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

- Credit points: 3

This unit focuses on workplace performance, strategic human resource planning and career management. We examine new paradigms in the “Whitewater” environment where performance of individuals, groups and the corporation are in the forefront of competitive advantage. People are becoming a more influential aspect in achieving Corporate Objectives and to use the old cliché gaining Competitive advantage. Poor performance is no longer an option for managers or employees and with the “War for Talent” now an established fact it is imperative that managers balance the corporate objectives with assisting employees achieve their objectives. Strong retention strategies are an imperative in the current climate of “full employment” as individuals are changing careers more frequently than ever before and attracting and retaining adequate skills and competencies is a major challenge for managers. Students will become proficient at analysing the key factors that drive individual needs and then incorporate these with corporate strategy and planning. Case analysis will be used to link concepts and frameworks to real-world examples. Group work will engage students in the challenges of interpersonal communication, corporate diagnosis, needs planning, motivation and dealing with difficult workplace situations.

The content of this unit is designed to build students’ understanding in the design, formulation and implementation of the various systems of performance management, the dysfunctions of performance review systems, theory and practice of performance interviewing and employee counselling and the implementation of employee assistance programs. The discipline process is also examined, especially in relation to potential conflict with performance management systems. Finally, individual career management programs will be discussed and evaluated. The link between Performance Management and Career Management will be established to tie the objectives of Strategic People Management and Corporate objectives.

TEACHING STAFF

Lecturer: Bill Morrissey
E-mail: morrisseyassociates@bigpond.com
Phone: Mobile: 040 777 26 77
Consultation times Convenor and Lecturer: TBA in first lecture
CLASSES

- Lecture: 2 hours
- Tutorial/ Presentations: 1 hours
- 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: ESSENTIAL TEXTS

- Essential text: Study Kit, articles relating to each topic, available for purchase.

Recommended texts not essential:


Harvard Business Review.


Journals

The Internet and journal articles must be accessed because they provide a source of current information on the topic areas. The following list of journal titles is not exhaustive but will assist you in your library research.

Academy of Management Journal
Academy of Management Review
American Business Review
Asia-Pacific Journal of Human Resource Management
Benefits and Compensation International
Compensation and Benefits Review
Harvard Business Review
Journal of Human Resources
Journal of Management
Journal of Managerial Psychology
HR Monthly
Human Resource Management
Labour and Industry
Personnel Journal

UNIT WEB PAGE

- The web page for this unit can be found at: https://learn.mq.edu.au
- Unit outlines and all additional course materials will be available on this site.

LEARNING OBJECTIVES AND OUTCOMES

The learning outcomes of this course:


   Understanding the need for attract and retain the “right” skills, competencies and attitudes to support the Corporate Objectives. Why do organizations and individuals need Performance Management?

   Recognize, identify and explain the concepts of individual and group performance. Why do we need to manage performance?

2. The move from costs of People Management to an investment perspective.

   Distinguish between the investment and cost approaches. Can they work together?

   Historically why do organizations view employees as a cost while other resources are seen as an investment?

   Analyse if there should be a change in paradigms or having mediocre employees are acceptable.

3. Human Resources Planning
In the Whitewater Environment systems changes regularly and people move from organization to organization more frequently than ever before, is Human Resource Planning still relevant?

Compare the requirements for the changing employment landscape, more women in the workforce, more flexibility, the generations gap, and work/life balance

4. Staffing – Retention Strategies

Individuals are moving jobs and careers more frequently this combined with the labour shortage, we need strong strategies to retain “good employees, what do employers need to do to keep their staff?

Analyse the various approaches organizations have used to maintain the required levels of skills and competencies

5. Succession Planning

The “War for Talent” is another great challenge for business in the new environment. How can organizations ensure that they have the talent for future needs? What are the strategies to manage those employees not involved in the succession plans?

Reflect on different aspects of strategic human resource planning including the need to examine how globalization has impacted on the distribution of skills and competencies.

6. Performance Management and Feedback

Why do some managers resent the time and cost of Performance Reviews? Who should be included in the training for this important management function?

A two-way process is not just telling employees and informing them of their problem areas. Feedback from the employee is also important. There is a need to listen to what the employee have to say and to “sell” future plans and strategies from an organizational viewpoint.

7. Performance Management – established methods and contemporary methods - MBO, 360 degree Feedback, BARS and Balanced Scorecard

Who should review performance? How can individuals outside the organization add value to the process? Can subordinates be objective and fair in assessing a manager? What process is right for the current stage of an organization?

Review different proven systems and recognize the strengths and weaknesses of these programs. A combination of aspects of the different systems can be an effective way to achieve the outcomes for both individuals and organizations.

8. Career Management - Employer Perspective

What are the key aspects of providing a supportive environment for optimizing career development? What are the external support mechanisms available to corporations? How far should organizations extend their resources to maintain a competitive workforce?
Determine the effectiveness of implementation techniques in the new environment where employees are changing jobs and careers at an increasing rate. Assess the impact of continuous training and development and the impact of failure of adequate investment on people.

9. Career Management – Employee Perspective

Whose responsibility is Career management? Do individual employees know what they want to do now and in the future? How do we handle the Career Plateau effect?

Career management has changed in recent years. Review the Train, Bus, Helicopter models and the future demands on both individuals and corporations. What will careers look like in the future?

10. Career Management and Links to Performance Management

Money is no longer the only incentive to motivate individuals and groups to perform at their optimum levels. Is Career Management just another “tick the box” aspect of Performance? How can organizations link these two vital aspects of good people management?

The “world of work” is changing and if people are the comparative advantage for organizations we need to balance the corporate objectives with the individual objectives including addressing the issue of the career plans of carers and pre-retirement employers.

11. Career Management – Preparing for International Assignments

With globalization there are many opportunities for individuals to take up appointments in offshore locations but there are both positive and negative aspects of these appointments. Business operations in different countries require different skills, competencies and attitudes, including the ability to adapt to new cultures. Individuals not only need to be highly skilled in technological skills and competencies but attuned to the idiocies of the different environments and challenges awaiting them in overseas locations. Preparation and planning are key to success.

12. Career Management – Dealing with Poor Performance – including separation

What are the key implementation issues of Workplace Counseling? How do managers deal with conflict and power? Are managers expected to fully understand the ramifications of counseling employees? Can they anticipate all the reactions of employees? Do people change over time?

Examine the current issues with discipline and the effect of positive and negative motivation. Define what is meant by discipline and the reactions to disciplinary action.

Most managers are not professional psychologists so we need to examine what we can do to ensure we achieve the outcomes we have determined when we developed our strategic performance management policies and procedures.

Are organizational initiatives working to achieve desired outcomes? What can organizations implement when performance strategies are not working as intended?

Define, explain, identify, and analyze key aspects of Performance Management strategies. Review the subjects discussed during the course.

OTHER OBJECTIVES:

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

- This Unit is basically conducted in a 1.5 hour lecture followed by a 1.5 hour tutorial/presentation/workshop weekly.

- You are expected to read and research each topic in advance, participate in class discussions and to maintain a strong interest in current issues and changes in this area of Human Resource Management.

HRM 217

CLASS TIME, LEARNING TOPICS AND READINGS

<table>
<thead>
<tr>
<th>Time – W/C</th>
<th>Topics</th>
<th>Compulsory Readings</th>
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<tr>
<td>Week 1</td>
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<td>• Clarification of assessments</td>
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<td>• Introduction to Human Resource Planning and Performance Management</td>
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<td>Week 2</td>
<td>Lecture 2:</td>
<td>Reading: Raphael, T., Meet HR’s New Best Friend: Turnover. 2003. Workforce, Vol.8 Issue 1, 72</td>
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<tr>
<td>August 10</td>
<td>• An Investment Perspective of Human Resource Planning</td>
<td>Casio, W. and Boudreau, J., Measure for Measure: Frank Talk About Metrics. HR Magazine,</td>
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<td>Week</td>
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<td>Career Management – Employer Perspective</td>
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<td>Career Management and the Links to Performance Management</td>
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<td>Week 11</td>
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<td>Lecture 11:</td>
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<td>• Career Management – Preparing for International Assignments</td>
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<th>Week 12</th>
<th>November 2</th>
<th>Lecture 12:</th>
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<td>• Dealing with Poor Performance - Separation</td>
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<tr>
<th>Week 13</th>
<th>November 9</th>
<th>Evaluation of Planning and Performance Management Processes</th>
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<td>Future of Planning and Performance Related Issues</td>
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<td>Exam review</td>
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TUTORIAL SESSIONS:

1. Tutorial Seminars/Workshops will occur each week and will consist of Group Discussions and Case Studies which will be placed on the website each week.

2. Housekeeping and Case Study

2. Human Resource Planning and Performance Management – What is its purpose of these management initiatives? How important is global competition for employees?

3. An investment approach – People are they a cost or an investment? Is money enough to satisfy most Employees? What are the alternatives? How can organizations capitalise on the shrinking employment market?

4. Human Resource Planning – how do we provide for future needs?

5. Staffing – Retention Strategies – who do we want to keep?
6. Succession Planning – Who should be included?

7. Conducting a Performance Review – Giving Effective Feedback – A two way process who should do the talking?

8. Performance Management – established methods and contemporary methods – MBO, Balanced Scorecard, 360 degree Feedback or BARS or Other Methods - Which are out of date in the current environment?

9. Career management – Employers Perspective – Too little Too Late? Who should we include?


11. Career Management and links to Performance Management – How can they be combined or should they be combined? What forms and how often? If it goes wrong who is to blame?

12. Career Management – Preparing for International Assignments – Time to Practice skills or only Promotion?

13. Dealing with Poor Performance – Disciplining or Workplace Counselling? – Who should perform these functions?

**RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES**

The assessments for this subject are to help you learn the broad issues and contexts of the theoretical aspect of the course and apply them to real work environments. There are individual components which allow you to demonstrate your ability to analyse information through a Case Study and relate it to your reading and course materials and class discussions. The examination allows you to articulate what you have learned during the semester. The two other assessments are group based and help you to learn to work as a team and develop your interpersonal skills including speaking in public. Our aim is to encourage you to study throughout the semester not just cram at the end so that learning becomes fun and not overly stressful around exam time. The examination will address all the materials covered during the semester but more detailed directions will be given during the lectures and tutorials.

**PRESENTATION OF UNIT**

The unit is presented as one and one half hour modified lecture and one and one half hour tutorial/presentation/workshop.
ASSESSMENT

The assessment will be continuous and designed to test the students understanding of strategy along the learning taxonomy scale including knowledge, comprehension and application. There is a high emphasis on the critical and reflection notion of performance management and your ability to apply the concepts in practice.

The assessment includes:

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<th>Assessment</th>
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<td>Individual Case Study</td>
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<td>Individual Report</td>
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<td>Exam</td>
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<td>Total Marks</td>
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Points to note about these assessments:

1) You will need to allow at least four hours of reading per week to prepare for class including course notes and your own research. Good preparation leads to good outcomes.

2) Students must complete all components of the course to register a pass or better grade and must obtain at least a pass grade in all assessment components. A satisfying mark of 25 out of 50 will be set for the exam. This means that a student could fail the unit by failing the exam even though the other assessments achieved a pass grade.

3) Please note that pressures relating to work are generally not considered as legitimate reasons for not attending or completing a mandatory component of the course.

4) Students must attend at least 11 out of the 13 lectures and tutorials scheduled between weeks 1 to 13. A roll of lecture/tutorial attendance will be kept and students must sign this each lecture/tutorial.

Detailed Assessment:

1. Presentations and Class Discussion

In the ‘Content and Tutorial Session’ above topics are suggested, you may choose alternative topics, or focus on one main issue, for each week and in groups of approximately 5 (or as decided depending on the size of the class) your group is required to discuss and analyze one of the topics presented the previous week. If a large class there may be more than one presentation each week, this will be confirmed in Week 1. If class size is smaller than anticipated when there is no formal presentation there will be case studies/ group discussions/workshops with informal presentations to discuss each topic. Your group may choose a different theme as long as it fits with the general focus of the topic.

Required:

1. Individual Case Study (Due week 6 and handed in at ERIC)

Case study will be handed out in Week 1.
The case study should be typed (1.5 spacing) and be 1000 words in length (references are necessary Harvard Style ONLY).

3. Individual Report (Due week 11 and to be handed in at ERIC)
Required: 2500 words
You should prepare a written report (2,500 words), directed to the CEO of a company of your choosing. The group should choose any company, say where a group member works or a well known organization e.g. Westpac, McDonalds, Woolworths, GEC, Microsoft, Google, IBM, Ford, these are examples of highly published performance management/succession planning programs but the list is not exclusive. The group is to examine performance management and succession programs of the selected organisation and compare with accepted best practice.

The report must be written in correct Report format and include sub-headings and conclusion to demonstrate your depth of understanding. The report should broadly discuss/report on the following areas but not exclusively:

♦ An introduction setting out the purpose of your report
♦ Background of the company
♦ An evaluation of the key performance/planning issues facing the company.
♦ Where do they vary from competitors?
♦ Why do they consider this process so important?
♦ Are there improvements in accepted Best Practice the company could adopt?
♦ Future Issues for the company (if appropriate)
♦ Explain how your report addresses the principles covered in the course material
♦ For example are there better ways to ensure the organisation can function effectively without a performance management program?

Final Examination
The final exam will be held in the formal examination period commencing 16 November, 2009.

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 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.
Class Attendance:

- It is essential to attend 80% of lectures/tutorials or students may not be permitted to attend the final exam.

- As a general rule late submission of assessments is not acceptable, however if you do have extenuating circumstances you must inform the lecture prior to the due date. Otherwise late submissions will attract a penalty of a 10% deduction per day of the mark awarded.

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](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](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. (Individual Divisions may wish to signal when the Division's Supplementaries are normally scheduled.)

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.

University Policy on Grading

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.


COVERSHEETS AND PEER ASSESSMENT FORMS

Standard Coversheets and Peer Assessment Sheets MUST be attached to ALL assignments.
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.

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.

CLASSROOM ETIQUETTE

Students are expected to arrive on time, certainly before five minutes past the hour, and not to leave until the class ends. If you have a recurring problem that makes you late, or forces you to leave early, have the courtesy to discuss this with your lecturer/tutor.

Students are expected to be quiet during lectures unless, of course, class participation is required. Mobiles should be turned off during classes.

Enjoy the subject and let's have some fun.