MACQUARIE
UNIVERSITY~SYDNEY

College of Commerce
Division of Economic and Financial Studies
Business Department

BBA 217:
Human Resource Planning and Performance Management

UNIT OUTLINE
Semester 2, 2005

Lecture: Friday, 9.00am-12noon, E7B T3

Unit Convenor: Dr Peter Murray
Lecturer: Bill Morrissey

Prerequisites: Entry to BBA or BHRM; BBA111

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

Unit Title: **Human Resource Planning and Performance Management**
Credit Points: 3
Lecturer: **Bill Morrissey**
Email: **pathfinder_hr@msn.com.au**

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:**
>
> From Noe et al., Human Resource management: Gaining a Competitive Advantage, 5th edition, Chapter 8 (handout)
>
> Panel groups organized this week

3.2 The Motivation to Perform

> **Week 2 readings:**
>
> From Luthans, Virtual Organisational Behaviour, Motivation Chapter 8 (handout)
>
> Panel 1 will discuss and present the topic this week.

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

> **Week 3 readings:**
>
> Bernardin, Human Resource Management, Chapter 5
>
> Panel 2 will discuss and present.

3.4 The Balanced Scorecard

Week 4 readings

Bernardin, Human Resource Management, Chapter 7

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

Panel 3 will discuss and present.

3.5 360 degree Feedback, BARS

Week 5 readings:

Bernardin, Human Resource Management, Chapter 7

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

Panel 4 will discuss and present.

3.6 Conducting a Performance Review – Giving Effective Feedback

Week 6 readings:

Bernardin, Human Resource Management, Chapter 7

From Harvard Business School Organisational Behaviour Cases, Case Study

Panel 5 will discuss and present.

3.7 Performance Management and Human Resource Planning – Succession Planning

Week 7 readings:

Bernardin, Human Resource Management, Chapter 11

Stone, Raymond J, *Human Resource Management*, 2002, John Wiley, Chapter 2 – Human Resource Planning

Panel 6 will discuss and present.

3.8 Dealing with Poor Performance – Disciplining

Week 8 readings:

Bernardin, Human Resource Management, Chapter 12

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

Panel 7 will discuss and present.

3.9 Dealing with Poor Performance – Workplace Counselling

Week 9 readings

Coles, Chapters 2 and 3

Bernardin, Human Resource Management, Chapter 12

Panel 8 will discuss and present.

3.10 Employee Counselling: The Role of External Professionals

> **Week 10 readings:**
>
> Coles, Chapters 4 and 5
>
> Bernardin, Human Resource Management, Chapter 12
>
> Panel 9 will discuss and present.

3.11 Career Management – the Individual Response

> **Week 11 readings:**
>
> Bernardin, Human Resource Management, Chapter 9
>
> Greenhaus, Chapters 1,2 and 3
>
> Panel 10 will discuss and present.

3.12 Career management – Organisational Responses

> **Week 12 readings:**
>
> Bernardin, Human Resource Management, Chapter 9
>
> Greenhaus, Chapters 14 and 15
>
> Panel 11 will discuss and present

3.13 Evaluation of Performance Management Processes

> **Week 13 readings:**
>
> From Bennett-Hartman, Employment Law for Business, 3rd Edition, Chapter 15 (handout)
>
> **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>
Total Marks	100%

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 <u>least four hours</u> 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 ESSENTIAL TEXTS

Bernardin, H. John, (2003), *Human Resource Management, An Experimental Approach.* 3rd Ed. N.Y. McGraw-Hill.

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

Desirable texts:

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.

Compton, R.L., Nankervis, A., & Baird, M., Strategic Human Resource Management (2005), 5th ed. Nelson, Australia.

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.

EXAMINATIONS

The University examination period in Second Half Year 2005 is from 16 November to 2 December.

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/APSCons.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.

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.

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.

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.