



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

HRM 327

**INDUSTRY LEARNING
PROJECT**

UNIT OUTLINE

SEMESTER 2 2008

Lecture: Wednesday 6 pm to 9 pm

**Lecturer in charge:
Associate Professor Peter McGraw**

Prerequisites: BHRM and 49cps

Students in this unit should read the course outline carefully at the beginning of semester. This outline contains important information about the unit. If anything is unclear please consult the academic in charge immediately.

TEACHING STAFF

Associate Professor Peter McGraw, Department of Business

Contact Details:

Bldg E4A, Room 637

Tel 9850 9034

Email: Peter.McGraw@mq.edu.au

Consultation hours: 2 pm to 5 pm Wednesdays

UNIT WEB PAGE

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

UNIT OVERVIEW

This unit is aimed at teaching students to apply knowledge and skills gained during the HRM course to real organisations. The unit can be thought of as a capstone covering four major areas:

- A theoretical capstone; reviewing and refining perspectives on strategic HRM
- A practical capstone; looking at real cases to see how organisations have attempted to implement strategic HR programs, looking at some applied consulting skills and working to hone these skills on a project reviewing real issues in a real organisation
- A theory-practice capstone; identifying the application of theory in case organisations – what has worked/not worked; how explicit theoretical perspectives are used to drive organisation programs; how broader theory identifies common patterns in organisation HR practice
- A reflective, critical practice capstone – providing the intellectual tools for students to evaluate various approaches to problem solving in key areas of the HRM field, both theoretical and practical, and giving students the opportunity to determine and evaluate their own perspectives

The major activity/assessment exercise during the course is a group based consulting project/review of a real HR issue in an organisation which some students will have access to via their work. Groups should consist of 3-4 students at least one of whom will have access to a real organisation for the purpose of the project.

UNIT STRUCTURE

There is a combined lecture and tutorial each week. Class will meet from 6.00-9.00 pm each Wednesday in E5A 119 as per the topic schedule later in this document. Attendance at and participation in class is mandatory for all students. Key learning in this unit comes via interaction in class in case discussions and exercises. There is no virtual substitute for real class attendance. Students who miss classes will lose up to 5% of marks for the unit.

ASSESSMENT

Marks will be awarded as per the following grading system:

GRADE	High Distinction	Distinction	Credit	Pass	Conceded Pass	Fail
%	85 – 100	75 – 84	65 – 74	50 – 64	45 – 49	0 - 44

Marks will be deducted for late work at the rate of 10% of the possible mark per working day, exhausting all possibility of any mark in two (2) weeks.

Written assignments must follow a **formal academic style** with footnotes showing the source of all quotations and references. Any recognised system may be followed provided that it is consistent and comprehensive. The references listed for each topic on the reading guide should not be regarded as exhaustive. Students are expected to locate other references, as required, through their independent research. Students are encouraged in their assignments to demonstrate familiarity with the relevant literature and to indicate skill in the presentation of argument. Assignments should be clear, well presented and contain a conclusion which pulls together the themes of the paper.

ASSESSMENT COMPONENTS

NOTE: Students must pass ALL components of the course to pass overall. This specifically includes the final exam.

Final exam – 40% of total assessment: Two hours with 10 minutes reading time. Further details to be announced during the course.

Class participation and informed comment – 10% of total assessment: Students will lose one mark for each class they do not attend and gain marks for demonstrating informed and well reasoned comments on cases and readings

Group Case Analysis and Presentation - 20% of total assessment

Groups will be allocated a case to analyse and prepare (see attached list). They will present this analysis and lead a debrief of the case at a time nominated and agreed during week 1. A formal 1500 word analysis of the case must be handed in **at the time that the case is discussed**. (See Introduction to the Case Method in Appendix 1.) The analysis should be written up and handed in to the course leader

There will be a total of 9 cases presented as per the schedule throughout the course.

The course leader will supervise the debrief to ensure that the appropriate learning points emerge from the case.

However, each group will ‘facilitate’ a debrief of the case for which it is responsible.

Facilitating a debrief means uncovering the issues in the case systemically by involving the whole class in a questioning and challenging way. **So, this is not a straight forward presentation.** Although each group should have its own ideas on the case ready to present, the **most important part of the process is engaging the whole audience in a critical analysis of the issues.** Groups should plan for a debrief

of 45 minutes including discussions/breakouts for the rest of the class in small groups. Please refer to the notes on case preparation which are included as an appendix to the course outline.

Group based consulting project – 30%

Groups of students will be required to prepare a report which either evaluates the HRM strategy/policies of an organisation known to members of the group and/or conducts a specific project which is agreed in consultation with the organisation. If the first option is taken then the project will be evaluated as set out below. If a specific project is undertaken then specific evaluation criteria will be established.

First option – Evaluate the HRM strategy of an organisation.

As a minimum the report should:

- identify the intended purpose of the strategy/policy and the HR techniques which follow from them.
- explain the strategic rationale for the strategy/policy
- explain the way that the strategy/policy is influenced by internal (organisational) and external (environmental) factors.
- examine the relationships between organisational strategy, structure and HRM strategy and structure.
- evaluate the extent to which the HRM strategy/policy and related techniques contribute to organisational effectiveness.

Either option – You are required:

- to relate the information to relevant academic literature.
- provide evidence to support your claims arguments and recommendations
- to equally contribute to the final report. (Note: This is a critical issue. You are required to use the peer assessment forms outlined in the following section to judge the contribution of other group members)

Time will be allocated in class for discussion of the key finding from the report.

Length:	4-5000 words
Value:	30%
Due Date:	(29/10)

MARKING FOR GROUP WORK

The following peer assessment sheet will be used ONLY if any group member requests this on the basis that they think the group effort has not been equal. If this occurs peer assessment will be used to allocate marks to group marks for the project. Otherwise it is assumed that group members contributed equally to the project and marks will be allocated equally.

**Peer Assessment Form: Assessment Criteria For Each Group Member/Group
Project**

Rating Scale 0 (nil) – 10 (excellent)

	Name	Name	Name	Name	Name	Name
Content provided on time						
Content quality and quantity						
Development of argument/ideas						
Writing up and editing						
Effective participation in group meetings						
Other						

Late Submissions:

Everyone is required to complete and submit the assessment work by the due date. If you know you will be unable to do this, please advise the lecturer. Extensions will only be granted with the support of adequate documentation, such as a medical certificate. Otherwise penalties will apply.

ASSESSMENT CRITERIA FOR WRITTEN WORK

GENERAL COMMENTS:

Mark: _____

SPECIFIC COMMENTS:

	Excellent	Very Good	Good	Acceptable	Marginal	Fail
Relevance of content to topic						
Application of ideas						
Evidence of reading						
Evidence of research						
Development of discussion						
Coherence of argument						
Critical evaluation of subject						
Prose style: sentence structure, etc.						
Presentation, paragraphing, layout						
Footnotes, quality, quantity						
Bibliography						
Length (as set)						
Date submitted (as set)						

TEXTBOOK

There is no textbook for this course. Instead there is a book of readings and cases prepared by the lecturer. The readings are to provide information on key issues which will be explored in the lectures. The cases will be explored in class – groups will be allocated cases and asked to prepare a presentation/lead a discussion around the key issues. Further information on this is provided in the assessment section.

The readings and cases coursebook can be purchased from the Co-op Bookshop
Please bring the coursebook to all classes.

Electronic Journals (accessed via the Library):

Researching your essays, presentations and projects is an important component of your academic study. There are many journals available for you to access via Macquarie's electronic library services. Use the search function to search for articles on specific topics, eg. Performance Management. Alternatively select specific journals, eg. HRM Journal and work back through the index looking for articles related to your research topic. If you are in a particular industry you may also find journals not listed below which publish material related to managing people in that industry. The library databases have many industry specific journals, eg. Health Care, Hospitality Management etc.

Specific HR Journals

Asia Pacific Journal of Human Resources

Compensation and Benefits Management; Greenvale

Human Resource Management Journal; London

Human Resource Management Review; Greenwich

Human Resource Management; New York

People Management; London

Personnel Management; London

The Journal of Management Development; Bradford

Management Development Review; Bradford

Training and Management Development Methods; Bradford

General Management Journals (with some HR articles)

The Academy of Management Executive; Ada

Academy of Management Journal; Mississippi State

Academy of Management. The Academy of Management Review; Mississippi State
Asia Pacific Journal of Management; Singapore
Asia Pacific Journal of Quality Management; Hong Kong
Australian Journal of Management; Sydney
British Journal of Management; Chichester
Business Management; Greenwich
California Management Review; Berkeley
Consulting to Management; Burlingam
European Management Journal; London
International Management; London
Journal of General Management; Henley-on-Thames
The Journal of Management Studies; Oxford
Journal of Management; Greenwich
Journal of Organizational Behaviour Management; New York
Journal of Organizational Change Management; Bradford
Singapore Management Review; Singapore
Sloan Management Review; Cambridge
Strategic Management Journal; Chichester

WebSites:

<http://www.xperthr.co.uk/researchviewpoint/rv.asp> very useful research summary site

<http://www.peoplemanagement.co.uk/> A general HR site maintained by the UK CIPD

<http://www.zigonperf.com/resources/pmnews.html> A site looking at performance management

<http://www3.hr.com> US based general site – needs membership login

<http://www.workteams.unt.edu/> Interested in teams? Look here.

<http://www.ilr.cornell.edu/irra/> One of the several sites maintained by Cornell.

<http://www.workindex.com/> An excellent site to search for HR info. Many links.

<http://www.nbs.ntu.ac.uk/staff/lyerj/list/HROMT.HTM> HR and organisational theory behaviour site with good links.

<http://www.irhm.com/> This site has some good links in the “on the web” section.

<http://www.teleport.com/~erwilson/links.html> This is a fantastic site. Click on the HR links section and the world of HR on the net is yours. Whatever topics you are looking at in HR try here first if you want something off the Net.

<http://www.mcb.co.uk/> A service of MCS Publishers, a large academic publisher

<http://www.hr-global-village.org/> Web site for members of local HR Professional association. Basically, a community web site for HR Professionals worldwide. Great networking possibilities.

<http://workforceonline.com/> An American HR site with a very useful research centre and a good example of internet based HR services and applications.

Also search the websites of well known consulting organisations such as Watson Wyatt, PWC, Deloitte, Hewitt Associates and recruitment companies such as Hudson.

COURSE PROGRAM

Week	Date	Lecture/Reading (R)	Tutorial/Case Reading
1	6/8	Introduction. Organisation of unit. Format of workGroups. Resources and requirements Introductory Lecture: Where from and where to forHRM	Discussion of HR Analysis Framework/ Student Companies
2	13/8	Lecture 2. Strategic HRM 1, (R)Wright and McMahon <i>Theoretical Perspectives for Strategic Human Resource Management,</i>	South West Airlines Case Discussion: Best Companies in Australia
3	20/8	Lecture 3. Strategic HRM 2, (R) Collins and Smith. <i>Knowledge Exchange and Combination: The role of HR Practice In High Tech Firms</i>	Flight Centre Case Study
4	27/8	Lecture 4. Strategic HRM 3, (R) Paauwe and Boselie <i>Challenging Strategic HRM and the Relevance of the Institutional Setting</i>	ANZ Case Study
5	3/9	Lecture 5. HR as a change agent (R) Mabey, Salaman and Storey. <i>HRM: A Strategic Introduction</i> , pp395-422	Case: Continental Whitecap
6	10/9	Lecture 6. HR as a change agent (cont) (R) Mabey, Salaman and Storey <i>HRM: A Strategic Introduction</i> , pp 425-450	Case: Lion Nathan Progress Reports On Group Assignment
7	17/9	Guest Lecture (tbc)	tba
Recess Week	24/9		
AVCC Week	1/10		
8	8/10	Lecture 4. The consumer's perspective. Who get HRM done to them and what is their experience of it? (R) <i>Experiencing HRM</i> : Mabey, Skinner and Clark pp 1-30	Case Study: Luxor
9	15/10	Lecture 8 Key issues in recruitment and selection Gender equity at leadership level in ASX200 Firms (R) Ryan and Tippins. Attracting and selecting staff. What the psychological research tells us	Gender Equity. Review of findings from EOWA cases Case Study: Key findings from EOWA cases http://www.eowa.gov.au/Developing_a_Workplace_Program/Six_Steps_to_a_Workplace_Program/Step_4/Employment_Matter_Guidelines/Recruitment_and_Selection.asp

10	22/10	Lecture 9 Key HR issues in training and development (R) Kraiger, McLinden and Casper. Collaborative Planning for training impact.	Cases:Employer Training What Works? Evidence from Australia. http://www.ncver.edu.au/research/proj/nd3102e.pdf http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/27/fd/da.pdf
11	29/10	Lecture 10 Key issues in managing performance (R)Roberts. Employee Performance Appraisal System Participation: A technique that works (R) Curtis, Harvey and Ravden. Sources of Political Distortions in Performance Appraisals	Case organisations from Victoria: http://www.business.vic.gov.au/BUSVIC/STANDARD//PC_60933.html
12	5/11	Lecture 11 Key issues in managing pay (R) Kohn. Challenging Behaviourist Dogma, pp 1-8 (R) Knowledge@Wharton. Employee Incentive Systems: Why and when they are so hard to change	Case: Pay & Incentives Debate: Is Performance Related Pay a Reliable Motivator
13	12/11	Presentations on Group Assignments. Course Summary and Conclusions. Revision. Exam Briefing	

EXAMINATIONS

The University Examination period in the Second Semester is from 19 November to 5 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.

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 will be made available to you in due course. 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. This 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/rules/Guidelines2003.doc>

or <http://www.mq.edu.au/senate/rules/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”.