MGMT750

Management of People at Work

S2 Day 2018

Archive (Pre-2019) - Dept of Marketing and Management

Contents

General Information

Unit convenor and teaching staff
Convenor
Associate Professor Louise Thornthwaite
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Contact via Email
4ER (old E4A Building) Room 628
Monday 2.15-3.00 pm, Friday 12.15-1.00 pm

Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status
BUS 850

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. A particular focus of this unit is the requirement for students to critically review and evaluate the academic and professionl literature, theories and research in the field of the management of people at work.

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

Explain how metrics, measurement and evaluation contribute to HR sustainability

Understand some of the key contemporary issues for human resource management

Develop teamwork and presentation skills

Assessment Tasks

Name	Weighting	Hurdle	Due
Assessed Coursework	10%	No	Ongoing
Essay	30%	No	Week 6, 7th September 2018
Group presentation	20%	No	Weeks 9-13 as per schedule
Literature review essay	40%	No	week 13 lecture

Assessed Coursework

Due: **Ongoing**
Weighting: **10%**

In sessions in weeks 3, 5, 7 and 9 students will be asked to complete a "20 minute debrief" (20MD) activity (2.5% each). In these activities students will work in groups of 3 - 4 students, to answer questions that requires knowledge of the allocated article/case study for the week. The case studies will be uploaded on iLearn in the relevant week's folder in advance – STUDENTS ARE EXPECTED TO COME TO THE LECTURE HAVING READ THE CASE. The questions will only be available at the beginning of the activity and will not be made available on iLearn. Students will hand in to the lecturer their group's answer in writing: ONE PAGE of handwritten notes that answer the question at hand. Students not attending the lecture will not receive a mark for this activity. Marks will be deducted where students have not read the case beforehand. Details and assessment criteria are provided in the Assessment Guidelines Document available on iLearn and questions on this assessment will be answered in the lecture.

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.

Key issues in relation to expectations of students 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.

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Essay

Due: **Week 6, 7th September 2018**
Weighting: **30%**

This individually written essay allows students to critically analyse current concepts and theories on *Managing People* in relation to their practical applications. The essay aims at assisting students in developing and demonstrating postgraduate level research skills including critical analysis and academic writing. Essay topic (s) will be provided on ilearn in Week 2 of session.

Submission Details: The word limit of the essay is 1600 words (with an allowance of =/- 10% words). Details and marking criteria are provided in the Assessment Guidelines Document available on iLearn and questions on this assessment will be answered in the lecture. The essay is to be submitted through Turnitin on iLearn and in hardcopy in the session.

Format and layout: Essays should be double spaced in Time New Roman font size 12, with either APA or Harvard referencing. There are to be no tables of contents, footnotes, or abstracts.

Note on late submissions: No extensions will be granted. There will be a deduction of 20% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 40% penalty). Late tasks will be accepted up to 72 hours (3 days) after the submission deadline. This penalty does not apply for cases in which an application for Disruption to Studies is made and approved.

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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. The purpose of this assessment is to develop your skills in team building and case analysis and to provide you with the opportunity to develop competent workshop facilitation skills. In weeks 9-13 students will conduct 20 minute presentations in groups of 4 students. Groups will be allocated to examine a particular firm and a particular managing people topic in relation to that firm. Allocations of group projects will take place in week 3. Students are expected to use Powerpoint or Prezi for their presentation and provide a print-out copy of their materials to the tutor. Peer evaluation forms will also be used for this assignment. The group presentation consists of 2 components – collective (10%) and individual (10%). Each group member receives the same mark for the collective component of the group presentation. Each group member may receive a different mark for the individual component (individual performance).

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. Details and marking criteria are provided in the Assessment Guidelines document available on iLearn. Questions on this assessment will be answered during the lectures.

Note on extensions: No extensions will be granted. Students who are not present for their group's presentation will be awarded a mark of 0 for the presentation, except for cases in which an application for Disruption to Studies is made and approved.

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.

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Literature review essay

Due: **week 13 lecture**
Weighting: **40%**

Students undertaking MGMT 750 are required to undertake a literature review essay as their 4th assessment item. The review will be a maximum of 2400 words (with an allowance of +/- 10%). The topic will align with **both** the *Managing People* subject matter of this Unit and with their *MRes research* focus. Where an alignment with the student's MRes focus cannot be found, the literature review will be on a topic wholly within the Managing People focus of this Unit. The literature review topic normally will be agreed through a conversation between the student and Unit Convenor by week 5. A separate document on ilearn will provide details on the purpose of the literature review, scholarly expectations, formatting, other requirements and the marking rubric. As is usual with a literature review, the overall expectation is that students submit a review which encompasses the major threads of literature on the given topic, while also critiquing this literature (eg scope, research methods, depth, breadth) and identifying gaps for future research.

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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 per week, an interactive workshop format to maximise learning opportunities.
- 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 lectures including substantial class discussions, question and answers, in-class case studies and group case study presentations, role plays, 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.

(NB This textbook is a little aged in terms of technological developments in HRM, but the content provides an excellent introduction to major areas of HRM activity)

Additional Recommended Reading Some other books you may find useful for particular topics:

Baird, M. Hancock, K. and Isaac, J. (2011) *Work and Employment Relations: An Era of Change* Federation Press, Sydney.

Wilkinson, A. Redman, T. and Dundon, T., (2017) *Contemporary Human Resource Management: text and cases*. 5th edition, Pearson Education.

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

Parker, J. and Baird, M. (2018) *The Big Issues in Employment: HR Management and Employment Relations in Australasi*a - 2nd Edition. Wolters Kluwer.

Armstrong, M. (2011) *Armstrong's Handbook of Strategic Human Resource Management*, Kogan Page Publishers.

Nel, P. Werner, A. Fazey, M et al (2016) *Human Resource Management in Australia*. Second Edition. Oxford University Press.

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 Managemen*t, Routledge, Abingdon.

Journals recommended for HRM study include:

Journal of Industrial Relations (Aust)

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 1: 3 August 2018

Introduction to the unit:

Lecture: Managing People and Human Resource Management - What is it all about? What factors influence strategy?

Week 2: 10 August 2018

HRM and the search for competitive advantage

Week 3: 17 August 2018

Job Analysis, Job Design and Quality of Working Life

Week 4: 24 August 2018

Recruiting Human Resources

Week 5: 31 August 2018

Employee selection

Week 6: 7 September 2018

Appraising and Managing Performance

Week 7: 14 September 2018

Human Resource Development & Career Management

Session 2 Recess: 17th - 30th September 2018

Week 8: 5 October 2018

Managing Diversity

Week 9: 12 October 2018

Employee Health and Safety

Week 10: 19th October 2018

Rewarding Human Resources

Week 11: 26th October 2018

Managing employees in the multinational firm & international context

Week 12: 2 November 2018

Change Management and evaluating the HR Function

Week 13: 9th November 2018

Guest Lecture, Course Review and Exam briefing

Exam Period from 13th November

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources 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

- 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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- Understand some of the key contemporary issues for human resource management
- Develop teamwork and presentation skills

Assessment tasks

- Assessed Coursework
- Essay
- Group presentation
- Literature review essay

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
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- Explain how metrics, measurement and evaluation contribute to HR sustainability
- Understand some of the key contemporary issues for human resource management
- Develop teamwork and presentation skills

Assessment tasks

- Assessed Coursework
- Essay
- Group presentation
- Literature review essay

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

- 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

- Assessed Coursework
- Group presentation

Changes from Previous Offering

The unit discussion topics, readings and examples have been updated since its last offering.

Global Contexts & Sustainability

The Australian context is used as the base case to illustrate human resources functions in global contexts, and international organisations are used as case studies in some instances. Students are encouraged to share their knowledge of international experiences that may demonstrate consistency or contrast with local practice. There is one full lecture devoted to specific international contexts. Issues to do with sustainable HRM practice are incorporated.

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:

- Thornthwaite, L. (2018). Social Media and Dismissal: Developing a Reasonable Expectation of Privacy, *Journal of Industrial Relations*. 60 (1) 119-136
- Thornthwaite, L. (2017) The Living Wage Crisis, *Labour & Industry*, 27 (4): 261-269
- Thornthwaite, L. (2016) 'Chilling Times: Social Media Policies, Labour Law and Employment Relations', *Asia Pacific Journal of Human Resource*s 54 (3), 332-51
- Varhegyi, M. M. & Jepsen, D. M. (2016). Director succession planning and board effectiveness in nonprofit boards. *Asia Pacific Journal of Human Resources*
- Jepsen, Knox-Haly & Townsend (2015). Recruitment Practices in Australia: A Review and Comparative Research Agenda, *Employment Relations Record*
- Sheldon & Thornthwaite (2005), *'Employability Skills and Vocational Education and Training Policy in Australia: An Analysis of Employer Association Agendas'*, *Asia Pacific Journal of Human Resources* 43 (3), 404-425.
- 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 Resource*s, 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.