BUS 850

MANAGEMENT OF PEOPLE AT WORK

Semester 1, 2011

Department of Marketing and Management
MACQUARIE UNIVERSITY
FACULTY OF BUSINESS AND ECONOMICS
UNIT OUTLINE

Year and Semester: Semester 1, 2011
Unit convenor: Associate Professor Peter McGraw
Prerequisites / Co-requisites: Nil
Credit points: 4 credit points

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 is aimed at teaching students knowledge and skills concerning the strategic management of people at work. Much of the content will be immediately applicable to real organisations. The unit covers four major areas:

- Theory; developing, reviewing and appraising perspectives on strategic HRM
- Practice; looking at real cases to see how organisations have attempted to implement strategic HR programs.
- Theory-practice linkages; identifying the application of theory in case organisations – what has worked/not worked; how explicit theoretical perspectives are used to drive organisation programs; how broader theory identifies common patterns in organisation HR practice
- Critical and reflective; developing the intellectual perspective and tools for students to evaluate various approaches to problem solving in key areas of the HRM field, and determining their own perspectives

TEACHING STAFF

- Associate Professor Peter McGraw. Ph. 9850 9034
  Peter.McGraw@mq.edu.au

CONSULTATION TIMES

Monday 4-6. Other times by appointment.

CLASSES

Number and length of classes: One 3-hour lecture and tutorial combined each week. The timetable for classes can be found on the University web site at: http://www.timetables.mq.edu.au/

Please do not change your class without the permission of the Unit Convenor. Students must not miss more than 2 classes. A Doctor’s certificate should be produced for all cases of non-attendance. Special permission must be obtained if you
envision any other compulsory classes. The class roll will be taken each week.

**REQUIRED TEXTS AND MATERIALS**

The textbook for this subject (available from Co-Op Bookshop) is:


Readings and cases for the course can be either found on the Blackboard website and/or accessed online via the library website (BUS 850 online readings).

In addition to the required textbook for this unit, you should familiarise yourself with the relevant sections of the library. Journals recommended for HRM study include:

- Academy of Management Journal
- Asia Pacific Journal of Human Resources
- Harvard Business Review
- Human Resource Management Journal
- International Journal of Human Resource Management
- Personnel Journal
- Personnel Management
- Personnel Review

Key research databases for your study of human resource management include:

- Ebsco host: Academic Search Elite
- Business Source Premier

Also search the websites of well known consulting organisations such as Watson Wyatt, PWC, Deloitte, DDI, Hewitt Associates etc.

**UNIT WEB PAGE**

The unit’s logon web page address is [https://learn.mq.edu.au/](https://learn.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.

Other announcements and material will be posted on the site from time to time.

**LEARNING OBJECTIVES AND OUTCOMES**

After completing this unit, students will have the capability to:

1. Understand the importance of thinking strategically about appropriate systems and methods for managing people effectively at work
2. Identify key strategic areas of HR practice and their potential contribution to the success of the organisation
3. Understand the role and consequences of using alternative techniques and practices in these key areas
4. Be familiar with an organisation’s accountabilities in different areas of HR
5. Think critically about the usefulness of various HR practices and how they might improve the effectiveness of HR in organisations that they work for
6. Be an informed and critical consumer of HR products (eg Consultancy services)
### Teaching and Learning Strategy

Students are expected to read and research each topic in advance, participate in class and tutorial discussions and to maintain a strong interest in current issues and changes in HRM. Material on case organisations can be found regularly in newspapers such as the Sydney Morning Herald, The Australian and The Financial Review and magazines such as BRW.

<table>
<thead>
<tr>
<th>Week (Monday date), Lecture Topic</th>
<th>Essential Readings</th>
<th>Activities and Cases for Lecture Applications</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>: 21 February Lecture: Conceptual foundations; where from and where is HRM now?</td>
<td>Text Chap 1.</td>
<td>Introduction to the unit: Resources and requirements.</td>
</tr>
<tr>
<td><strong>Week 2</strong>: 28 February Applied Strategic HRM 1: The Best Practice View</td>
<td>Text Chap 2 and SWA case reading (Pfeffer and O'Reilly).</td>
<td>Best practice reading. (Lecturer) Case: South West Airlines. Discussion Best Companies in Australia</td>
</tr>
<tr>
<td><strong>Week 3</strong>: 7 March Applies Strategic HRM 2: The Resource Based View</td>
<td>Text Chap 2 and case reading (Dunford and Palmer)</td>
<td>Flight Centre Case. (Dunford and Palmer) article (Lecturer)</td>
</tr>
<tr>
<td><strong>Week 4</strong>: 14 March Applied Strategic HRM 3: Institutional Theory, Convergence and Divergence</td>
<td>Text Chap 2 and reading on Institutional theory (Paauwe and Boselie)</td>
<td>Focus: Structure, organisation and accountability CLASS TEST: ONE HOUR</td>
</tr>
<tr>
<td><strong>Week 5</strong>: 21 March. Legal and external environmental shapers of HRM</td>
<td>Text Chaps 3, 4 and 5</td>
<td>IR Case Discussion on employee discipline and dismissal. Mini case discussions led by LIC. Case Presentation Group 1. OHS AT BHP AND BRAMBLES:</td>
</tr>
<tr>
<td><strong>Week 6</strong>: 28 March Job analysis and design</td>
<td>Text Chap 6</td>
<td>Case Presentation Group 2 JOB DESIGN AND GENERATION Y ATTRACTING AND RETAINING TALENT AT TOP ACCOUNTING FIRMS (Free choice of companies) Class exercise: Whitecap case</td>
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<tr>
<td><strong>Week 7</strong>: 4 April Recruitment and Selection</td>
<td>Text Chap 8</td>
<td>Focus: Radical change upheaval, environmental turbulence and opportunity. Case Presentation Group 3 RECRUITMENT AND SELECTION AT BUNNINGS, MACDONALDS AND WOOLWORTHS Class exercise: Colour Blind</td>
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<tr>
<td>No Classes: WC 11 and 18 April</td>
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</table>
| **Week 8:** 25 April  
No Class. Public Holiday  
Self study assignment) | TBA |
| **Week 9:** 2 May  
Employee Development | Text Chaps 11 and 12  
Case Presentation Group 4  
EMPLOYEE DEVELOPMENT AT  
QBE AND DELOITTE |
| **Week 10:** 9 May  
Performance Management | Text. Chap 10  
Principles of performance  
management. Systems, distributions,  
goals and pitfalls  
Case Presentation Group 5  
PERFORMANCE MANAGEMENT AT  
ANZ BANK AND SUNCORP  
Class exercise: Luxor Case |
| **Week 11:** 16 May  
Managing Compensation.  
Money the root of all evil or the only  
game in town? | Text Chaps 13 and 14  
Case Presentation Group 6  
EMPLOYEE INCENTIVE SYSTEMS  
IN INVESTMENT BANKING AND  
MINING (Free choice of one company  
from each sector).  
Class exercise: Black-White game |
| **Week 12:** 23 May  
HRM Current challenges (equity)  
and where to from here | Text Chaps 15 and 17  
HR Challenges and the future  
Case Presentation Group 7  
WHO GETS WHAT AND WHY?. PAY,  
POWER AND POSITION AT  
WESTPAC AND WESTFIELD |
| **Week 13:** 30 May  
Course review and conclusion  
Exam briefing | Revision and Q and A. Exam |
<table>
<thead>
<tr>
<th>Week Lecture Topic</th>
<th>Additional Readings</th>
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</table>
Chapter 3 pages 115-162. |
| Week 5             | Non. |
| Week 6             | Non. |
| Week 7             | Non. |
| Week 8             | Non. |
| Week 10: 12 May    | Non. |
| Week 11            | Performance, Rewards and Recognition 1  
RelatiOnship between Assessment and Learning Outcomes

- The assigned assessment tasks will assist students to embed their learning as they investigate and assess the application of HR theory and practice. They will also be required to reflect on and discuss the information provided by guest speakers.
- Attendance: There is no substitute for class attendance. Students who miss classes will not be supported by other teaching methods.
- Students are to submit their assignments in HARD COPY as per above schedule.

Marks will be awarded as per the following grading system:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>High Distinction</th>
<th>Distinction</th>
<th>Credit</th>
<th>Pass</th>
<th>Fail</th>
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<tbody>
<tr>
<td>%</td>
<td>85 – 100</td>
<td>75 – 84</td>
<td>65 – 74</td>
<td>50 – 64</td>
<td>&lt;50</td>
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Student Workload

According to Academic Senate Guidelines, student workload should be three hours per credit point per week, including the two week semester break. This means a three credit point unit should have a student workload of 135 hours.

Details of Assessment Tasks

Assessment #1: Individual, early semester test, worth: 25%, week 4
To gain an early assessment of your understanding of the subject materials, a one hour mid semester test will be held during the tutorial times in Week 6. There will not be a supplementary test – any student who misses this test will need to provide a medical certificate or other documentation. The test will consist of two short answer questions on the course content for weeks 1-6. Marks and feedback will be given to students in class, two weeks after the exam.

Assessment #2: Group assessment 25% - Case Company review and Presentation
Aim: Each student group will be allocated a case company to research intensively during the course.
The case companies are well known ASX listed companies. Groups will be formed and case allocated during week 1 class. Each group will become a company expert. The group will develop a major report on the HR profile, practices, policies, responsibilities, strategic contribution and challenges relating to the topic under discussion for the corresponding week. In researching this report students should draw on the company annual report as well as other reports (eg sustainability, CSR or OHS or other relevant reports). In addition newspaper and other press articles and any other independent reports can be used to build the company profile. We will also discuss in class the possibility of approaching the company directly although this should not be done before discussion with the LIC.
Students’ research, communication, analytical, integrative and critical thinking skills will be developed by this presentations and report. Further briefing on this activity and specific assignments will be given as the course progresses.

As a minimum the report should:
o identify the intended purpose of the strategy/policy and the HR techniques which follow from them.
o explain the rationale for the strategy/policy
o explain the way that the strategy/policy is influenced by internal (organisational) and external (environmental) factors.
o evaluate the extent to which the HRM strategy/policy and related techniques contribute to organisational performance
o connect to the ideas in the course via the academic literature

**Hand in Report (20%)**: The maximum report length is 2500 words, excluding references. Include the word count at the end of the report.
**Due date**: The report is to be handed in on November 3. Submissions will have 2% deducted per day late, including weekend days. **Late assignments** should be submitted to BESS in building E4B to be date stamped and forwarded to your tutor for marking. Note, electronic assignments will NOT be marked.

**Presentation Component (5%)**: As well as the report the group is required to present an overview of the case company/issue (see case schedule) to share their findings with the rest of the class. This should take the form of a ten minute (Timed) powerpoint presentation and talk to be followed by a short Q and A. A summary of the ppt slides should be handed to the lecturer at the end of the talk.

**Assessment #3: Final exam (50%)**
A two hour exam will be held during the university exam period. Students will be required to answer three short essay questions from a choice of five. As a guide, responses are expected to be a minimum of 2 pages in length. Note:
- Essay questions may come from the whole of the unit but there will be more weighting for topics covered after week 4.
- A selection of sample essay questions will be given to students in Week 11.

**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.

**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](http://www.mq.edu.au/policy/docs/special_consideration/procedure.html)
# BUS 850 Assessment #2: Group Report - Marking and feedback sheet

Student Names: ____________________________________________ ID:________________
_____________________________________________________________________________________

Topic: _______________________________________________________

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Very poor</th>
<th>Poor</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very good</th>
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<tbody>
<tr>
<td>1. Quality of the organisational research i.e., relevance of your content and</td>
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<td>sources as they relate to the topic</td>
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<td>2. Quantity of the academic research - was there evidence of a review of</td>
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<td>appropriate literature?</td>
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<td>3. How clearly the review identified the major themes and issues in the</td>
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<td>organisation and linked them to the academic literature</td>
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<td>4. The report’s analysis of the organisation and literature</td>
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<td>5. The overall structure and logical development of the report</td>
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<td>6. Citations and referencing</td>
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<td>7. Writing clarity and grammar</td>
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<td>8. Presentation</td>
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<td>9. Tertiary standard: Does the review reach a high standard of research, analysis</td>
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<td>and writing?</td>
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Overall, the review is worth

Comments

<table>
<thead>
<tr>
<th>Mark</th>
<th>Grade</th>
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Signed: ______________________
Date: ________________________
Assessment 2: Group Presentation

Presenters Names: ____________________________________________________________

Groups will have 10 mins to present (plus up to 5 mins for questions) and will be graded on the following basis:

<table>
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<tr>
<th>Assessment Criteria</th>
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<th>0.5</th>
<th>0.75</th>
<th>1.0</th>
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</thead>
<tbody>
<tr>
<td>1. Content-relevance &amp; comprehensiveness</td>
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<td>2. Analysis-originality &amp; pertinence</td>
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<td>3. Evidence of research</td>
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<td>4. Understanding of the topic being presented</td>
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<td>5. Structure of ideas</td>
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<td>6. Quality of Presentation – introduction of topic, speaking skills, well-rehearsed, creative presentation and good eye contact.</td>
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<td>7. Ability to capture and hold audience interest.</td>
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<td>8. Involvement of class Handling of questions</td>
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<td>10. Quality of handout (1 page only)</td>
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Comments: ____________________________________________________________

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Total: /10