

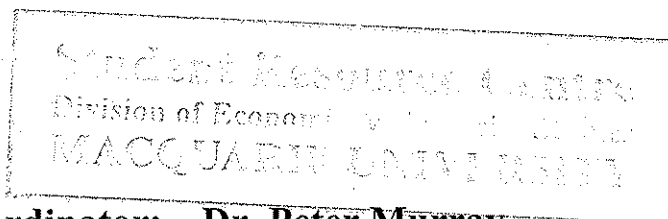


College of Commerce  
Division of Economic and Financial Studies  
Business Department

# BBA 217

## Human Resource Planning

# Unit Outline, 2004



**Unit Co-ordinator:** Dr. Peter Murray  
**Lecturer:** Bill Morrissey  
**Lecture Time:** Friday 9:00am -- 11:55am  
**Location:** E7B T3  
**E-mail:** pathfinder\_hr@msn.com.au

**UNIT TITLE: HUMAN RESOURCE PLANNING**  
**CREDIT POINTS: 4 points**

## **1.0 GENERAL AIM AND RATIONALE**

This unit focuses on workplace performance, strategic human resource planning and career management. We examine new paradigms in the "Whitewater" environment where performance of individuals, groups and the corporation are in the forefront of competitive advantage. Poor performance is no longer an option for managers. Individuals are changing careers more frequently than ever before and attracting and retaining adequate skills and competencies is a major challenge for managers. Students will become proficient at analysing the key factors that drive individual needs and the incorporate these with corporate strategy and planning. Case analysis will be used to link concepts and frameworks to real-world examples. Group work will engage students in the challenges of interpersonal communication, corporate diagnosis, needs planning, motivation and dealing with difficult workplace situations.

The content of this unit is designed to build students' understanding in the design, formulation and implementation of the various systems of performance management, the dysfunctions of performance review systems, theory and practice of performance interviewing and employee counseling and the implementation of employee assistance programs. The discipline process is also examined, especially in relation to potential conflict with performance management systems. Finally, individual career management programs will be discussed and evaluated.

## **2.0 SPECIFIC OBJECTIVES**

The learning outcomes of this course relate to:

### **2.1 The Meaning of Performance Management.**

**Understanding the need for Performance Management and its relevance to corporate success. Why do organizations and individuals need Performance Management?**

Recognize, identify and explain the concepts of individual and group performance. Why do we need to manage performance?

### **2.2 The Motivation to Perform**

**Is everyone the same? Are we all motivated to achieve high level outcomes? How can we use motivation to stimulate competitive advantage?**

Distinguish between different types of motivators, review the challenge of individual needs in a team environment.

### **2.3 Types of Performance Management Systems (PMS) – Management by Objectives (MBO)**

## **Why do firms use integration strategies? In what circumstances are alliances and diversified portfolios useful?**

We start the journey of assessing the different styles of PMS and discuss why not all systems readily “fit” every environment. We will discuss the need to manage the various systems and to train all the stakeholders to effectively use the systems.

### 2.4 The Balanced Scorecard

#### **At senior level in organizations is the need to be closer aligned to corporate strategy more critical? Is Performance Management an ongoing management function?**

Another more recent system has been the Balanced Scorecard, a management tool to review performance on an ongoing basis and to make adjustments where necessary to align with the initial objectives.

### 2.5 360 degree Feedback, BARS

#### **Who should review performance? How can individuals outside the organization add value to the process? Can subordinates be objective and fair in assessing a manager? What process is right for the current stage of an organization.**

Review different proven systems and recognize the strengths and weaknesses of these programs. A combination of aspects of the different systems can be an effective way to achieve the outcomes for both individuals and organizations.

### 2.6 Conducting a Performance Review – Giving Effective Feedback

#### **Why do some managers resent the time and cost of Performance Reviews? Who should be included in the training for this important management function?**

A two-way process is not just telling employees and informing them of their problem areas. Feedback from the employee is also important. There is a need to listen to what the employee have to say and to “sell” future plans and strategies from an organizational viewpoint.

### 2.7 Performance Management and Human Resource Planning – Succession Planning

#### **The “War for Talent” is another great challenge for business in the new environment. How can organizations ensure that they have the talent for future needs? What are the strategies to manage those employees not involved in the succession plans?**

Reflect on different aspects of strategic human resource planning. We need to examine how globalization has impacted on the distribution of skills and competencies.

### 2.8 Dealing with Poor Performance – Disciplining

#### **What measures are available to the new era manager? What are the responses from Baby Boomers, Generation X and Generation Y? What are the implications of choosing the wrong measures?**

Examine the current issues with discipline and the effect of positive and negative motivation. Define what is meant by discipline and the reactions to disciplinary action.

## 2.9 Dealing with Poor Performance – Workplace Counseling

**What are the key implementation issues of Workplace Counseling? How do managers deal with conflict and power?**

Most managers are not professional psychologists so we need to examine what we can do to ensure we achieve the outcomes we have determined when we developed our strategic performance management policies and procedures.

## 2.10 Employee Counseling: The Role of External Professionals

**Are managers expected to fully understand the ramifications of counseling employees? Can they anticipate all the reactions of employees? Do people change over time?**

Evaluate different aspects of performance, both objective and subjectively. Apply these to a corporate case and differentiate between different responses.

## 2.11 Career Management – the Individual Response

**Whose responsibility is Career management? Do individual employees know what they want to do now and in the future? How do we handle the Career Plateau effect?**

Career management has changed in recent years. Review the Train, Bus, Helicopter models and the future demands on both individuals and corporations.

## 2.12 Career management – Organisational Responses

**What are the key aspects of providing a supportive environment for optimizing career development? What are the external support mechanisms available to corporations? How far should organizations extend their resources to maintain a competitive workforce?**

Determine the effectiveness of implementation techniques in the new environment where employees are changing jobs and careers at an increasing rate. Assess the impact of continuous training and development and the impact of failure of adequate investment on people.

## 2.13 Evaluation of Performance Management Processes.

**Are organizational initiatives working to achieve desired outcomes? What can organizations implement when performance strategies are not working as intended?**

Define, explain, identify, and analyze key aspects of Performance Management strategies. Review the subjects discussed during the course.

### 3.0 CONTENT & TUTORIAL SESSION

#### 3.1 The Meaning of Performance management 1

Tutorial Sessions

**Week 1 Readings:**

Khoshaba, Chapter 1

Noe et al., Human Resource management: Gaining a Competitive Advantage, 4<sup>th</sup> edition, Chapter 8

Panel groups organized this week

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#### 3.2 The Motivation to Perform

**Week 2 readings:**

Khoshaba, Chapter 2

From Luthans, Virtual Organisational Behaviour, Motivation Chapter

Panel 1 will discuss and present the topic this week.

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#### 3.3 Types of Performance Management Systems – Management by Objectives (MBO)

**Week 3 readings:**

Khoshaba, Chapter 5

From Harvard Business School Human Resource management articles, two case studies

Panel 2 will discuss and present.

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### 3.4 The Balanced Scorecard

**Week 4 readings**

Khoshaba, Chapter 3

From Kaplan & Norton, Balanced Scorecard: Translating Strategy into Action, Chapters 1, 2 & 12

Panel 3 will discuss and present.

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### 3.5 360 degree Feedback, BARS

**Week 5 readings:**

Khoshaba, Chapter 4

From Richard Ivey School of Business – The University of Western Ontario, case Study

Panel 4 will discuss and present.

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### 3.6 Conducting a Performance Review – Giving Effective Feedback

**Week 6 readings:**

Khoshaba, Chapter 6

From Harvard Business School Organisational Behaviour Cases, Case Study

Panel 5 will discuss and present.

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### 3.7 Performance Management and Human Resource Planning – Succession Planning

**Week 7 readings:**

Stone, Raymond J, *Human Resource Management*, 2002, John Wiley, Chapter 2 – Human Resource Planning - **will be provided to students.**

Panel 6 will discuss and present.

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### 3.8 Dealing with Poor Performance – Disciplining

**Week 8 readings:**

Khoshaba, Chapter 8

From DeJanasz-Dowd-Schneider, *Interpersonal Skills in Organisations*, Chapter 13

Panel 7 will discuss and present.

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### 3.9 Dealing with Poor Performance – Workplace Counselling

**Week 9 readings**

Coles, Chapters 2 and 3

Panel 8 will discuss and present.

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### 3.10 Employee Counselling: The Role of External Professionals

**Week 10 readings:**

Coles, Chapters 4 and 5

Panel 9 will discuss and present.

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### 3.11 Career Management – the Individual Response

**Week 11 readings:**

Greenhaus, Chapters 1,2 and 3

Panel 10 will discuss and present.

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### 3.12 Career management – Organisational Responses

**Week 12 readings:**

Greenhaus, Chapters 14 and 15

Panel 11 will discuss and present

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### 3.13 Evaluation of Performance Management Processes

**Week 13 readings:**

Khoshaba, Chapter 7

From Bennett-Hartman, Employment Law for Business, 3<sup>rd</sup> Edition, Chapter 15

**General discussion on the future of Performance management and related issues.**



#### 4.0 PRESENTATION OF UNIT

The unit is presented as one and one half hour modified lecture and one and one half hour tutorial.

#### 5.0 ASSESSMENT

The assessment will be continuous and designed to test the students understanding of strategy along the learning taxonomy scale including knowledge, comprehension and application. There is a high emphasis on the critical and reflection notion of performance management and your ability to apply the concepts in practice.

##### 5.1 The assessment includes:

	%
Panel discussion and presentation	10
Individual essay	20
Group case report	20
Exam	<u>50</u>
<b>Total Marks</b>	<b>100%</b>

Points to note about this assessment:

- 1) In relation to tutorial case assessment, marks will be allocated depending on **level of involvement in group discussion, overall contribution to the class and preparation of in-class requirements for each week**. You will need to allow at least four hours of reading per week to prepare for class.
- 2) Students must complete all components of the course to register a pass or better grade and must obtain at least a pass grade in all assessment components. A satisficing mark of 25 out of 50 will be set for the exam. **This means that a student could fail the unit by failing the exam even though the assessment was passed.**
- 3) Please note that pressures relating to work are generally not considered as legitimate reasons for not attending or completing a mandatory component of the course.
- 4) Students must attend at least 11 out of the 13 lectures and tutorials scheduled between weeks 1 to 13. A roll of lecture attendance will be kept and students must sign this each lecture.

##### 5.2 Detailed Assessment:

###### Panel discussions and presentations

You will note on in the 'Content and Tutorial Session' (P2) above that each week, groups of 7 are required to discuss and analyze one of the topics presented in the previous week..

Required:

1) Groups of 7 will be coordinated by the lecturer. Each group will be nominated a particular week to present the paper. Each person in the group should prepare one (1) overhead on an area of the reading nominated to them (i.e 7 overheads for the entire group). The overall presentation will be for the benefit of the entire class and should address the following:

- ◆ Introduction
- ◆ What was this topic about?
- ◆ What did the major theories say, that is, the central arguments?
- ◆ What did the results indicate?
- ◆ What were the major conclusions?
- ◆ What are your recommendations (if appropriate)?

2) Generally, only one group present each week. After each individual presentation, the presenting group as a whole should prepare a broad discussion of the issues presented. In particular, the group should address for about 10-15 minutes how the paper relates to the broader topic for that weeks lecture. For example, if you are presenting a paper on "Dealing with Poor Performance", how does the paper inform or expand the lecture material. You might also ask questions of the audience or have them undertake an exercise.

### **Individual Essay (Due week 10)**

*"Any performance management system designed and implemented only serves as a divisive tool within the organisation".*

Critically evaluate this statement with reference to two performance management systems.

At the individual level, each person will prepare a four page, typed (single space) report of 1200 words (references are necessary). Your individual essay should include an:

- ◆ Introduction
- ◆ What was this statement about?
- ◆ What did the major theories say, that is, the central arguments?
- ◆ What did the results indicate?
- ◆ What were the major conclusions?

**Note:** You should paraphrase in your own words the five areas. Each report must be your own individual work and not be plagiarized in any way.

## Group Case Report (due week 12)

Required: 3000 words

A group written report (3000 words) must be prepared, directed to the CEO of a company of your choosing. This project must be undertaken by the same group of 7 nominated for the panel discussions. The group should choose any company eg. GEC, Microsoft, IBM, these are examples of highly published performance management/succession planning programs but the list is not exclusive. Commence researching material on your selected company by week 3 at the latest at which time the group should draft an action plan for writing the report and should begin writing as soon as possible to avoid last minute rushes. The report must be written in correct Report format and include sub-headings and conclusion to demonstrate a depth of understanding. The group report should broadly discuss/report on the following areas:

- ◆ An introduction setting out the purpose of your report
- ◆ Background of the company
- ◆ An evaluation of the key performance/planning issues facing the company.
- ◆ Where do they vary from competitors?
- ◆ Why do they consider this process so important?
- ◆ Are there improvements in Best Practice the company could adopt?
- ◆ Future Issues for the company (if appropriate)
- ◆ Explain how your report address the principles covered in the course material

Note: You can use any headings and sub-headings you wish as long as the broad areas are addressed above.

## 6.0 RECOMMENDED TEXTS

Book of Readings.

Khoshada, T., (2003), *Management of Employee Performance*. McGraw Hill, Sydney

Desirable texts:

Coles, A. (2003). *Counselling in the Workplace*. Berkshire, UK: McGraw Hill.

Greenhaus, J.H. Callanan, G and Godshalk, V. (2000). *Career Management*. Ohio: Thomson.

## 7.0 ADDITIONAL REFERENCES

### Journals

The Internet and journal articles must be accessed because they provide a source of current information on the topic areas. The following list of journal titles is not exhaustive but will assist you in your library research.

Academy of Management Journal  
Academy of Management Review  
American Business Review  
Asia-Pacific Journal of Human Resource Management  
Benefits and Compensation International  
Compensation and Benefits Review  
Harvard Business Review  
Journal of Human Resources  
Journal of Management  
Journal of Managerial Psychology  
HR Monthly  
Labour and Industry  
Personnel Journal

Other references.

Stone, R.J., Human Resource Management (2002), John Wiley, Singapore.

Winter, S. (2003), Understanding dynamic capabilities. Strategic Management Journal, 24: 991-995

Barney, J. (2001), Firm resources and sustained competitive advantage. Journal of Management, Vol. 17, No. 1, 99-120.

Kaplan, R.S. Norton, D.P. (1992), The balanced scorecard – measures that drive performance. Harvard Business Review, January-February.

## Special Consideration

You are expected to attend scheduled examinations with the other students completing this unit. If extraordinary circumstances prevent you from attending the scheduled examination or affect your performance in an examination, you may wish to lodge a request for special consideration.

Any such requests must be lodged on the appropriate form. If there are medical circumstances you wish to be taken into account when considering your request, the medical information must be lodged on the attached Professional Authority Form. **No other form of medical certificate will be recognised.**

## Supplementary Examinations

The academic staff managing this unit may, **at their discretion**, decide that, in the light of the circumstances set out in a request for special consideration, the appropriate way to assess your performance in this unit is to invite you to sit a supplementary examination. (It is not automatic that you will receive a supplementary examination if you have missed an examination due to medical reasons or misadventure. Students need to have an adequate performance in other assessment components to be considered for a supplementary examination.)

## Cheating and Plagiarism

Cheating and plagiarism are regarded as attempts to gain an unfair advantage over your fellow students and will not be tolerated. Please read the Plagiarism and Cheating document below which sets out the Division's policy in these matters.

## Support Services for Overseas Students

The University Counselling and Health Services has appointed a counsellor specifically to assist students from overseas countries and those who speak English as their second language. She is particularly expert in assisting with difficulties which involve adjustment to University life or to Australian custom, personal difficulties or the skills of studying, of reading, learning and remembering, or organising and motivating study, or of facing the examinations. Much of the work with students is conducted on an individual basis in a confidential setting. However, each semester groups are conducted to assist students in study skills, stress management and preparation for returning to the home country.

## THE DANGERS OF CHEATING AND PLAGIARISM AND HOW TO AVOID THEM

To cheat in the context of university assignments, tests and examinations is to attempt to gain an unfair advantage by violating the principles of intellectual and scholarly integrity. Cheating also encompasses plagiarism, which is the appropriation or imitation of an another person's ideas and manner of expressing them.

## WHAT IS CHEATING?

You will be guilty of cheating if you do any of the following:

1. Copy from another student during a test or examination. This is cheating whether or not there is collusion between the students involved. Collusion with another student who wishes to cheat from you exposes both parties to penalties under University Regulations.
2. Use or paraphrase the work of others, including any document, audio-visual or computer-based material, when preparing an assignment or writing an examination, and pretend it is your own work by not acknowledging where it came from.
3. Copy from another student's coursework whether that copying be with or without the knowledge of that student. This includes:
  - copying all or part of someone else's assignment
  - allowing someone else to copy all or part of your assignment
  - having someone else do all or part of an assignment for you
  - doing all or part of someone else's assignment for them.
4. Make up data and fabricate results in research assignments.
5. Impersonate someone else in an examination or test, or arrange such impersonation.
6. Use forbidden material in a test or examination, whether in printed or electronic form. For example, attempting to use a non-standard calculator in a restricted calculator examination.

## WHY IS IT WRONG?

If you take and use the work of another person without clearly stating or acknowledging your source, you are falsely claiming that material as your own work and committing an act of plagiarism. This is wrong because:

it violates the principle of intellectual and scholarly integrity.

it devalues the grades and qualifications gained legitimately by other students.

## PREVENTING CHEATING

All students and staff have a responsibility to prevent, discourage and report cheating.

Typically students cheat because they are having difficulty with the unit content, the language of the unit, or both. Cheating and/or plagiarism can be a temptation when students are experiencing difficulty with a heavy workload in the unit and seek to save time by using others work.

To avoid having students resort to cheating, the University provides many services to help students with their course or to make thoughtful decisions about whether to continue.

Within the Division of Economic and Financial Studies, students should first seek assistance from their tutor and/or lecturer. The University also offers help through the Dean of Students or the University Health and Counselling Services.

There is a difference between getting help and cheating. You are encouraged to get help if you need assistance to understand the material and any set work so that you are in a better position to create your own answers.

## HOW TO PLAY SAFE

To maintain good academic practice, so that you may be given credit for your own efforts, and so that your own contribution can be properly appreciated and evaluated, you should acknowledge your sources and you should ALWAYS:

- (i) State clearly in the appropriate form where you found the material on which you have based your work, using the system of reference specified by the Division in which your assignment was set;
- (ii) Acknowledge the people whose concepts, experiments or results you have extracted, developed or summarised, even if you put these ideas into your own words;
- (iii) Avoid excessive copying of passages by another author, even where the source is acknowledged. Find another form of words to show that you have thought about the material and understood it, but remember to state clearly where you found the ideas.

There is nothing wrong with working with other students in a group; indeed sometimes you will be encouraged to do so. But after a certain point, each student must work on their own to produce their own written answers. If no specific guidelines for group-work have been given, a reasonable interpretation is that it is acceptable for two or more students to discuss a problem among themselves or with a staff member. The group may then agree that the answer should include certain points. But then each member of the group must independently write their own answer to the problem.

## PENALTIES

Students who are guilty of cheating and plagiarism will be penalised. Depending on the nature of the offence, the unit coordinator will determine the penalty. For example, extensive plagiarism may result in zero marks for an assignment. Repeat offences will be referred to the University Discipline Committee and may result in failure or exclusion from the university.

*(This material has been compiled from the existing plagiarism documents of Macquarie University and University of Auckland.)*

**Professional Authority Form**

**This form must be completed by a professional authority.**

Students at Macquarie University are able to apply for special consideration if they are unable to attend an examination or if they consider that their examination preparation or overall performance in a unit of study has been affected by unavoidable disruption or misadventure. Special consideration may also be granted if a student is forced to leave the examination room early due to illness or unavoidable disruption and believes that his/her examination performance has been affected. In most circumstances documentary evidence is required before special consideration will be granted and your assistance in providing information on the student's illness or misadventure would be appreciated. The information you provide will allow the University to make a fair decision about the student's academic performance and will only be used to assess the student's request for special consideration. If special consideration is requested on non-medical grounds, appropriate supporting documentation must be provided, e.g. statutory declarations by independent witnesses, police reports, or statements from sufficiently senior officials in the place of employment. **Photocopies of documents will not be accepted unless they have been certified by a member of the Registrar's staff.**

**Professional Use Only**

Student's Name: \_\_\_\_\_ ID Number: \_\_\_\_\_

Date of Consultation: \_\_\_\_\_

Date/s of illness or misadventure: From: \_\_\_\_\_ To: \_\_\_\_\_

Please tick the box which best describes the student's illness or misadventure

In my opinion the effect of the illness or misadventure on the above day/s was (or will be):			
Negligible ( )	mild ( )	moderate ( )	severe ( )

Was the student suffering from symptoms of the illness or misadventure on the date of the consultation? Yes/No

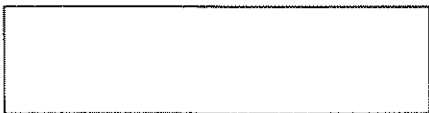
Please provide details of misadventure or illness including symptoms and the way in which the circumstances are likely to affect exam performance. Is the illness or misadventure related to or as a result of a pre-existing condition? Give details below.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name and Title: \_\_\_\_\_

Profession: \_\_\_\_\_ Provider Number: \_\_\_\_\_

Signature: \_\_\_\_\_ Phone number/s: \_\_\_\_\_



Stamp or seal of Professional Authority  
(or attach letterhead)