

MACQUARIE  
UNIVERSITY



FACULTY OF  
BUSINESS AND ECONOMICS

**BUS 850**

**MANAGEMENT OF PEOPLE AT  
WORK**

**Semester 2, 2011**

*Department of Marketing and Management*

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

|                                       |   |
|---------------------------------------|---|
| <b>Year and Semester:</b>             | <b>Semester 2, 2011</b>                 |
| <b>Unit convenor:</b>                 | <b>Associate Professor Peter McGraw</b> |
| <b>Prerequisites / Co-requisites:</b> | <b>Nil</b>                              |
| <b>Credit points:</b>                 | <b>4 credit points</b>                  |

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 is aimed at teaching students knowledge and skills concerning the strategic management of people at work. Much of the content will be immediately applicable to real organisations. The unit covers four major areas:

- Theory; developing, reviewing and appraising perspectives on strategic HRM
- Practice; looking at real cases to see how organisations have attempted to implement strategic HR programs.
- Theory-practice linkages; 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
- Critical and reflective; developing the intellectual perspective and tools for students to evaluate various approaches to problem solving in key areas of the HRM field, and determining their own perspectives

#### **TEACHING STAFF**

- Associate Professor Peter McGraw. Ph. 9850 9034  
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#### **CONSULTATION TIMES**

Monday 12-1, 5-6. Tuesdays by appointment. Other times by appointment/special arrangement only.

#### **CLASSES**

Two 3-hour lectures and tutorial combined each week. The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>. The classes for semester 2 are Monday 9-12 (C5A 226) and Monday 2-5 (W6B 325). Please do not change your class without the permission of the Unit Convenor.

Students must not miss more than 2 classes. 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 class roll will be taken each week.

## **REQUIRED TEXTS AND MATERIALS**

The textbook for this subject (available from Co-Op Bookshop) is:

*Human Resource Management in Australia: Strategy, People, Performance* (4<sup>th</sup> Edition). Kramar, Bartram, De Cieri et al. McGraw-Hill, 2011.

Readings and cases for the course can be either found on the Blackboard website and/or accessed online via the library website (BUS 850 online readings).

In addition to the required textbook for this unit, you should familiarise yourself with the relevant sections of the library. Journals recommended for HRM study include:

Academy of Management Journal  
Asia Pacific Journal of Human Resources  
Harvard Business Review  
Human Resource Management Journal  
International Journal of Human Resource Management  
Personnel Journal  
Personnel Management  
Personnel Review

Key research databases for your study of human resource management include:

- Ebsco host: Academic Search Elite
- Business Source Premier

Also search the websites of well known consulting organisations such as Watson Wyatt, PWC, Deloitte, DDI, Hewitt Associates etc.

## **UNIT WEB PAGE**

The unit's logon web page address is <https://learn.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. Other announcements and material will be posted on the site from time to time.

## **LEARNING OBJECTIVES AND OUTCOMES**

After completing this unit, students will have the capability to:

1. Understand the importance of thinking strategically about appropriate systems and methods for managing people effectively at work
2. Identify key strategic areas of HR practice and their potential contribution to the success of the organisation
3. Understand the role and consequences of using alternative techniques and practices in these key areas
4. Be familiar with an organisation's accountabilities in different areas of HR

5. Think critically about the usefulness of various HR practices and how they might improve the effectiveness of HR in organisations that they work for
6. Be an informed and critical consumer of HR products (eg Consultancy services)

## TEACHING AND LEARNING STRATEGY

Students are expected to read and research each topic in advance, participate in class and tutorial discussions and to maintain a strong interest in current issues and changes in HRM. Material on case organisations can be found regularly in newspapers such as the Sydney Morning Herald, The Australian and The Australian Financial Review and magazines such as BRW.

| Week (Monday date),<br>Lecture Topic   | Essential Readings  | Activities and Cases for Lecture Applications  |
|--|---|--|
| <b>Week 1:</b> 1 August<br>Lecture: Conceptual foundations; where from and where is HRM now?           | Text Chap 1.  | Introduction to the unit: Resources and requirements. Formation of groups.   |
| <b>Week 2:</b> 8 August<br>Applied Strategic HRM 1: The Best Practice View                             | Text Chap 2 and SWA case reading (Pfeffer and O'Reilly).            | Best practice reading. (Lecturer) Case: South West Airlines.<br>Discussion Best Companies in Australia   |
| <b>Week 3:</b> 15 August<br>Applies Strategic HRM 2: The Resource Based View                           | Text Chap 2 and case reading (Dunford and Palmer)                   | Flight Centre Case. (Dunford and Palmer).  |
| <b>Week 4:</b> 22 August.<br>Legal and external environmental shapers of HRM                           | Text Chaps 3, 4 and 5   | IR Case Discussion on employee discipline and dismissal.<br>Mini case discussions led by LIC<br>Case Presentation Group 1<br>OHS AT BHP AND A COMPARABLE ORGANISATION:                       |
| <b>Week 5:</b> 29 August.<br>Applied Strategic HRM 3: Institutional Theory, Convergence and Divergence | Text Chap 2 and reading on Institutional theory (Pauwe and Boselie) | Focus: Structure, organisation and accountability<br>CLASS TEST: 90 MINUTES  |
| <b>Week 6:</b> 5 September<br>Job analysis and design  | Text Chap 6   | Case Presentation Group 2<br>JOB DESIGN AND GENERATION Y<br>ATTRACTING AND RETAINING TALENT AT TOP ACCOUNTING/CONSULTING FIRMS (Free choice of 2 companies)<br>Class exercise: Whitecap case |

|  |                            |  |
|--|----------------------------|--|
| <b>Week 7:</b> 12 September<br>Recruitment and Selection   | Text Chap 8                | Focus: Radical change upheaval, environmental turbulence and opportunity.<br><br>Case Presentation Group 3<br>RECRUITMENT AND SELECTION AT ASPEN PHARMACEUTICALS AND ASTRA ZENECA<br>Class exercise: Colour Blind                    |
| <b>No Classes: WC 19 and 26 Sept.</b>  |                            |  |
| <b>Week 8:</b> 3 October<br>No Class. Public Holiday<br>Self study assignment)                               | Text Chapter 15            | Independent Study<br>Textbook (ethics) and Facebook case p563-565.   |
| <b>Week 9:</b> 10 October<br>Employee Development  | Text Chaps 11 and 12       | Case Presentation Group 4<br><br>EMPLOYEE DEVELOPMENT AT DELOITTE AND A COMPARABLE ORGANISATION  |
| <b>Week 10:</b> 17 October<br>Performance Management   | Text. Chap 10              | Principles of performance management. Systems, distributions, goals and pitfalls<br><br>Case Presentation Group 5<br><br>PERFORMANCE MANAGEMENT IN THE BANKING INDUSTRY (Free choice of two banks)<br><br>Class exercise: Luxor Case |
| <b>Week 11:</b> 24 October<br>Managing Compensation.<br>Money the root of all evil or the only game in town? | Text Chaps 13 and 14       | Case Presentation Group 6<br><br>EMPLOYEE INCENTIVE SYSTEMS IN INVESTMENT BANKING AND MINING (Free choice of one company from each sector).<br><br>Class exercise: Black- White game   |
| <b>Week 12:</b> 31 October<br>HRM Current challenges (equity) and where to from here                         | Text Chaps 15 and 17       | HR Challenges and the future<br><br>Case Presentation Group 7<br><br>WHO GETS WHAT AND WHY?. PAY, POWER AND POSITION AT TWO COMPANIES (FREE CHOICE OF A LEADER AND A LAGGARD)  |
| <b>Week 13:</b> 7 November<br>Course review and conclusion<br>Exam briefing                                  | Revision and Q and A. Exam |  |

| Week<br>Lecture<br>Topic | Additional Readings  |
|--------------------------|--|
| Week 1                   | O'Reilly, C; Pfeiffer, J (2000) Chapter 2 Southwest Airlines. <i>Hidden Value</i> . p 21 - 47 HBS Boston<br>Johnson, G., Scholes, K. And Whittington (2005) <i>Exploring Corporate Strategy</i> , Prentice Hall.<br>Chapter 3 pages 115-162.   |
| Week 2                   | Dunford, R; Palmer, I ( 2002) Managing for High Performance? People Management Practices in Flight centre <i>The Journal of Industrial relations Vol. 44, (3) p 376 – 396</i><br>Wright, P; Dunford, D; Snell, D. (2001) <i>Human Resources and the Resource Based View of the Firm. Journal of Management. Vol 27 p. 701–721.</i> |
| Week 3                   | Lengnick-Hall, M.A, Lengnick-Hall, C.A., Andrade, S. And Drake, B. (2009) Strategic human resource management: The evolution of the field, <i>Human Resource Management Review</i> 19 (2009) 64–85   |
| Week 4                   | Non.   |
| Week 5                   | Paauwe, P; Boselie, P. (2003) Challenging 'Strategic HRM' and the Relevance of the Institutional Setting. <i>Human Resource management Journal. Vol. 13(3) p 56-70.</i>  |
| Week 6                   | Ulrich, D; Brockbank, W; Johnson, D; Younger, D. (2007) Human Resource Competencies: Responding to Increased Expectations. <i>Employment Relations Today. (Fall ) p 1-12</i>   |
| Week 7                   | Non  |
| Week 8                   | Non  |
| Week 9                   | Clardy, A. (2008) The Strategic Role of Human Resource Development in Managing Core Competencies. <i>Human Resource Development International. Vol. 11 (2), p183–197</i>   |
| Week 10: 12 May          | Non  |
| Week 11                  | Performance, Rewards and Recognition 1<br>Shields, J (2007), <i>Strategic reward management. Chapter 10, Managing Employee Performance and Reward: Concepts, Practices, Strategies. Melbourne: Cambridge University Press. p 382-436</i>   |
| Week 12                  | McGraw, P; Mackisack, M (2009) Pay, Power and Position: Beyond the 2008 EOWA Australian census of Women in Leadership. p 1-26. <a href="http://www.eowa.gov.au">www.eowa.gov.au</a>  |
| Week 13                  | Ulrich, D; Brockbank, W. (2009) The Role of Strategy Architect in the Strategic HR Organisation. <i>People and Strategy, Vol. 32 (1) p 24 – 31</i>   |

## RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

- The assigned assessment tasks will assist students to embed their learning as they investigate and assess the application of HR theory and practice. They will also be required to reflect on and discuss the information provided by guest speakers.
- Attendance: There is no substitute for class attendance. Students who miss classes will not be supported by other teaching methods.
- Students are to submit their assignments in HARD COPY as per above schedule.

Marks will be awarded as per the following grading system:

| GRADE | High Distinction | Distinction | Credit  | Pass    | Fail |
|-------|------------------|-------------|---------|---------|------|
| %     | 85 – 100         | 75 – 84     | 65 – 74 | 50 – 64 | <50  |

## STUDENT WORKLOAD

According to Academic Senate Guidelines, student workload should be three hours per credit point per week, including the two week semester break. This means a three credit point unit should have a student work load of 135 hours.

## DETAILS OF ASSESSMENT TASKS

### **Assessment #1: Individual, early semester test, worth: 20%, week 5**

To gain an early assessment of your understanding of the subject materials, a one hour mid semester test will be held during the tutorial times in Week 5. There will not be a supplementary test – any student who misses this test will need to provide a medical certificate or other documentation. The test will consist of two short answer questions on the course content for weeks 1-4. Marks and feedback will be given to students in class, two weeks after the exam.

### **Assessment #2: Group assessment 30% - Case Company review and Presentation**

**Aim:** Each student group will be allocated a case company to research intensively during the course.

The case companies are well known ASX listed companies. Groups will be formed and case allocated during week 1 class. Each group will become a company expert. The group will develop a major report on the HR profile, practices, policies, responsibilities, strategic contribution and challenges relating to the topic under discussion for the corresponding week. In researching this report students should draw on the company annual report as well as other reports (eg sustainability, CSR or OHS or other relevant reports). In addition newspaper and other press articles and any other independent reports can be used to build the company profile. We will also discuss in class the possibility of approaching the company directly although this should not be done before discussion with the LIC.

Students' research, communication, analytical, integrative and critical thinking skills will be developed by this presentations and report. Further briefing on this activity and specific assignments will be given as the course progresses.

As a minimum the report should:

- identify the intended purpose of the strategy/policy and the HR techniques which follow from them.
- explain the rationale for the strategy/policy
- explain (where appropriate) the way that the strategy/policy is influenced by internal (organisational) and external (environmental) factors.
- evaluate the extent to which the HRM strategy/policy and related techniques contribute to organisational performance
- connect to the ideas in the course via the academic literature

**Hand in Report (25%):** The maximum report length is 3000 words, excluding references. Include the word count at the end of report.

**Due date:** The report is to be handed in one week after presentation. Submissions will have 2% deducted per day late, including weekend days. **Late assignments** should be submitted to BESS in building E4B to be date stamped and forwarded to your LIC for marking. Note, electronic assignments will NOT be marked.

**Presentation Component (5%):** As well as the report the group is required to present an overview of the case company/issue (see case schedule) to share their findings with the rest of the class. This should take the form of a ten minute (Timed) powerpoint presentation and talk to be followed by a short Q and A. A summary of the ppt slides should be handed to the lecturer at the end of the talk. Students are strongly advised NOT to use cue cards/scripts for this presentation.

### **Assessment #3: Final exam (50%)**

A two hour exam will be held during the university exam period.

Students will be required to answer three short essay questions from a choice of five and a number of short answer questions (TBA). As a guide, essay responses are expected to be a minimum of 2 pages in length. Note:

- Essay questions may come from the whole of the unit but there will be more weighting for topics covered after week 4.
- A selection of sample questions will be given to students in Week 11.

### **GRADING APPEALS AND FINAL EXAMINATION SCRIPT VIEWING**

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

### **SPECIAL CONSIDERATION**

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: [http://www.mq.edu.au/policy/docs/special\\_consideration/procedure.html](http://www.mq.edu.au/policy/docs/special_consideration/procedure.html)



**BUS 850 Assessment #2: Group Report - Marking and feedback sheet**

Student Names: \_\_\_\_\_ ID: \_\_\_\_\_

Topic: \_\_\_\_\_

| Assessment criteria          |  | Very poor     | Poor | Satisfactory | Good | Very good |
|------------------------------|--|---------------|------|--------------|------|-----------|
| 1.                           | Quality of the organisational research i.e., relevance of your content and sources as they relate to the topic               |               |      |              |      |           |
| 2.                           | Quantity of the academic research - was there evidence of a review of appropriate literature?                                |               |      |              |      |           |
| 3.                           | How clearly the review identified the major themes and issues in the organisation and linked them to the academic literature |               |      |              |      |           |
| 4.                           | The report's analysis of the organisation and literature   |               |      |              |      |           |
| 5.                           | The overall structure and logical development of the report  |               |      |              |      |           |
| 6.                           | Citations and referencing  |               |      |              |      |           |
| 7.                           | Writing clarity and grammar  |               |      |              |      |           |
| 8.                           | Presentation   |               |      |              |      |           |
| 9.                           | Tertiary standard: Does the review reach a high standard of research, analysis and writing?                                  |               |      |              |      |           |
| Overall, the review is worth |  |               |      |              |      |           |
| <b>Comments</b>              |  |               |      |              |      |           |
|                              |  |               |      |              |      |           |
| <b>Mark</b>                  | <b>Grade</b>   | Signed: _____ |      |              |      |           |
|                              |  | Date: _____   |      |              |      |           |

**General Comments:**

**Assessment 2: Group Presentation**

**Presenters Names:** \_\_\_\_\_

\_\_\_\_\_

Groups will have 10 mins to present (plus up to 5 mins for questions) and will be graded on the following basis:

| <b>Assessment Criteria</b>   | <b>0</b> | <b>0.5</b> | <b>0.75</b> | <b>1.0</b> |
|--|----------|------------|-------------|------------|
| 1. Content-relevance & comprehensiveness   |          |            |             |            |
| 2. Analysis-originality & pertinence   |          |            |             |            |
| 3. Evidence of research  |          |            |             |            |
| 4. Understanding of the topic being presented  |          |            |             |            |
| 5. Structure of ideas  |          |            |             |            |
| 6. Quality of Presentation – introduction of topic, speaking skills, well-rehearsed, creative presentation and good eye contact. |          |            |             |            |
| 7. Ability to capture and hold audience interest.  |          |            |             |            |
| 8. Involvement of class Handling of questions  |          |            |             |            |
| 9. Keeping to set time limit.  |          |            |             |            |
| 10. Quality of handout (1 page only)   |          |            |             |            |

Comments: \_\_\_\_\_ Total: \_\_\_\_\_ /10

\_\_\_\_\_

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