



**College of Commerce
Division of Economic and Financial Studies
Department of Business**

HRM 217

Human Resource Planning and Performance Management

UNIT OUTLINE

SEMESTER 2, 2008

Unit Convener: Dr. Peter Murray

Lecturer: Bill Morrissey

Lecture Time: Friday 9:00am - 12:00pm, C5C T1

Pre requisites: Admission to BBA, BHRM and BBA 111

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

TEACHING STAFF

Bill Morrissey

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Consultation Hours TBA in lectures

CREDIT POINTS: 3 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. People are becoming a more influential aspect in achieving Corporate Objectives and to use the old cliché gaining Competitive advantage. Poor performance is no longer an option for managers or employees and with the “War for Talent” now an established fact it is imperative that managers balance the corporative objectives with assisting employees achieve their objectives. Strong retention strategies are an imperative in the current climate of “full employment” as 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 then 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. The link between Performance Management and Career Management will be established to tie the objectives of Strategic People Management and Corporate objectives.

2.0 SPECIFIC OBJECTIVES

The learning outcomes of this course:

2.1 Relate the Meaning of Human Resource Planning and Performance Management to ongoing Management success.

Understanding the need for attract and retain the “right” skills, competencies and attitudes to support the Corporate Objectives. 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 move from costs of People Management to an investment perspective. Distinguish between the investment and cost approaches. Can they work together?

Historically why do organizations view employees as a cost while other resources are seen as an investment?

Analyse if there should be a change in paradigms or having mediocre employees are acceptable.

2.3 Human Resources Planning

In the Whitewater Environment systems changes regularly and people move from organization to organization more frequently than ever before, is Human Resource Planning still relevant?

Compare the requirements for the changing employment landscape, more women in the workforce, more flexibility, the generations gap, and work/life balance

2.4 Staffing – Retention Strategies

Individuals are moving jobs and careers more frequently this combined with the labour shortage, we need strong strategies to retain “good employees, what do employers need to do to keep their staff?

Analyse the various approaches organizations have used to maintain the required levels of skills and competencies

2.5 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 including the need to examine how globalization has impacted on the distribution of skills and competencies.

2.6 Performance Management and 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 –established methods and contemporary methods - MBO, 360 degree Feedback, BARS and Balanced Scorecard

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.

2.8 Career Management - Employer Perspective

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.

2.9 Career Management – Employee Perspective

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. What will careers look like in the future?

2.10 Career Management and Links to Performance Management

Money is no longer the only incentive to motivate individuals and groups to perform at their optimum levels. Is Career Management just another “tick the box” aspect of Performance? How can organizations link these two vital aspects of good people management?

The “world of work” is changing and if people are the comparative advantage for organizations we need to balance the corporate objectives with the individual objectives including addressing the issue of the career plans of carers and pre-retirement employers.

2.11 Career Management – Preparing for International Assignments

With globalization there are many opportunities for individuals to take up appointments in offshore locations but there are both positive and negative aspects of these appointments. What are the possible advantages and disadvantages of International assignments?

Business operations in different countries require different skills, competencies and attitudes, including the ability to adapt to new cultures. Individuals not only need to be highly skilled in technological skills and competencies but attuned to the idiocy cries of the different environments and challenges awaiting them in overseas locations. Preparation and planning are key to success.

2.12 Career Management – Dealing with Poor Performance – including separation

What are the key implementation issues of Workplace Counseling? How do managers deal with conflict and power? Are managers expected to fully understand the ramifications of counseling employees? Can they anticipate all the reactions of employees? Do people change over time?

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.

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.

2.13 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.

UNIT WEB PAGE

This course will have a Blackboard site. You can access this at: <http://learn.mq.edu.au>

HRM 217
CLASS TIME, LEARNING TOPICS AND READINGS

Time	Topics	Compulsory Readings
Week 1 August 8	Lecture 1: <ul style="list-style-type: none"> • Unit Outline • Clarification of assessments • Introduction to Human Resource Planning and Performance Management 	Reading: Umble, E.J., Haft, R.R. and Umble, M.M. 2003. Enterprise resource planning: Implementation procedures and critical success factors. European Journal of Operational Research 146, 241-257.
Week 2 August 15	Lecture 2: <ul style="list-style-type: none"> • An Investment Perspective of Human Resource Planning 	Readings: Raphael, T., Meet HR's New Best Friend: Turnover. 2003. Workforce, Vol.8 Issue 1, 72 Casio, W. and Boudreau, J., Measure for Measure: Frank Talk About Metrics. HR Magazine, May 2008 Vol.53 5, 10 2/3p. Pollit, D., Investing in people proves just the ticket for Merseytravel, Human Resource International Digest, May 2008 Vol. 16 5. 23-25.
Week 3 August 22	Lecture 3: <ul style="list-style-type: none"> • Human Resource Planning 	Reading: Zeffane, R. and Mayo, G., Planning for Human Resources in the 1990s: Development of an Operational Model. International Journal of Manpower. 1994 Vol.15 6, 36-56
Week 4 August 29	Lecture 4: <ul style="list-style-type: none"> • Staffing – Retention Strategies 	Reading: Clayton, G., Key Skills retention and motivation: the war for talent still rages and retention is the high ground. Industrial & Commercial Training. 2006. Vol. 38 1 37 - 45
Week 5 Sept. 5	Lecture 5: <ul style="list-style-type: none"> • Succession Planning 	Reading: Oddou, G.R. and Mendenhall, M.E. 2001. Succession Planning for the 21 st Century: How Well Are We Grooming Our Future Business Leaders? Business Horizons, 26 – 34. Clutterbuck, D. Succession planning: a developmental approach. Development and Learning in Organisations. Vol.19 No.5, 11-13

<p>Week 6 Sept. 12</p>	<p>Lecture 6:</p> <ul style="list-style-type: none"> • Performance Management and Feedback 	<p>Reading: de Waal, A.A. and Gerritsen-Medema, G., Performance Management Analysis: as Case study at a Dutch Municipality. 2006, International Journal of productivity and Performance Management. Vol. 55 1, 26-39.</p>
<p>Week 7 Sept. 19</p>	<p>Lecture 7:</p> <ul style="list-style-type: none"> • Performance Management established methods and contemporary methods 	<p>Reading: Woodford, K. and Maes, J.D. Employee Performance Evaluations: administering and writing them correctly in the multi-national setting. Equal Opportunities International. 2002. Vol.21 7, 1-8.</p> <p>McCarthy, A.M and Garavan, T.N. 360 degree feedback process: performance improvement and employee career development. Journal of European Industrial Training, 2110. Vol. 25 1, 5 – 32.</p> <p>Mintchik, N. and Blaskovich, J. Manipulating the Balanced Scorecard, Strategic Finance. July 2008. Vol. 90 1, 52 – 53.</p>
<p>Break from 22 September till 6 October 2008</p>		
<p>Week 8 Oct. 10</p>	<p>Lecture8:</p> <ul style="list-style-type: none"> • Career Management – Employer Perspective 	<p>Readings: Steven, V. A stairway to the stars for “unskilled” women. Women in Management Review. 2000. Vol. 15 1, 20 – 29.</p> <p>Wright, P.C. and Belcourt, M. Management Development: A Career Management Perspective. International Journal of Career Management. 1994. Vol.6 5, 3-10.</p>
<p>Week 9 Oct. 17</p>	<p>Lecture 9:</p> <ul style="list-style-type: none"> • Career Management – Employee Perspectives 	<p>Readings: Orpen, C. The Effects of Organisational and Individual Career Management on Career Success. International Journal of Manpower. 1994. Vol. 15 1, 27 – 37.</p> <p>The Role of goal setting in career management. Management Development Review. 1997. Vol. 10 5, 168 – 170.</p>

Week 10 Oct. 24	Lecture 10: <ul style="list-style-type: none"> • Career Management and the Links to Performance Management 	Readings: Yarnall, J. Line managers as career developers: rhetoric or reality. <i>Personnel Review</i> . 1998. Vol. 27 5, 378 – 395. Chen, T-Y., Chang, P-L., and Yeh, C-W. A study of career needs, career development programs, job satisfaction and turnover intentions of R & D personnel. <i>Career Development International</i> . 2004. Vol.9 4, 424 – 437.
Week 11 Oct. 31	Lecture 11: <ul style="list-style-type: none"> • Career Management – Preparing for International Assignments 	Reading: Schmidt, S. and Minssen, H. Accounting for international assignments: the case of the Germans chemical industry. <i>Journal of Human Resource Costing and Accounting</i> . 2007. Vol.11 3, 214 – 228.
Week 12 Nov. 7	Lecture 12: <ul style="list-style-type: none"> • Dealing with Poor Performance - Separation 	Reading: Kinnie, N. Institutional separation & the management of industrial relations: Evidence from a diachronic case study. <i>Employee Relations</i> . 1996. Vol. 18 1, 20 – 35.
Week 13 Nov. 14	<ul style="list-style-type: none"> • Evaluation of Planning and Performance Management Processes • Future of Planning and Performance Related Issues • Exam review 	Reading: Gunnigle P. Personnel Policy Choice: The Context for Human Resource Development. <i>Journal of European Industrial Training</i> . 1991. Vol.15, 3, 22- 31.

3.0 CONTENT & TOPICS

TUTORIAL SESSIONS:

3.1 Tutorial Seminars/Workshops will occur each week and will consist of Case Studies and Presentations. Presentation Groups will be organized in week 1. Presentations will take place in the second half of each weekly session commencing Week 2. Presentations will occur the week following the lecture except when the number of presentations cannot be undertaken in the appropriate week, this will depend on class numbers. Time allocated may vary according to the number of groups presenting. Where more than one presentation you might consider a collaborative session of class activities/ discussion questions etc. following the presentations.

3.2 Human Resource Planning and Performance Management – What is its purpose of these management initiatives? How important is global competition for employees?

3.3 An investment approach – People are they a cost or an investment? Is money enough to satisfy most Employees? What are the alternatives? How can organizations capitalise on the shrinking employment market?

3.4 Human Resource Planning – how do we provide for future needs?

3.5 Staffing – Retention Strategies – who do we want to keep?

3.6 Succession Planning – Who should be included?

3.7 Conducting a Performance Review – Giving Effective Feedback – A two way process?

3.8 Performance Management – established methods and contemporary methods – MBO, Balanced Scorecard, 360 degree Feedback or BARS or Other Methods - Which are out of date in the current environment?

3.9 Career management – Employers Perspective – Too little Too Late?

3.10 Career Management – The Individual Perspective – Too much Too Soon?

3.11 Career Management and links to Performance Management – What forms and how often? If it goes wrong who is to blame?

3.12 Career Management – Preparing for International Assignments – Practice or Promotion?

3.13 Dealing with Poor Performance – Disciplining or Workplace Counselling? – Who should perform these functions?

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:

	%
Presentation and lead class discussion	10
Individual Case Study	20
Group Case report	20
Exam	<u>50</u>
Total Marks	100%

Points to note about these assessments:

- 1) In relation to tutorial presentation and discussion, 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.**
- 2) You will need to allow at least four hours of reading per week to prepare for class including course notes and your own research. **Good preparation leads to good outcomes.**
- 3) 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 satisfying 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.**
- 4) 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.
- 5) Students must attend at least 11 out of the 13 lectures and tutorials scheduled between weeks 1 to 13. A roll of lecture/tutorial attendance will be kept and students must sign this each lecture/tutorial.

5.2 Detailed Assessment:

Final Examination

The final exam will be held in the formal examination period, commencing November/December 2008.

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.

1. Presentations and Class Discussion

In the 'Content and Tutorial Session' above topics are suggested for each week and groups of approximately 7 (or as decided depending on the size of the class) your group are required to discuss and analyze one of the topics presented the previous week. If a large class there may be more than one presentation each week, this will be confirmed in Week 1, if class size is smaller than anticipated when there is no formal presentation there will be case studies/ group discussions with informal presentations. Your group may choose a different theme as long as it fits with the general focus of the topic.

Required:

1) Groups (as determined in week 1) will be coordinated by the lecturer. Each group will be nominated a particular week to present the paper. Each person in the group should participate equally and group members should prepare PowerPoint slides on one part of the topic nominated to them, it may be difficult to cover the topic fully. The presentation is not a stage show but getting and maintaining the interest of the audience will be highly regarded. The overall presentation will be for the benefit of the entire class and should address (as a guide) the following:

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

Groups must be registered online after agreement on the topic with the Tutor and PowerPoint slides must uploaded on the class website before a mark is allocated.

- 2) After each 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, role play etc.
- 3) A brief paper (one to two pages) and an electronic copy of your presentation slides **MUST** be given to the lecturer prior to your presentation.

2. Individual Case Study (Due week 10)

Case study will be handed out in Week 2.

The case study should be typed (1.5 spacing) and be **1200 words in length** (references are necessary Harvard Style).

3. 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 nominated for the panel discussions. The group should choose any company, where a group member works or a well known organization e.g. Westpac, McDonalds, Woolworths, GEC, Microsoft, Google, 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

Study Kit, articles relating to each topic, available for purchase.

6.1 SUGGESTED TEXTS (NOT ESSENTIAL)

Jackson, S.E., Schuler, R. S., and Werner, S. (2006). 10E., *Managing Human Resources*, South Western Cengage Learning, Mason USA.

Mello, J. A., *Strategic Human Resource Management* (2006), 2nd ed. South Western Cengage Learning, USA.

Anthony, W. P., Kacmar, K.M., and Perrewe, P. L. (2006). *Human Resource Management, A Strategic Approach*. Thomson Custom Solutions. Mason USA.

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.

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

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.

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

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

Harvard Business Review.

Kaplan, R.S. & Norton, D.P. (1992), *The Balanced Scorecard – measures that drive performance*.

Noe, R.A., Hollenbeck, J.R., Gerhart, B., and Wright, P.M. (2006). 5th ed. McGraw-Hill, New York.

Stone, R.J., Human Resource Management (2005), John Wiley, Singapore.

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

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.

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>.

Classroom Etiquette

Students are expected to arrive on time, certainly before five minutes past the hour, and not to leave until the class ends. If you have a recurring problem that makes you late, or forces you to leave early, have the courtesy to discuss this with your lecturer/tutor.

Students are expected to be quiet during lectures unless, of course, class participation is required.

Mobiles should be turned off during classes; not simply set to “silent”.

COVERSHEETS AND PEER ASSESSMENT FORMS

Standard Coversheets and Peer Assessment Sheets **MUST** be attached to **ALL** assignments.