## MACQUARIE
### UNIVERSITY~SYDNEY

COLLEGE OF COMMERCE

DIVISION OF ECONOMIC AND FINANCIAL STUDIES

DEPARTMENT OF BUSINESS

# BBA 207

# HUMAN RESOURCE DEVELOPMENT

## *UNIT OUTLINE*

## *SEMESTER 1, 2006*

Lecture: Thursday, 2:00pm ~ 4:00pm, W5A T2

## Unit Convenor:  Dr. Peter Murray

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.
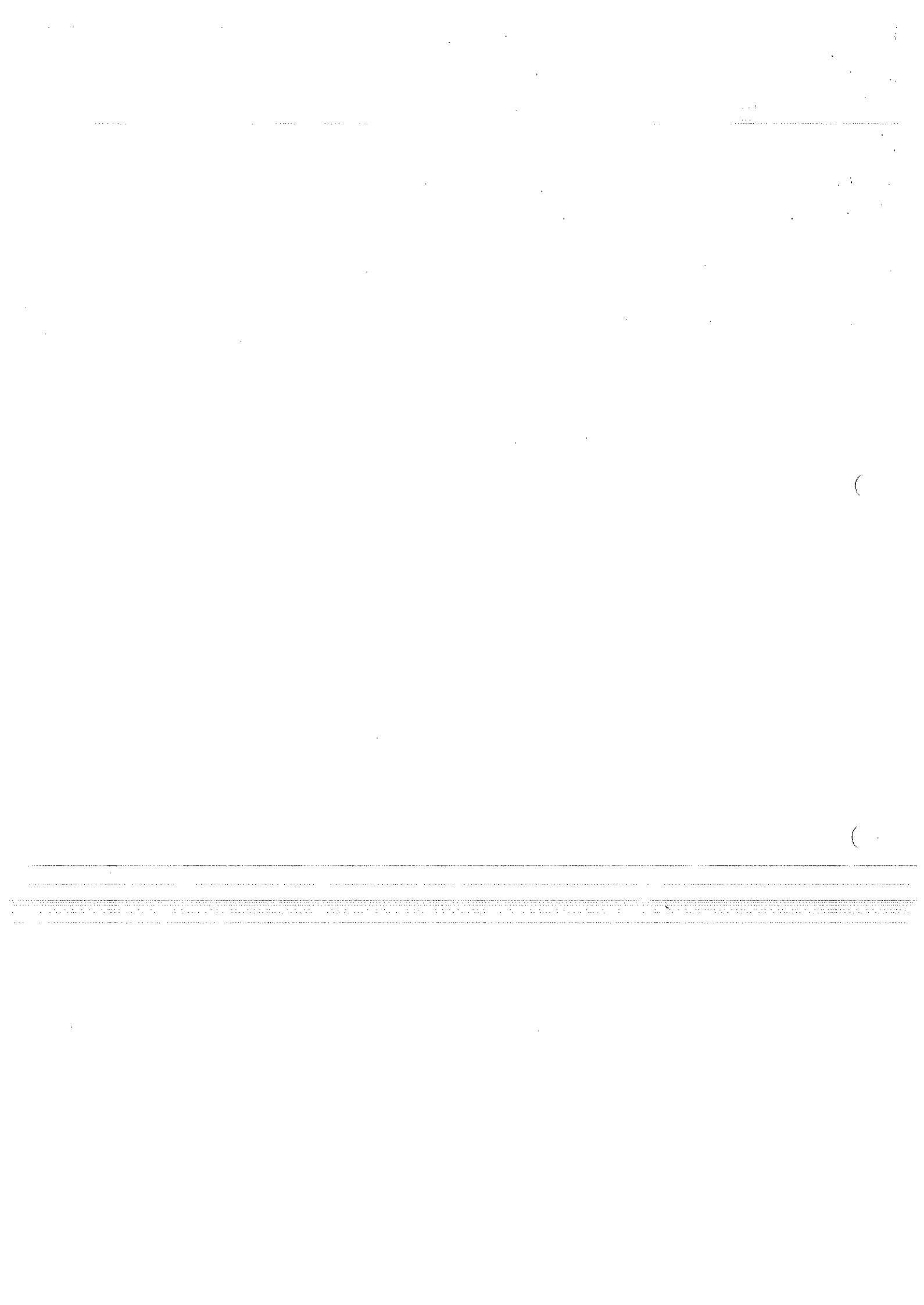
This unit examines a range of theories, processes, and techniques for developing social capital in organizations. It also analyzes change processes from a number of different framing perspectives such as the political frame and the structural frame. Organisational development techniques are considered 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.

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.

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 Acquiring skills related to recognizing problems and what to do about them;

3.6 Distinguishing between frameworks of thinking that reinforce particular kinds of strategy that complicate OD intervention.

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 CONTENT**

Lecture 1: **HRM and the resource-based view**:Determine the benefits of the 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 organisational. Determine how a resource-based approach and particular way of thinking underpins the development of people at work.

Lecture 2: **Structure, Human Resources, Political, and Symbolic Frames**: Why is it useful to think of organizations as frames of thinking? Why do organizations form values relating to different frames that constitute a particular kind of thinking and form of organising? How does this knowledge influence managerial behaviour and people development?

Lecture 3: **Cultural Influences in Developing People:** Discuss and explain the power of cultural values. Examine several ways to determine deep cultural values and how to measure and evaluate workers' attitudes and understanding of organizational culture.

Lecture 4: **The Self Concept and individual Differences**: Understanding the dimensions of a persons self concept. Why do people act or react in the manner they do? How might one assess the self concept? Discuss firm strategies that help people to improve the dynamic self.

Lecture 5: **HR Practices and Organisational Learning**: Identify the concepts that define a learning organisation. Recognise the various tools of organisational learning and how these can be used to improve and advance personal and organisational behaviour. Understand how various organisational learning processes underpin firm performance and lead to sustainable competitive advantage. Assess different learning styles and how to measure them.

Lecture 6: **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 7: **Reward Systems and Reward Types**: Distinguish between different types of reward systems and the various ways that firms assess personal performance. Explore the link between behavioural change and reward systems that not only apply to HR managers but all managers.

Lecture 8: **Leadership Practices in Developing People**: What things do good leaders appear to do? Different leadership approaches preach particular styles and traits but which one is

best? Which leadership style is useful in developing people? How should top managers match leaders to a particular situation?

Lecture 9: **Conflict and Differences of Opinion:**What group techniques can be used when values and opinions collide? How do we distinguish between different kinds of organizational problems? How might we solve them?

Lecture 10: **The affects of Change in Managing People:** What are the different types of change? How will they influence people at work? What techniques are available to solve the problems of change? How can these be implemented?

Lecture 11: **Human Resource Development Needs Investigation:**What is HRDNI? What things should we measure? How do we match skills and competencies required to the current level of skills engaged? What are the methodologies to prepare HRDNI audits?

Lecture 12: **Unstructured Learning:** Different types of learning strategies can be unstructured dealing with specific problem-based learning, contract and action learning, and mentoring. These types of learning strategies are useful learning techniques managers use to develop people skills at work.

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?

## 6.0 UNIT PRESENTATION

The unit consists of a one to one and a half-hour lecture followed by a one and a half to two hour tutorial. Students must not miss more than **2 lectures and attend all tutorials. A Doctor's certificate should be produced** for all cases of non-attendance. Special permission must be obtained if you envisage missing any other compulsory classes.

## 7.0 TEXTBOOKS AND READING

Compulsory: The text for the unit is:

Murray, P. Poole, D. Jones, G. (2005), Contemporary Issues in Management and Organisational Behaviour. Thomson Learning: Melbourne.

Murray, P. (2006), (Ed), "Social Practices in People Development", Macquarie University Press.

## 8.0 ASSESSMENT

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

| 1. Individual case study 1 | 10 |
| 2. Individual case study 2 | 15 |
| 3. Group Problem Exercise | |
| & Presentation | 15 |
|    - Group Report | 10 |
| 4. Tutorial Participation | 10 |
| 5. Exam | <u>40%</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 17 out of 40. 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 in lectures and tutorials.

## 8.1 Case Studies

Case studies need not be referenced. You should write the case study in such a way that you start your answers from line 1. That is, there is no need for large introductions. Your tutor already knows the case facts therefore there is no need to repeat them. You might only do so for brief reference to a particular aspect of the case to make your point. You should apply the principles you have learned from lecture material/tutorials/readings that are specific to the case study. Case study answers should be **written in narrative form (not bullet points), and should be 2-3 typed pages long, single spaced.** Questions for each study can be found at the conclusion of the case.

## 8.2  Group Problem Exercise and Presentation

Your group should select <u>any aspect of the unit</u> for each week that is of interest to your presentation. You may use fact or fiction in creating a problem. Before you can solve the problem you either have to find one (i.e. a real case from industry), or make one up (i.e. based on a fictional set of facts). Think about how you might frame the problem with respect to the lecture and tutorial material. Ask yourself why it will be interesting for the rest of the class and how you will go about solving the problem. An **example only** of an actual problem (although the one you choose **will probably be different**) might be something like the following:

> <u>Problem Statement</u>: Pamela Drewson, the new GM for the Australian division of Phoenix Holdings – manufacturers of biscuits and foodstuffs – quickly goes about establishing a vision for the Australian business. She draws comfort from the fact that this is not new as she has successfully developed business plans in the past. She feels she understands the culture of Phoenix since she has had many management meetings during the last two months. Since Phoenix has manufacturing and supply facilities in every state, she decides to visit the plants to see first-hand the actual operations on the ground. What she discovers is that the visions and culture espoused by management is somewhat different to that in the factory outlets and distribution centres. She notices large discrepancies between the things that certain workers hold true to themselves (e.g. in goals, visions, culture) compared to management. She

wonders what she can do about the problem. She then decides to ask HR for advice and to draw up some kind of process or solution to deal with the issues.

As an HR expert, how might you respond to this problem? What is the range of issues? What solutions are available and how will you go about implementing them?

Note that the problem statement above is similar to the one you should write in terms of 1) providing a background to the problem 2) outlining the actual problem 3) detailing case facts, and 4) providing a question that underpins the problem statement. You should then 5) prepare a presentation that briefly outlines the problem to the class while outlining the possible solutions designed to solve the problems and how you will implement them. **Your presentation should run for a maximum of 20 minutes.**

### 8.3 Group Report

You should write up a group report (4-6 pages) backed up by relevant material/theory from the unit lectures and course material. The report should be referenced appropriately as per the style guide references discussed next. The report should provide the detail you have discussed in your presentation in 7.2 above. The report should not include the actual slides of your presentation. Rather, it should be a written response justifying why you have chosen the organizational development activities to solve the problem statement.

Please hand in your group report to your tutor immediately before or after your presentation.

### 8.4 Exam

The exam for this unit will be based on relevant book chapter plus all readings in the Book of Readings plus the lectures. You must have a thorough understanding of all the key ideas presented in the unit.

### 8.5 Tutorial Participation

Each week, your tutor will look for lively discussion and debate. Students will be awarded for a superior display of participation in the class.

**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.

## c) 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.

## 9.0 ASSESSMENT FORMS

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

Group Report (10 marks)

Extensive evidence — Minor evidence

|  |  | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Quality of your research i.e. 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 problem and its solutions |  |  |  |  |  |  |  |  |  |
| 3 | How clearly you identified the major themes and issues in the literature relevant to the problem |  |  |  |  |  |  |  |  |  |
| 4 | Your ability to critically analyze the literature where required |  |  |  |  |  |  |  |  |  |
| 5 | How well you applied the theoretical perspectives to each of the problems you posed in your group problem exercise |  |  |  |  |  |  |  |  |  |
| 6 | The overall structure and logical development of your group report |  |  |  |  |  |  |  |  |  |
| **Communication aspects of your report:** | | | | | | | | | | |
| 7 | **Referencing** |  |  |  |  |  |  |  |  |  |
| 8 | **Writing Clarity** |  |  |  |  |  |  |  |  |  |
| 9 | **Grammar** |  |  |  |  |  |  |  |  |  |
| 10 | Tertiary standard: Does your journal reach a high standard of research, analysis and writing? |  |  |  |  |  |  |  |  |  |
| 11 | Overall, your report is worth |  |  |  |  |  |  |  |  |  |

Group Problem Exercise
and Presentation (20 %)                    Extensive                    Minor
                                            evidence                     evidence

| | | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Quality of the presentation. Use of theory reflected in report, 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 presentation | | | | | | | | | |
| 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 presentation | | | | | | | | | |
| 5 | The overall structure and logical development of your presentation problem to the class | | | | | | | | | |
| **Communication aspects of your presentation** | | | | | | | | | | |
| 6 | Tertiary standard: Does the presentation reach a high standard of research, analysis and communication? | | | | | | | | | |
| 7 | Overall, the presentation is worth | | | | | | | | | |

Peer Assessment Sheet: Group Problem Exercise and Presentation

The following sheet must be filled out by each participant of the group exercise. You must hand in this sheet with your final report **after you give the presentation**.

Group Members:
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?

_____
_____
_____
_____
_____
_____
_____

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 25 for both the group report and the group presentation.**

# BBA 207 Tutorial Schedule and Exercises

| Unit Topic | Tutorial Exercises | Readings |
|---|---|---|
| **Week 1:**<br>HRM and the resource-based view | **Please Note: Week 1 tutorials commence in week 2** | |
| **Week 2:**<br>Structure, HR, Political, and Symbolic Frames | The tutor will form tute groups. Then,<br><br>• Make a general list of competencies with headings that individuals may require in any organization;<br>• Now, draw up a flowchart in each of your groups to illustrate how any organization will equip this individual with the required competencies you listed. This might include both processes or methods, then<br>• Compare your list to the figure on page 16 of **reading 1** in BOR<br>• Then, draw a flowchart to show how resources eventually become core competencies | **Note:** the readings required in this column match the tutorial exercises in the left column.<br>**Note:** All handouts are listed under a separate reference at the back of the BOR<br><br>**Reading 1** BOR (Book of readings) page 1-23 |
| **Week 3:**<br>Cultural Influences in Developing People | Go through each frame in **reading 2** BOR for week 2. In-class questions:<br>• discuss in groups the advantages/disadvantages of each frame<br>• what does this say about the lens through which people see the world? The workplace?<br>• If time permits, practice on each other a reframing exercise of the following: a fictional performance review where one person says to the other: "Your performance is below par. Tell me why I shouldn't sack you"? | **Reading 2** BOR Pages 24-34 |
| **Week 4:**<br>The Self Concept and Individual differences | Complete the questions at the bottom of 'Talking Point 2', page 109, then,<br>Read **handout 1** in BOR. What techniques are available to managers in solving the cultural gap that appears between management and workers? | Murray et al Pages 99-109<br>BOR **Handout 1** |
| **Week 5:**<br>HR Practices and Organisational Learning | Read **handout 2** in BOR and answer the following question:<br>• An indication from theory would suggest something is wrong with this individual??<br>Then:<br>• In what ways does handout 2 relate to **reading 3** on work motivation | Murray et al Pages 44-47, 50-51, & 58-60<br>BOR **Handout 2**, also **reading 3**, P35 (BOR) |

| | and the self concept e.g. perceived/ideal/social self <br>• What solutions exist? <br>• Discuss the possible benefits and disadvantages of aligning employees' personal values with organizational values. What is the main lesson from Page 35 (Murray et al) re Woodside? <br><br>**Individual Case Study 1** due in tutorial | |
|---|---|---|
| **Week 6:** <br>Motivation at Work | Complete the questionnaire, **handout 3.** Your tutor will state the problem then organize you into the four groups. Then, <br>• Which group is more right? <br>• What does the exercise say about how people think? and learn? <br>Read 'talking point 3' page 259 and answer the two questions. How can we translate the competencies and skills evident in Janet and John to exhibit 10.6, page 261 (Murray et al). Discuss. How/why is this important? | Murray et al. Pages 254 -262 <br>BOR **handout 3** |
| **Week 7:** <br>Reward systems and Reward Types | Read **handout 4** on 'Sleeping on the job'. How might we explain workers' actions/responses to their work re expectancy theory (P72-73) and job design and empowerment (79-81). Then, <br>• What solutions exist? <br>• How will we implement them so this does not occur again? <br>Then, read Talking Point 2 and answer the two questions (Page 85, Murray et al). | Murray et al Pages 72-85 <br>BOR **handout 4** |
| **Week 8:** <br>Leadership Practices in Developing People | Class Debate: Your tutor will choose two groups for and against the following while the rest of the class will observe the discussion and make notes: <br>Debate Topic: "One of the quickest ways to change behaviour is to change the reward system." <br>After the debate, the class should discuss the pros and cons and different organizational contexts that provide support or little support for the statement. <br>Then, **read reading 4,** BOR. Discuss the key findings of the readings for this tutorial, particularly the notion that the competences regarded as most important by organizations are often **not the one's recognized in performance review.** | BOR **reading 4,** Page 66 also Murray et al Page 227 - 229 |
| **Week 9:** <br>Conflict and Differences of Opinion | See **handout 5.** Complete the self assessment exercise, handout 5. Then, read **reading 5** on Terry Davis, P78 (BOR): <br>• Compare the tactics of Davis to the 'tactics to improve leadership | Murray et al page 283-285, 293-305. BOR **handout 5** also **reading 5,** page 78 (BOR) |

| | | |
|---|---|---|
| | skills' in the first reading. Which one's appear to represent Davis?. List them on the board and take notes.<br>• Compare Davis to exhibit 11.9, page 301 in Murray et al. Which actions are consistent?<br>• Compare Davis to the life cycle model of leadership in exhibit 11.7 page 294. Which actions are consistent?<br><br>**Individual Case Study 2** due in tutorial | |
| **Week 10:**<br>The affects of Change in Managing People | **Read handout 6.** Both cases require you to use group techniques to solve the possible problems. First,<br>• Read the cases<br>• The tutor will organize class into a focus group of 6-8, giving each person a fictional position in the company; the rest observers;<br>• The focus group will then act out the roles. Note, the focus group members should meet separately for about 15 minutes to discuss how (with the tutors help) they will demonstrate the group techniques to solve the problems;<br>• The focus group will then assemble at the front of the class to perform and solve the problem. | Readings: Lecture notes from week 9 and group techniques. BOR **handout 6** |
| **Week 11:**<br>Human Resource Development Needs | **Read handout 7.** The new production system appears to be a major change factor in the way people are thinking. Then,<br>• Refer to exhibit 14.2, page 377 (Murray et al). Which steps appear to be missed? What was the result of the missing change actions for the people concerned?<br>• Would any of the group techniques discussed in the prior week help?<br>• How does the change process in the handout match the change matrix on P380? (Murray et al) | Readings: Murray et al Page 374-382. BOR **handout 7** |
| **Week 12:**<br>Unstructured Learning | Student group **presentations** to be given in tutorial<br>**Group report** due in tutorial | |
| **Week 13:**<br>Bringing it all together | Student group **presentations** to be given in tutorial<br>**Group report** due in tutorial | |

## EXAMINATIONS

## The University Examination period in First Half Year 2006 is from 14 to 30 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.

## 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 Postgraduate 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.

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 accessed at http://www.student.mq.edu.au