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

# HRM 217

# HUMAN RESOURCE PLANNING & PERFORMANCE MANAGEMENT

## *UNIT OUTLINE*
## *SEMESTER 1, 2008*

**Unit Convenor:   Dr. Peter Murray**

**Lecturer:   Bill Morrissey**

**Lecture Time:  Wednesday 6:00am - 8:55pm, C5A 226**

**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.

**Bill Morrissey**

| | |
|---|---|
| **E-mail:** | **morrisseyassociates@bigpond.com** |
| **Phone:** | **9635 8266 and Mobile: 040 777 26 77** |

**CREDIT POINTS**:        **3 points**

## 1. 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. SPECIFIC OBJECTIVES

The learning outcomes of this course relate to:

2.1 The Meaning of Performance Management an ongoing Management focus.

**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, Performance Management Systems and 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 and others

**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 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.

**NO LECTURES 12 April – 27 April 2008**

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.

2.8.1 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.

2.9 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.

2.10 Career Management - Employee Development

**What is the value of developing employees? Are organizations training individuals for other organizations? Are there alternatives?**

Evaluate different aspects of training, learning development and education. Use example of the application of these processes to workplaces you are familiar with or can research on the Internet.

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.

## CLASS TIME, LEARNING TOPICS AND READINGS

| Time | Topics | Compulsory Readings |
|------|--------|---------------------|
| Week 1<br><br>27 Feb. | Lecture 1:<br>• Unit Outline<br>• Clarification of assessments<br>• Introduction to Human Resource Planning and Performance Management | Text Introduction |
| Week 2<br>5 March. | Lecture 2:<br>• The Motivation to Perform | Text Topic 1 |
| Week 3<br>12 March. | Lecture 3:<br>• Performance Management Systems – Management by Objectives (MBO) | Text Topic 3 |
| Week 4<br>19 March. | Lecture 4:<br>• The Balanced Scorecard – Kaplan and Norton | Text Topic 2 |
| Week 5<br>26 March. | Lecture 5:<br>• Other Performance Management Systems including 360 degree feedback, BARS | Text Topic 2 |
| Week 6<br>2 April | Lecture 6:<br>• Conducting a Performance Review | Text Topic 4 |
| Week 7<br>9 April. | Lecture 7:<br>• Succession Planning | Text Topic 5 |

| | Break from 12 April to 27 April 2008 | |
|---|---|---|
| Week 8 30 April. | Lecture8: <br>• Dealing with Poor Performance – <br>• Disciplining & Workplace Counselling | Text Topics 6 and 7 |
| Week 9 7 May. | Lecture 9: <br>• Employee Counselling: External Professionals | Text Topics 8 |
| Week 10 14 May. | Lecture 10: <br>• Career Management – Employee Development | Text Topics 2 and 9 |
| Week 11 21 May. | Lecture 11: <br>• Career Management – The Individual | Text Topic 10 |
| Week 12 28 May. | Lecture 12: <br>• Career Management – The Organisation | Text Topics 11 |
| Week 13 2 June. | • Evaluation of Performance Management Process <br>• Future of Performance and Related Issues <br>• Exam review | Text Topic 12 |

## 3 CONTENT & TOPICS

TUTORIAL SESSIONS:

**3.1** 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 Performance Management – Why is it relevant in today's environment? What is its purpose?

3.3 The Motivation to Perform – Is money enough to satisfy most Employees? What are the alternatives?

3.4 Types of Performance Management Systems – Management by Objectives (MBO) – Old but still relevant?

3.5 The Balanced Scorecard – New but always appropriate?

3.6 360 degree Feedback or BARS or Other Methods - Functional but effective?

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

3.8 Succession Planning – Who should be included?

3.9 Dealing with Poor Performance – Disciplining or Workplace Counselling – Who should perform this function?

3.10 Employee Counselling: The Role of External Professionals – Why and When?

3.11 Career Management – Employee Development – What forms and how often? Whose responsibility?

3.12 Career Management – The Individual Response – Too much Too Soon?

3.13 Career management – Organisational Responses – Too little Too Late?

3.14 Evaluation of Performance Management Processes – Has it all been worthwhile?

## 4 PRESENTATION OF UNIT

The unit is presented as one and one half hour modified lecture and one and one half hour tutorial.

## 5 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**.

**2)** You will need to allow at least four hours of reading per week to prepare for class. **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 9 June 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.

**Panel discussions and presentations**

In the 'Content and Tutorial Session' above topics are suggested for each week and groups of approximately 7 (or to be decided depending on the size of the class) 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 group discussions with informal presentations.

 **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 indicate?
- ◆ What were the major conclusions?
- ◆ What are your suggestions/recommendations (if appropriate)?

**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.

## Individual Essay (Due week 10)

*"Performance Management(appraisal) and Salary Reviews should be kept entirely separate as other important aspects of performance may be ignored and may cause conflict in organisations!"*

 Critically evaluate this statement with your own reflections and reference to the views of at least three publications, preferably opposing views. You should agree or disagree with the statement and support your view. You might consider conflicts that arise between individuals, work groups so on and/or how this process can bring harmony to the workplace.

The essay should be typed (1.5 spacing) and be **1200 words in length** (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 essay 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 nominated for the panel discussions. The group should choose any company, where a group member works or a well known organization eg. McDonalds, Woolworths, 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 ESSENTIAL TEXTS

*Human Resource Planning & Performance & Career Management* (2007), prepared by Bill Morrissey. McGraw-Hill. ISBN 978-0-07-013848-3 (0-07-013848-6). Sydney.

## 7 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.* 3$^{rd}$ 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), 5$^{th}$ 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). 5$^{th}$ 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 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".