BUS 850

Management of People at Work

S2 Day 2015

Dept of Marketing and Management

Contents

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General Information

Unit convenor and teaching staff
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Credit points
4

Prerequisites
BUS651 or MKTG696 or admission to MIntRel or MBiotech

Corequisites

Co-badged status
BUS 850 MGMT 750

Unit description
This unit provides students with contemporary knowledge and skills concerning the effective management of people at work. The unit reviews the key systems required for organisations to effectively manage their people in the context of their overall business strategy and the allied managerial skills required for successful implementation. Students learn what the options are for recruitment, selection, development, performance management, reward systems and other fundamental aspects of managing people and the key challenges facing organisations. A particular focus of this unit is the requirement for students to critically evaluate real organisational practices against contemporary theory as well as long established principles.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Understand the importance of thinking stategically about HRM from different theoretical perspectives and the implications for the roles of HR professionals

Identify key strategic areas of HR practice and their potential contribution to the creation of value, competitive advantage and employee wellbeing

Understand the range of alternative techniques and practices in key areas of the HR function and the reasons for choices among options

Explain how metrics, measurement and evaluation contribute to HR sustainability

Understand some of the key contemporary issues for human resource management

Assessment Tasks

Name	Weighting	Due
Participation	10%	Weeks 1-13
Group presentation	20%	Weeks 9-13 as per schedule
Essay	30%	Week 7
Final exam	40%	Final exam period

Participation

Due: **Weeks 1-13**
Weighting: **10%**

Active participation by students in this Unit is essential to the teaching and learning mode. Participation enables clarification, discussion and debate about concepts and materials covered in the Unit as well as the active exploration of HR practices through role playing and case study analysis. Students are expected to attend each weekly session prepared to contribute and engage in class activities. Attendance will be recorded but will not of itself constitute participation. Students' participation marks will be calculated from the first class through to the last. Constructive involvement in activities is important. Mobile phones and the internet should be turned off during workshops.

Participation is based on: (1) demonstrating understanding in tutorials of required readings in weeks 1 to 6. Students will be given specific questions to consider in their reading and these will be discussed in class (2) active engagement in case study and role play discussions. This will require prior reading of distributed case studies so that students are prepared for the activities in class.

Key issues in relation to expectations of students in tutorials are briefly outlined below. 1. *Quality*

of contribution: Students should endeavour to make a regular and informed contribution to discussion. 2. *Preparation*: To make an informed discussion, students should complete the recommended reading and relevant chapters of the textbook. 3. *Tolerance and Respect*: Group members should allow fellow students to express contrary views and be prepared to debate points in a reasoned and tolerant manner. Students should also behave with respect and courtesy towards the Convenor and fellow students. 4. *Attendance*: To participate, students must attend classes. However students should note also that silent attendance is not sufficient to earn marks for participation.

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Group presentation

Due: **Weeks 9-13 as per schedule**
Weighting: **20%**

This assignment involves analysis of how particular case study organisations manage specific aspects of managing people at work. Groups are to make a presentation to the class on an assigned HRM topic in relation to a nominated company. Groups will consist of a maximum of four students. Groups are formed and allocated their topic and presentation date in week 2. Each group is required to identify the business strategy of their case study organisation, present an overview of the particular HRM practices that their case study organisation uses in a specific area of HRM (eg recruitment, performance appraisal, diversity etc), and evaluate the company's approach, using the literature on the topic as well as considering the firm's business strategy.

The groups may assume the position of an external management consulting firm hired to research the organisation's HRM practices and their strategic implementations and provide professional recommendations. Detailed assessment criteria are outlined in Presentation Marking Sheet to be provided on ilearn in week 3. Each group will follow the same delivery template:

- A brief introduction to the company
- Identification of the company's dominant business strategy(s)
- Outline of the company's approach to the designated functional area of HRM
- Analysis of the strengths and weaknesses of the organisation's policies, practices and strategy in the designated area. This should include reference to critical scholarly

literature on HR practices and strategies as well as consideration of how well these might contribute to the firm achieving its business strategy

- Two or three recommendations for improvement in the organisation's approach.
- The time limit for the presentation is 20 min. It is to be followed by 10 minute Q & A session. Students should provide a copy of any powerpoints (or other format) they intend to use immediately before they commence the presentation. Marks will be deducted if a Group does not do this.
- The presentation will require students to critically analyse the HRM issues in their designated company using the academic literature from a variety of sources. The group's recommendations are expected to remain practical and consider such issues as cost, labour skills, markets, politics or other challenges in implementing HR strategy that are relevant to the organisation.

Extensions/penalties: No extensions will be granted. Requests to postpone/rearrange time of presentations' delivery will be accepted no later than a week prior to a scheduled presentation.

Research sources: In the research for their presentation, students should draw on sources they can obtain about the company both online and in print eg the company's webpage and annual reports; articles in business magazines, newspapers and other media reports; and independent reports which can build an understanding of the company and environment in which it is operating. You may also find if you search the library database that there are articles which contain research on the relevant company in academic journals as well as in HR practitioner journals. When using practitioner journals, students should remain conscious that articles generally express particular views rather than balanced, evidence-based analyses. Business magazines such as Harvard Business Review, Forbes, the Australian Financial Review, HR Monthly (from AHRI) and journal articles are often a great source of such practices and strategies. But groups must remain practical - and consider such issues as cost, laws, labour skills, markets, politics and other challenges in implementing HRM practices. Please note, you must not approach a company directly - unless of course you are an employee there already.

On successful completion you will be able to:

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Essay

Due: **Week 7**
Weighting: **30%**

This individually written essay allows students to critically analyse current SHRM theories and provide examples of their practical applications. The essay aims at assisting students in developing and demonstrating postgraduate level research skills including critical analysis and academic writing. The word limit of the essay is 2500 words.

The essay topic will be posted on ilearn in week 2.

Assessment criteria is outlined in the essay marking rubric located on ilearn. Students are expected to use at least 10 scholarly references in their analysis. Scholarly references generally include refereed journal articles and academic books/chapters. When writing the essay, students may use sections and subsections, but are not required to do so. The objective is to produce a piece of individually written work that is organised in a logical and coherent manner, addresses the essay question in a focused way and uses scholarly references to support and substantiate the analysis.

The essay must be submitted in hard copy to the Lecturer at the beginning of the week 7 lecture (Thursday 10th September)

Extensions/penalties: No extensions will be granted. Late assignments will be accepted up to 72 hours after the submission deadline. A penalty of 20% of the total available marks made from the total awarded mark will apply for each complete 24 hours period that the submission is late (eg 25 hours late in submission - 40% penalty) unless an application for Disruption of Studies is made and approved.

On successful completion you will be able to:
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Final exam

Due: **Final exam period**
Weighting: **40%**

A two hour exam will be held during the university exam period. Students will be required to answer both short essay questions and short answer questions. As a guide, essay responses

are expected to be a minimum of 2 pages in length. Students will be assessed on their ability to analyse and argue the relevance and application of HRM principles in key areas of practice to particular company contexts. Students are expected to present themselves for examination at the time and place designated in the University Examination Timetable. Documented illness or unavoidable disruption are the only exceptions when students can apply for Disruption of Studies. Consult Final Examination Policy for further details.

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Delivery and Resources

- This Unit is taught in a three hour workshop mode. The workshop consists of 3 hours face-to-face teaching per week, consisting of lectures combined with group case study presentations, class discussions, role plays, in-class case studies and brainstorming activities.
- The timetable for classes can be found on the University web site at:http://www.timetables.mq.edu.au/
- Delivery of classes will be performed in an interactive workshop format to maximise learning opportunities. Lectures will consist of substantial discussion, question and answers, brainstorming and group activities.

Technology Used and Required Technology: iLearn.

Please ensure that you have access to a personal computer so you are able to use iLearn. Students will find resources to assist their study on iLearn, such as lecture notes and other resources. Please check iLearn regularly for announcements.

Required and Recommended Reading Students are required to take considerable responsibility for their own learning in this Unit. It is expected that every student will already know how to locate materials in the library, using e-journals and other resources. There is a textbook set for the Unit (see below) but this does not cover every topic. Additional readings have been lodged on ilearn - these are not compulsory but will expand your knowledge of each topic area. Students need to make their own judgments about how much reading they do, and which readings they select.

Textbook Stone, Raymond (2013) *Managing Human Resources,* 4th edition, John Wiley & Sons, Milton, Qld. Additional Recommended Reading Some other books you may find useful for particular topics:

• Boselie P., (2010), *Strategic Human Resource Management: A Balanced Approach,* McGraw-Hill, Berkshire. (*)

• Armstrong, M. (2011) Armstrong's Handbook of Strategic Human Resource Management, Kogan Page Publishers. • Marchington, M. and Wilkinson, A., (2002) *People Management and Development: Human Resource Management at Work*, 2nd ed, CIPD, London. • Mello, J. (2010) *Strategic Human Resource Management*, Cengage Learning. • *Millmore, M, Lewis, P. et al (2007) *Strategic Human Resource Management,* Prentice-Hall, Essex. • Salaman, G. Storey, J., and Billsbery, J., (2005) S*trategic Human Resource Management: Theory and Practice*, Sage, London. • Storey, J., Wright, P., and Ulrich, D., (2009) The Routledge Companion to Strategic Human Resource Management, Routledge, Abingdon. Journals recommended for HRM study include: • Human Resource Management Journal • International Journal of Human Resource Management • Academy of Management Journal • Asia Pacific Journal of Human Resources

• Work, Employment and Society • Australian Journal of Management • California Management Review • Economic and Labour Relations Review • Harvard Business Review • International Journal of Employment Studies • Labour & Industry • 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 • Psychology and behavioral sciences collection

Also search the websites of well-known consulting organisations such as Watson Wyatt, PWC, Deloitte, DDI, Hewitt Associates etc. These can be an excellent source for information on contemporary techniques and practices.

Students' Responsibility for Learning

- Students are expected to take responsibility for their learning by reading the relevant chapter in the textbook or other compulsory readings where indicated.
- Students are expected to read and research each topic in advance, participate in class and tutorial discussions and maintain a strong interest in current issues and changes in HRM.

Unit Web Page The web page for this unit can be accessed via http://ilearn.mq.edu.au

Please check the ilearn site at least weekly for announcements and to access teaching and learning materials loaded onto the site as the course progresses.

Research and Practice This unit provides practice in applying research findings in your

assignments. It also provides opportunities to conduct your own research through journal articles, texts and online data bases.

Satisfactory completion of this Unit will require: • participation in group work • attendance at classes. Note. It is assumed that students who fail to attend are undertaking considerable independent study to make up for material not accessed through classes.

Unit Schedule

Week and date   **Lecture topic, textbook chapter**
Week 1: 30 July   Introduction to the unit: Lecture: Managing People and Human Resource Management - What is it all about? What factors influence strategy?   Text: Ch 1
Week 2: 6 August   Linking business strategy with HRM strategy. (**Best Fit, Best Practice and the RBV view)**.   Text Ch 1. Other Readings on ilearn
Week 3: 13 August   Job Analysis, Job Design and Quality of Working Life   Text: Ch 5
Week 4: 20 August   Recruiting Human Resources   Text Ch 6
Week 5: 27 August   Employee selection   Text Ch 7
Week 6: 3 September   Appraising and Managing Performance   Text Ch 8

Week 7: 10 September
 	
  Human Resource Development & Career Management
 	
  Text Ch 9 and 10

No Classes: 14 to 25 September

Week 8: 1 October

Managing Diversity

Reading: Text ch 14

Week 9: 8 October

Employee Health and Safety

Text: Ch 13.

Week 10: 15 October

Rewarding Human Resources

Text Ch 11

Week 11: 22 October

Managing employees in the multinational firm & international context

Text Ch 15

Week 12: 29 October

Change Management and evaluating the HR Function (measurement and metrics)

Reading: see Reading list on ilearn + Text Ch 16

Week 13: 5 November

Course Review and Exam briefing

Exam Period 9 to 27 November

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

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Assessment tasks

- Participation
- Group presentation
- Essay
- Final exam

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Understand the importance of thinking stategically about HRM from different theoretical perspectives and the implications for the roles of HR professionals
- Identify key strategic areas of HR practice and their potential contribution to the creation of value, competitive advantage and employee wellbeing
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Assessment tasks

- Participation
- Group presentation

- Essay
- Final exam

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Understand the importance of thinking stategically about HRM from different theoretical perspectives and the implications for the roles of HR professionals
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Assessment tasks

- Participation
- Group presentation
- Essay

Changes from Previous Offering

There have not been any changes to this Unit since its last offering (in session 1, 2015)

Research and practice

Research used in this Unit This unit uses research from internal (Macquarie University) and external sources, both theory oriented and industry (case study) based, for example:

- Dunford, R. & Palmer, I. (2002). Managing for high performance? People management practices in Flight Centre. The Journal of Industrial Relations, 44(3), 376-396. (Internal/ industry)
- Paauwe, J. & Boselie, P. (2003). Challenging 'strategic HRM' and the relevance of the institutional setting. Human Resource Management Journal, 13(3), 56-70. (External/ theory)
- Thornthwaite, L. (2004), 'Working Time and Work-Family Balance: A Review of Employee Preferences', Asia-Pacific Journal of Human Resources, 42 (2), pp.166-184.
- Thornthwaite, L., 2013, 'Social Media, Unfair Dismissal and the Regulation of Employees' Conduct Outside Work', Australian Journal of Labour Law, 26 (2), 164-182.

In the unit, both classic and most recent research works are used, for example:

- Barney, J.B. & Wright, P.M. (1998). On becoming a strategic partner: The role of human resources in gaining competitive advantage. Human Resource Management, 37(1), 31–46. (Classic)
- Kotter, J.P. & Schlesinger, L.A. (1979). Choosing strategies for change. Harvard Business Review, March-April, 106-114. (Classic)
- Riach, K. (2009). Managing 'difference': Understanding age diversity in practice. Human Resource Management Journal, 19(3), 319–335. (Recent)
- Rousseau, D.M. & Barends, E.G. (2011). Becoming an evidence-based HR practitioner, Human Resource Management Journal, 21(3), 221-235. (Recent)

Connections between the content of the unit and current research

1. Lectures and discussions are designed on the basis of the textbook and relevant scholarly research studies, with a constant theme being to integrate understanding of actual and emergent policy and practice with evidence on what happens, what works, and what is possible.
2. The individual essay requires students to locate and demonstrate their understanding of contemporary scholarly research in the light of concepts and issues covered in the textbook and lectures.
3. The assessment criteria of the group presentation includes research criterion which judges students' ability to relate research findings to their practical cases; to demonstrate broader literature knowledge and to critically evaluate HR practices using relevant and rigorous research.