



College of Commerce  
Division of Economic and Financial Studies  
Business Department

# **BBA207: HUMAN RESOURCE DEVELOPMENT**

## ***UNIT OUTLINE*** ***First Semester, 2005***

**Unit Convenor: Dr Peter Murray**

**Thursdays, 2-4pm W5A T2**

**Prerequisites: Entry to BBA or BHRM; BBA111**

Students in this unit should read the Unit Outline carefully at the beginning of semester. It contains important information about the unit. If anything in it is unclear, please consult the Unit Convenor.



## **1.0 General Aim**

This unit examines a range of theories, processes, and techniques for developing social capital in organizations. It also analyzes change processes from a number of different framing perspectives such as the political frame and the structural frame. Organisational development techniques are considered in the context of a systems approach; one-off change and development processes are considered to be inappropriate when they fail to account for the contingencies of organizational forces. Thus, the unit examines several integrative theories of change management together with a number of intervention strategies. The alert student will note that intervention strategies of themselves may or may not work given the institutional values and organizational forces that flow in and around the organization. The unit also examines ways to apply theory to practice so that real change agent skills are developed.

## **2.0 Learning Objectives**

The learning objectives include:

- 2.1 Define and explain the various frames of organizations;
- 2.2 Identify a range of intervention techniques for developing people;
- 2.3 Recognise change management issues that intervention strategies inform and help to solve;
- 2.4 Distinguish between several theories that highlight the process of change as well as OD intervention techniques;
- 2.5 Analyze the techniques used to solve complex real-life case problems with applications of theory in practice.

## **3.0 Learning Outcomes**

Students studying this unit should be competent in:

- 3.1 Identifying one or more intervention strategies capable of solving problems of change inside contemporary organizations;
- 3.2 Recognising hindering forces that work against change and helping factors that eliminate or dilute them;
- 3.3 Applying various theoretical solutions in practice;
- 3.4 Developing a change ready organization capable of continuous innovation;
- 3.5 Distinguishing between frameworks of thinking that reinforce particular kinds of strategy that complicate OD intervention.

## **4.0 Web Page**

Please note the units 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 BBA 207. Please check this site each week for possible lecture slides. Slides are not used every week in BBA 207 so you should check in case they are. Also, all examination, results, and other notes will be posted on the site from time to time.

## 5.0 Lecture and Tutorial Content

### Week 1:

Lecture 1 - The Structural Frame: Why is it useful to think of organizations as frames of thinking. Why do organizations form the values in structure that constitute a particular kind of thinking and forms of organising. Why do people such as managers think in a structural frame? How do structure blind managers?

Tutorial Journal: Form into one group which will be your same group each week. Refer to your tutorial journal. You are required to either answer all questions as a group then prepare an individual journal, and/or complete the questionnaires or tests included in each week. There may also be a case study from time to time. In other words, you must complete all tasks required for each week. **Note: At the end of the semester, completed journals will be collected. Please note the journal requirements in your journal workbook.**

Reading week 1: Page 3 to 92 Bolman and Deal

**Please note: All readings must be prepared in advance**

### Week 2:

Lecture 2 – The Human Resource Frame: Why people became important. What are different ways of thinking about developing people? Why human needs are not satisfied and the realities of organizational life. Why should we invest in people? This question is a key one and forms the basis of the unit!

Tutorial: Complete this week's journal

Reading week 2: Page 111 to 159 Bolman and Deal.

### Week 3:

Lecture 3 – Human Resource Frame (Continued): What is an HR philosophy and why should it make a difference? Why are HR programs linked to rewards? Why should we redesign work? What type of interpersonal understanding is needed by manager? How interpersonal communication and defensive reasoning leads to problems. What type of personal communication works best and how should leaders lead?

Tutorial: Complete this week's journal

Reading week 3: Page 160 to 179 Bolman and Deal, plus "Interpersonal & Group Process approaches", Book of Readings

### Week 4:

Lecture 4 – The Political Frame: Distinguishing between power and conflict. What are the assumptions of conflict? Organisations are coalitions that need power, or not? Is their such a thing as sources of power? What type of political skills are required by managers? How do moral ethics play a role?

Tutorial – Complete this week's journal

Reading week 4: Page 181 to 220 Bolman and Deal

**Week 5:**

Lecture 5 – The Political Frame continued: Seeing things through symbolic gestures. The episodic circuit of power and social and system integration. Organisations are really political arenas, so, what role does power play. Organisations are thus political agents

Tutorial: Complete this week's journal

Reading week 5: Page 221 to 240 Bolman and Deal,

**Week 6:**

Lecture 6 - The Symbolic Frame: Culture and symbols. Different and competing perspectives of culture symbolize the organisation. Why culture as pattern, as values, as ritual, prescribes organizational behaviour. Culture also consists of deep-seated myths, why? Different types of competing values.

Tutorial: Complete this week's journal

Reading week 6: Page 241 to 269 Bolman and Deal, plus  
"Organisation Transformation", Book of Readings

**Week 7:**

Lecture 7 - The Symbolic Frame (continued): Why organizations are like theaters. When does structure become theatre? How do organizations create believable plots? Examine processes, they become theatre in the way they are enacted? Theatres consist of actors that play out roles. How do organizations mimic this reality?

Tutorial: Complete this week's journal

Reading week 7: Page 241 to 269 Bolman and Deal, plus  
"Strategy as Fiction", Book of Readings

**Week 8:**

Lecture 8 – Integrating Frames: How we draw meaning from each of the frames. Why each frame will have implications for OD in both people and the organization. How can, and why should, events be interpreted in a number of ways? Why do many people see contrasting realities? Which frame is best, single or multiple? How will a multiple versus single approach work to the advantage of an organization? How can frames be used in interpersonal relations?

Tutorial: Complete this week's journal

Reading week 8: Page 303 to 333 Bolman and Deal, plus  
the latter part of the reading "Organisation Transformation", Book of Readings

### **Week 9:**

Lecture 9 – Reframing Leadership: From theory to practice. What things do good leaders appear to do? Different leadership approaches preach particular styles and traits but which one is best. In isolation, one may not be less effective, since a multi-frame approach to leadership is absent. So, why do many leadership approaches seem best across the four frames?

Tutorial: Complete this week's journal

Reading week 9: Page 334 to 366 Bolman and Deal

### **Week 10:**

Lecture 10 – Reframing Change: What does change actually do to existing operations? Why each frame is often forgotten. What are some of the different barriers to change? What things change? How will an organizational development approach work? Change is as much related to conflict and it is loss; why?

Tutorial: Complete this week's journal

Reading week 10: Page 367 to Page 393 Bolman and Deal plus  
"Learning by Auditing, a Knowledge Creating Process", Book of Readings

### **Week 11:**

Lecture 11 – Incorporating Change and Leadership.

Tutorial: Complete this week's journal

Reading week 11 Page 409 to 434 Bolman and Deal plus  
"Collecting and Analysing Diagnostic Information", Book of readings

### **Week 12:**

Lecture 12 – Revision lecture. This is a compulsory lecture for all students studying the unit.

Tutorial: Role plays. Each student group must rate other groups' role plays.

Readings: There are no readings for this week

### **Week 13:**

Lecture 13 – Revision lecture.

Tutorial: Role plays. Each student group must rate each other groups' role plays.

Readings: There are no readings for this week.

## **6.0 Presentation**

The subject consists of a one to one and a half-hour lecture followed by a one and a half to two hour tutorial. Students must attend **80% of all lectures and 90% of all tutorials** in

order to pass the unit. This translates into 2 lectures and 1 tutorial. Special permission must be obtained if you envisage missing any other compulsory classes.

## 7.0 Assessment

The assessment will be continuous. Separate explanations are provided for each assessment item below. The broad assessment consists of the following:

Tutorial Workbook & Journal	30
Role Play	20
Exam	<u>50%</u>
Total Marks	100%

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. For the final exam, you must record a satisficing mark of 20 out of 50 otherwise you may fail the subject based on the exam result. Please note that pressures relating to work are not sufficient reasons for not attending or completing a mandatory component. **A lectures log will be kept each week to monitor attendance.**

### Tutorial Workbook and Journal

Required: Please record your entries in the journal during and after each week's tutorial. Every effort should be made by members to contribute equally and evenly in work load including keeping up-to-date with all weekly readings. At the end of the semester, each group member will rate each others contribution to the group as a whole. Marks for the journal will be obtained by:

- Examining the quality of the journal.
  - This may include a minimum of your weekly requirements for a pass; or,
  - Although not mandatory, further marks will be obtained by including evidence of extra work from additional readings and their comments, artistic drawings or cartoons and relevant comments, or the addition of press articles on a similar topic;
- Reviewing each person's comments in the group about each other and ascertaining an individual mark. If all comments suggest there is equal contribution, all group members will receive equal group marks. There will be 10 marks allocated for the group and 20 for the individual assessment;
- You should keep a separate copy of your final journal as you will receive a mark for the journal plus a general commentary only. These will be available on the web page for the unit during week 13.

In responding and recording each week's entry, you can respond in the space provided. Alternatively, you can download the workbook file from the web and type each week's entry straight onto the journal. The latter is a neater way to present your work and may help to facilitate each weeks work. Make sure you keep an extra copy on floppy disc or CD if using a hard disc. Any incomplete tasks should **be completed as homework**.

## Role Play

A group role play will be prepared and performed in class. Role play performances will commence in week 12 and 13 in the tutorial.

Required:

You should:

1. Choose any area of the course that interests you. These may be more general interests reflected in the textbook or more specific interests of OD in practice reflected in both the text and the book of readings;
2. You can choose **fiction or fact** in composing your role play. If **fiction**, you will need to really think through the purpose of the role. For instance, it should be a valuable learning experience for all the class. It should also tease out areas of research, illustrating how this can be applied in your fictional setting. An example of a fictional setting might be an office, a factory, a meeting or team project, an HR consultant talking to the HR team or to other business users, a training exercise, or simulation of some sort. It can be creative if you want but should cover the key aspects of an area of HR in organizational development covered in the course. You should ensure you refer to enough theoretical areas to support the role. Simple references without substance will be marked down.

If based on **fact**, this option will require you to choose a company, get information on some aspect of OD within the company, identify the OD problem that needed to be addressed, illustrate how the company used an OD strategy to solve the problems, and role play out the drama or realities of implementing the process. The data you use can be from a detailed case study documented elsewhere where you plan to role play the experience (make other assumptions if needed when these are not provided), or alternatively, it can be data obtained from an actual company you choose. In the latter, you will need to briefly document in the introduction of your role play which company you chose and how you obtained the data.

3. Whether your role play is based on either fiction or fact, you should **prepare an introduction to your role play that introduces the topic, briefly explains your OD goals in relation to the role, and your expected outcomes**. In other words, what will you and your audience learn by playing/watching the role. This will also require you to prepare a brief report (3-4 pages) on exactly this topic. Hand this in to your lecturer with your group names and the ID of everyone who participated on the day of your presentation. If you have used references in this report, please refer to the following style guideline below.

## Exam

The exam for this unit will be based on all readings in the Book of Readings plus the Bolman and Deal text. You must have a thorough understanding of all the key ideas presented in the unit plus the book of readings. Thus, the importance of the weekly tutorial journal will become apparent to you.

## **Style Guide References:**

If using references to other publications, these should be complete and in Harvard style. They should contain full bibliographical details and journal titles should not be



abbreviated. References should be shown in the text by giving the author's last name followed by a comma and year of publication all in round brackets, e.g. (Fox, 1994). At the end of the report, there should be a reference list in alphabetical order as follows:

a) for books

surname, initials and year of publication, title, publisher, place of publication, e.g. Casson, M. (1979), *Alternatives to the Multinational Enterprise*, Macmillan, London.

b) for chapter in edited book

surname, initials and year, "title", editor's surname, initials, title, publisher, place, pages, e.g. Bessley, M. and Wilson, P. (1984), "Public policy and small firms in Britain", in Levicki, C. (ED), *Small Business Theory and Policy*, Croom Helm, London, pp. 111-26.

a) for articles

surname, initials, year, "title", journal, volume, number, pages, e.g. Fox, S. (1994), "Empowerment as a catalyst for change: an example from the food industry", *Supply chain Management*, Vol 2 No 3, pp. 29-33.

### 8.0 Assessment Forms

The following forms will be used to assess your assignments. Please note the criteria used to assess your mark.

#### Individual Journal (20 marks)

Extensive evidence ← → Minor evidence

1	Quality of your research ie. Did answers make sense, relevance of your references, inclusion of journal articles or books as indication of your preparation.									
2	Quantity of your research - did you collect enough information and write enough to explain the questions									
3	How clearly you identified the major themes and issues in the literature									
4	Your ability to critically analyse the literature where required									
5	How well you applied the theoretical perspectives to each of the questions posed in the journal									
6	The overall structure and logical development of your journal									
<b>Communication aspects of your report:</b>										
7	<b>Referencing</b>									
8	<b>Writing Clarity</b>									
9	<b>Grammar</b>									
10	Tertiary standard: Does your journal reach a high standard of research, analysis and writing?									
11	Overall, your journal is worth									

Role Play (20 %)

Extensive evidence ←————→ Minor evidence

		9	8	7	6	5	4	3	2	1
1	Quality of the role play ie. Use of theory reflected in role, lively discussion, promotes interest, variations and surprises, strong intro and purpose, clear outcomes, believable plot established									
2	Quantity of your research - did you collect enough information to prepare the role									
3	How clearly you identified the major themes and issues in the readings and were able to convey this to the audience									
4	Your ability to captivate the class through the role play									
5	The overall structure and logical development of your role									
<b>Communication aspects of your presentation</b>										
6	Tertiary standard: Does the role play reach a high standard of research, analysis and communication?									
7	Overall, the role play is worth									

Peer Assessment Sheet: Group component of Individual Journal. (10%)

The following sheet must be filled out by each participant of every group who participated. You must hand in this sheet with your final report after you give the role play.

Group Members:

Requirements:

1. Allocate a reward to each member based on his or her contribution to each weeks tutorial discussion. You have \$1m to split. For example, if you have all contributed equally, you will each allocate \$.2m to each other. On the other hand, if one or two have not contributed equally, then you should allocate an amount based on their % contribution to the team report.

Group Member	Contribution Amount
Member 1:	
Member 2:	
Member 3:	
Member 4:	
Member 5	

2. Write a brief report on each others contribution to justify why you gave them the mark/allocation you did. This will be used for lecturer purposes.

Name: \_\_\_\_\_

Why does this person deserve this amount?

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3. Attach each individual report (i.e. each members peer assessment sheet) to your final report and please sign the report.

**Note: The amount allocated will be used to calculate the marks out of 10 that each member will be given. For instance, if a group rates each person equally, then each will receive 10 marks. However, if one's % contribution is only half of everyone else's contribution, then they will receive 5 or a prorate amount out of 10.**

## 9.0 Textbooks and Reading

Compulsory: The text for the unit is:

Bolman. L.G. Deal, T.E. (2003), "Reframing Organizations, Artistry, Choice, and Leadership", 2<sup>nd</sup> Edition, Wiley: San Francisco.

There is also a small book of integrative readings and integrative cases available in the bookshop from the second week. The readings are titled:

Murray, P. (2004), (Ed), "Patterns of Design Intervention in Organisation Development", Macquarie University Press.

## 10. Teaching Staff

Lecturer-in-Charge: Dr Peter Murray  
Tel: 9850 7787  
Email: [pmurray@efs.mq.edu.au](mailto:pmurray@efs.mq.edu.au)

Tutors: Dr Angie Knox  
Stephane Bignoux  
Faiza Ali

Consultation times for teaching staff will be advised at the beginning of the semester. Please note that any communication with staff via email must be conducted using your University email address only.

## 11 Examinations

The University examination period in First Half Year 2005 is from 15 June to 29 June.

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. Information about unavoidable disruption and the special consideration process is available at

<http://www.reg.mq.edu.au/Forms/APSCon.pdf>

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. You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

## 12. Plagiarism

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

## 13. University Policy on Grading

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://www.mq.edu.au/senate/MQUonly/Issues/Guidelines2003.doc> or  
<http://www.mq.edu.au/senate/MQUonly/Issues/detailedguidelines.doc>.

#### **14. Student Support Services**

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

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