In class test
Lecture 6: Performance Management	Chp 8	September 6th	Assignment 2: Group 1&2 Presentation
Lecture 7: Managing Careers	Chp 10	September 13th	Assignment 2: Group 3&4 Presentation
SEMESTER BREAK		September 18th – October 4th	
Lecture 8: Diversity Management	Chp 19	October 11th	Assignment 2: Group 5&6 Presentation
Lecture 9: Work life balance	Chp 10, 8	October 18th	Assignment 2: Group 7&8 Presentation
Lecture 10: Internationalizing the HRM function	Chp 20, 21	October 25th	Assignment 2: Group 9&10 Presentation
Lecture 11: Employee retention	Chp 11, 12, 13	November 1st	Assignment 2: Group 11&12 Presentation
Lecture 12: In class presentations		November 8th	Assignment 2: Group 13, 14, 15 Presentation Assignment 3: Due
Lecture 13: Bringing it all together	REVISION	November 15th	

ACADEMIC HONESTY

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way

- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

GRADES

The Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG). On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results. It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit. The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark. For an explanation of the policy see <http://senate.mq.edu.au/rules/Guidelines2003.doc> or <http://senate.mq.edu.au/rules/detailedguidelines.doc>

GRADING APPEALS AND FINAL EXAMINATION SCRIPT VIEWING

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

http://www.businessandconomics.mq.edu.au/for/new_and_current_students/undergraduate/admin_central/grade_appeals.

SPECIAL CONSIDERATION

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

STUDENT SUPPORT SERVICES

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

IT CONDITIONS OF USE

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when utilising University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted. Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.