



BUS850
MANAGEMENT OF PEOPLE AT WORK

Mr Antony Drew

Lecture: Monday E5A 6.00pm – 9.00pm

Semester 1

2009

**MACQUARIE UNIVERSITY
FACULTY OF BUSINESS AND ECONOMICS
UNIT OUTLINE**

Year and Semester: Semester 1, 2009

Unit convenor: Mr Antony Drew

Prerequisites / Corequisites: Nil

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

ABOUT THIS UNIT

This unit examines a range of theories, processes, and techniques for developing human resource capital. The unit takes a strategic HR focus since the HRM function has changed in recent years and is a demanding factor in managerial activity. The aim of the unit is to provide students with a contemporary understanding of people management skills in modern workplaces. To this end, students will gain a greater appreciation of the human resource function. They will have an increased understanding of why HRM is important in developing competitive advantage and how it is linked to business goals and strategy. A further aim of the unit is to broaden the skills of students so that they are better equipped to negotiate a challenging HRM environment.

TEACHING STAFF

- Convenor: Mr Antony Drew
- Email: antony.drew@efs.mq.edu.au
- Consultation hours: by appointment

CLASSES

- The unit consists of 12 lectures and tutorials that will vary from week to week. 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.
- The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

- Prescribed text: Stone R. J. (2008) Human Resource Management, 6th edition, John Wiley and Sons, Milton
- Readings which can be downloaded from E-reserve

UNIT WEB PAGE

- Please note the unit's 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 BUS 850. Please check this site each week for possible lecture slides. Also, all examination, results, and other notes will be posted on the site from time to time.

LEARNING OBJECTIVES AND OUTCOMES

The learning objectives and outcomes of this unit are:

1. Defining and explaining the human resource functions. Identifying the characteristics of modern workplaces;
2. Identifying the key tenets of strategic HRM. Understanding the role of strategic HR and why it is linked to business strategies for change;
3. Recognise the key factors in the design of work. What role does HR play in assisting managers to improve their work design?
4. Assessing the recruiting function for finding the best people. Classify different types of recruitment policy;
5. Analyse different ways for developing people at work and assess performance pay systems;
6. Assess cultural factors including diversity and work-life balance and the role that HRM plays;
7. Understand the key factors in international human resource management and the role HR professional's play
8. Develop new skills for managing people in contemporary organizations.

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop students' generic skills in a range of areas.

One of the aims of this unit is that students develop their skills in the following:

Self-awareness and interpersonal skills;
Communication skills;
Critical analysis skills;
Problem-solving skills;
Creative thinking skills.

TEACHING AND LEARNING STRATEGY

- How the unit is taught in a combined lecture and workshop style and includes formal lectures, weekly case study and problem solving activities and student group presentations.
- Students are expected to read all assigned text and additional reading in advance of each week's lecture, engage in collegial group work; actively participate in class discussion.

Week-by-week list of the topics to be covered.

Lecture 1: **HRM and the resource-based view:** Understand the strategic 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: **Learning and Development:** Distinguish between training and learning and how this relates to cognition and action. Develop a needs assessment and investigation and identify how this is linked to strategic HR. Explore the different approaches for individual, group, and organizational learning

Lecture 3: **Job analysis and design:** What are the key types of information for a job in terms of definition. Analyse types of structures and determine how job positions are established. Identify the factors in job design; what are we really aiming for?

Lecture 4: **Recruitment and Selection.** Determine some of the contemporary issues in recruiting. Why is this no longer just an HRM function? Examine criteria and the selection process including types of selection processes.

Lecture 5: **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 6: **Performance Management:** Examine the key issues of performance management and how to reward staff. Assess the influence of different rating systems and their effectiveness.

Lecture 7: **Managing Careers:** Explore the different methods for assessing behaviour including the importance of interpersonal relationships. Understand the different types of career management systems. Identify the issues in succession planning.

Lecture 8: **Diversity Management:** Explore diversity. What does it mean to have a diverse workforce. What are the issues? To what extent do HRM practices influence the diversity process?

Lecture 9: **Work-life balance:** Identify the concepts related to work-life. What are the key issues and determinants to consider? How do we separate the idea of work-life on the one hand and productivity issues on the other?

Lecture 10: **Internationalizing the HRM function:** Analyse the key issues for international HR. To what extent are these activities linked to strategic HR and why? Distinguish between the different types of nationals and how HR deals with the issues.

Lecture 11: **Employee retention:** What are the key issues? Determine the different ways for managing employee retention. How can modern workplaces manage job satisfaction?

Lecture 12: **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?

RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

The assessment items for this unit have been designed to measure students' understanding, comprehension and application of the learning objectives and outcomes of this course and to assist to develop the students' generic skills in communication, critical analysis, problem-solving and creative thinking.

Assessment for this course is continuous. Separate explanations are provided for each assessment item below. The broad assessment consists of the following:

Assessment Item	marks	related learning outcomes
1. Individual case study	15	1, 2, 4, & 6
2. Group problem exercise & presentation	15	2, 3, 4, 5, 6 & 8
3. Group Major Assignment	30	1, 2, 3, 4, 5, 6, 7, 8
4. Tutorial attendance & participation	10	1, 2, 3, 4, 5, 6, 7, 8
5. Exam	<u>30%</u>	1, 2, 3, 4, 5, 6, 7, 8
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 and in the final exam. Please note that pressures relating to work are not sufficient reasons for not attending or completing a mandatory component. A **lecture log will be kept each week** to monitor attendance in lectures and tutorials.

Individual and group written work should have a cover sheet which is available from ERIC and downloadable from <http://www.efs.mq.edu.au/ss/eric>.

Assessment item 1. Case Study (15%) Due week 4

Stone, R. 2008, Sweeping Changes at Rift Airlines, p.p. 41-42

The case study itself need not be referenced but you must reference any other sources you use. You should commence your paper with a formal introduction, highlighting the key issues discussed in the body and conclude with a formal conclusion, summarising the key points made. Your lecturer already knows the case facts so there is no need to repeat them. You may only do so for brief reference to a particular aspect of the case to make your point. It is expected that you will use the case as a starting point and then discuss the issues raised in the case in light of other sources of information, preferably from peer review journals. You should also apply the principles you have learned from lecture material/tutorials/readings that are specific to the case study. Your paper should be **written in narrative form** (i.e. sentences not bullet points), **and should be 1000-1250 words long, one and a half spaced.**

You are required to answer question 1 at the end of the case – *What HR challenges and issues are raised in this case?* and undertake scholarly research in order to find evidence that either supports or opposes the issues raised in the case.

Assessment item 2. Group Problem Exercise and Presentation (15%)

From week 5 onwards

Students will be formed into groups of 4 – 5 in week two of the course. These groups will be used for weekly tutorial exercises, the Group Problem Exercise and Presentation and the Major Assignment. For the Group Problem Exercise and Presentation, your group should select a chapter ending case study from a chapter relating to the previous week's lecture (e.g. if you were presenting in week 4, you would select a case from the end of Chapter 5). For this assignment you need to first identify and frame the problem the case poses and then develop a problem statement with respect to the previous week's lecture and tutorial material. Please do not just answer the questions at the end of the case as part of the purpose of this assignment is to evaluate how well you can critically evaluate the root cause of a problem situation.

An **example only** of an actual problem (although the one you choose **will be different**) might be something like the following:

Problem Statement: 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.

Assessment item 3. (3000 words) (30%) due week 11

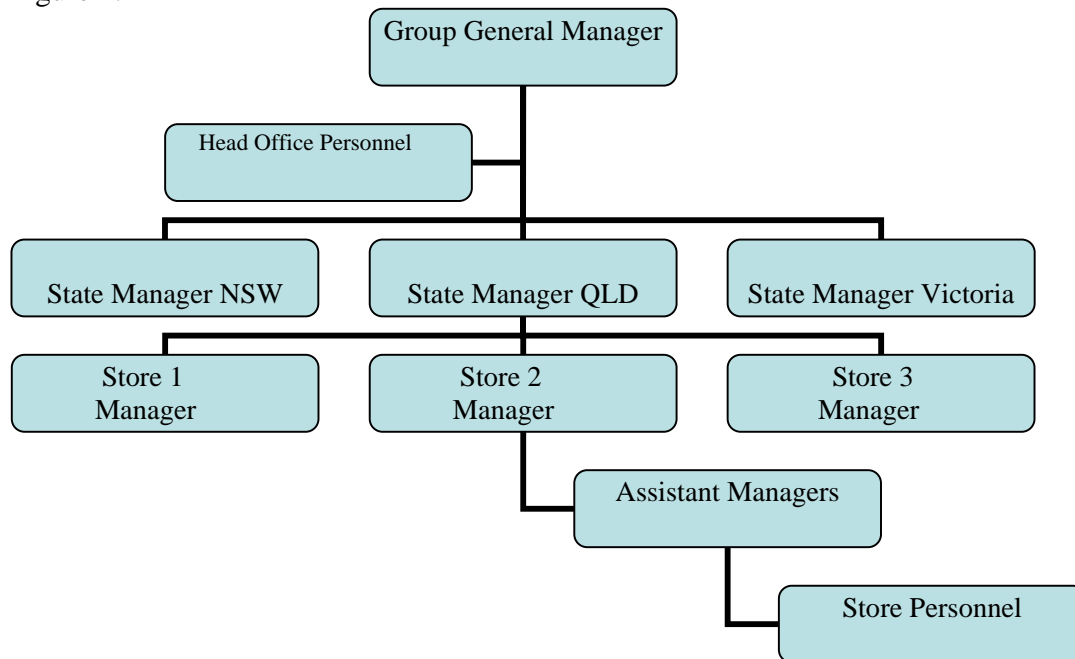
You are an independent Management Consultant contracted by a chartered accountant who is the voluntary administrator for a medium sized business. The business operates within the retail fashion industry and has recently engaged the administrator following a series of controversies involving the previous executive management. The group as a whole has been in operation for 15 years, and currently employs 500 employees. Each state has 3 regional stores.

Current turnover is \$20m for the group although net profit had decreased steadily within the last 3 years from 9% to 2% culminating in all bonuses being recently cut. The organisation chart is illustrated in Figure 1. One core problem appears to be motivation and retention although further investigation is required. The business has operated on a decentralised basis whereby minimal internal specialist support is available to managers in relation to staffing issues (no Human Resources Department exists). The administrator is confident that the business can be profitably restored with tighter management controls and disciplines.

On the basis of discussions you have made so far, you make a tentative list of the current issues that appear to be the problem (although there may be others):

- ◆ Poor staff retention
- ◆ Little motivation
- ◆ One-off and isolated training events
- ◆ Independent recruiting in States
- ◆ Productivity problems
- ◆ Poor learning culture

Figure 1:



Requirements: **Using the same group for your group problem exercise, prepare a report for the administrator detailing how the business can control and enhance its workforce management practices with particular attention to the following:**

- Workforce planning
- Recruitment and retention
- Remuneration management
- Training and development
- Performance management

Note: Each group member should individually and confidentially complete a peer assessment sheet on each individual's contribution to the group and email it to the course convenor. This will be used by the convenor to award marks based on contribution and effort. Utilise existing resources as much as possible (a hiring freeze currently operates), and you have 4 months to successfully implement your strategies. You should make reasonable assumptions as not all details are provided and should not needlessly repeat theory or formulate answers that fail to address the real issues.

Assessment item 4. Tutorial Participation (10%)

Each week, your lecturer will look for lively discussion and debate. Up to 10 per cent of your total marks are attributable to your tutorial attendance and participation. You are expected to read the chapter or readings for each week before class commences. Marks will be awarded based on both quality and quantity of student involvement.

ASSESSMENT FORMS

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

Case study (15%)

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 answer the question with authority									
3	How clearly you identified the major themes and issues in the case									
4	How well you applied the theoretical perspectives to each of the issues									
5	The overall structure and logical development of your assignment									
Communication aspects of your report:										
6	Referencing									
7	Writing Clarity									
8	Grammar									
9	Tertiary standard: Does your report reach a high standard of research, analysis and writing?									

Additional comments:

Mark /15

Group Problem Exercise
and Presentation (15 %)

Extensive
evidence

Minor
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									

Additional comments: _____

Total mark /15

Extensive
evidence

Minor
evidence

Major Assignment (30 marks)

		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 analyse the literature where required									
5	How well you applied the theoretical perspectives to each of the problems									
6	The overall structure and logical development of your assignment									
Communication aspects of your report:										
7	<u>Referencing</u>									
8	Writing Clarity									
9	Grammar									
10	Tertiary standard: Does your report reach a high standard of research, analysis and writing?									
11	Overall, your report is worth									

Additional comments: _____

Total mark /30

Peer Assessment Sheet: Group Problem Exercise and Presentation

The following sheet must be filled out individually and confidentially by each **group member** after the group exercise and after the submission of the final report. It may be either handed back to the convenor in hard copy or emailed in soft copy.

Group Members:

1. Allocate a reward to each member based on his or her contribution to each group assignment. For example, you have five group members and have \$1m to split. If you have all contributed equally, you will allocate \$.2m to each member. 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: (Name)	
Member 2: (Name)	
Member 3: (Name)	
Member 4: (Name)	
Member 5: (Name)	

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 grade moderation purposes.

Your name: _____

Why do these students deserve the amount you have nominated?

_____ Signed: _____

Note: The amount allocated will be used to moderate the individual student marks for both the group report and the group presentation.

Assessment item 5. Exam (30%)

A two hour final examination for this unit will be held during the University Examination period. The exam for this unit will be based on relevant book chapters 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.

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.

Late submission of assessment items must strictly meet the university's policy on late submission of assessment items.

Style Guide References:

When using references to 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 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- 126.

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.

Journals, Articles

CCH Australia, Butterworths, et. al. produce very good loose-leaf subscription services available in the Reference Section of the library. It is worthwhile examining these comprehensive ranges of publications. Other journals include:

Asia Pacific Journal of Human Resources (Aust)
The Learning Organization: An International Journal (Emerald)
Journal of Industrial Relations (Aust)
Australian Journal of Labour Law (Aust)
Journal of Compensation and Benefits (USA)
Harvard Business Review (USA) (www.hbsp.harvard.edu)
H.R. Magazine (USA)
Human Resource Management (USA)
Mt.Eliza Business Review (Aust) (www.mteliza.com.au)
Organisations & People (UK)
People Management (UK) (www.peoplemanagement.co.uk)
Business Review Weekly (Aust) (www.brw.com.au)
Australian Financial Review (Aust) (www.afr.com.au)
Workforce (USA) (www.workforce.com)

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.

DETERMINATION OF OVERALL GRADE

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/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>.

Lecture Schedule and Required Readings

Lecture Topics	Required Readings
Lecture 1: HRM and the resource-based view	Chapter 1 and 2
Lecture 2: Learning and Development	Chapter 9
Lecture 3: Job analysis and design	Chapter 5
Lecture 4: Recruitment and Selection	Chapter 6 and 7 Case study 1 due in class
Lecture 5: Motivation at Work	Lecture notes
Lecture 6: Performance Management	Chapter 8
Lecture 7: Managing Careers	Chapter 10
Lecture 8: Diversity Management	Chapter 19
Lecture 9: Work life balance	Chapter 10 and 18
Lecture 10: Internationalizing the HRM function	Chapter 20 and 21
Lecture 11: Employee retention	Chapter 11, 12 and 13 Major Assignment due in class
Lecture 12: Bringing it all together	

