Unit Outline*

MGMT8540

Human Resource Management

MBA Trimester 1, 2011
Crawley

Adjunct Lecturer Linda Dawson

EQUIS
ACCREDITED

Business School

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UNIT DESCRIPTION

Introduction

Welcome to this unit. The new mandate for Human Resource Management (HRM) is being driven by globalisation, developments in technology, the accompanying change in the nature of work and expectations of people from the experience of work. These factors accompanied by the emphasis on intellectual and social capital as sources of competitive advantage bring into sharper focus the contribution of HR policies and practices in devising, enacting and evaluating organisational strategy. Many organisations and leaders recognise that the source of competitive advantage no longer lies in the access to capital, technology or markets, but rather from people as the source of distinctiveness and embodiment of the core competence of the organisation. This is being reflected in the broader role of HRM, which is moving away from a functional and administrative focus on people issues, to a strategic view aimed at building organisational capability and competitive advantage through people.

This course takes a "big-picture" view of the relationships between HRM and business strategy. It will introduce you to the "core competencies" in managing people, applicable to your role as senior managers.

Unit content

The content focuses on both the design and execution of strategic HR policies, practices and programs.

The content is divided into three modules covering each of the teaching blocks:

Aligning People and Business Strategy
Performance Management
Talent Management

The goal of the unit

This course aims to highlight the linkage between HRM and the strategic management process. People are a firm's most important asset in gaining competitive advantage in today's dynamic organisational environments. Globalisation, managing the triple bottom line, new technology and high performance work systems call for a competent and committed work force to achieve organisational goals. They are also important determinants of employee commitment and well-being. Human Resource Management (HRM) involves aligning organisational strategy with the management of its people by attracting, developing, rewarding and keeping employees with the right mix of skill, ability, knowledge and motivation. This unit aims to develop your skills and knowledge as managers who play a vital role in this process and links in with other units in the MBA such as Organisational Behaviour and Strategic Management.

Learning outcomes

On completion of this unit, you should be able to:

• Understand, describe and evaluate a range of HRM theories, principles and practices in relation to their impact on executing business strategy and the performance of people in organisations.
• Apply theories, concepts and frameworks drawn from the HR literature to pre-empt, diagnose and solve problems relating to the attraction, retention, development and the performance of people in organisations.
• Enhance your ability to select and justify HRM tools to effectively assess, develop and manage people in organisations.
• Be able to critically examine the HRM literature and locate diverse sources of information to research best practice in HRM.

The learning outcomes of this unit will be assessed through an exam, a group project, a research essay and class participation.

Educational principles and graduate attributes

In this unit, you will be encouraged and facilitated to develop the ability and desire to:
- Critically evaluate and solve HRM problems;
- Develop competencies to work more effectively in teams through the completion of a group project relating to HRM practices in a selected business context; and
- Develop ethical approaches and mature judgement in applying knowledge of HRM to practical and academic matters

Prerequisites

Students should complete MGMT8501 Organisational Behaviour and three core units prior to taking this unit. If you have very little organisational behaviour experience, you may find it useful to add extra readings to your study program that explore this area.

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

The teaching and learning philosophy underpinning this course is based on learning organisation principles. A learning organisation orientation requires self-directed double-loop learning (Argyris, 1982). To do this, the learner needs to move beyond single-loop learning based on their own reasoning and beliefs to a deeper, reflective analysis which challenges the underlying assumptions, beliefs and values inherent in organisational problems and allow feedback to change their behaviour and alter goals and beliefs. David Kolb (1984) talks about learning as a cycle of four stages. This process is active and passive, concrete and abstract. Concrete experience (doing) is followed by observation and reflection (thinking and feeling). This leads to the formation of abstract concepts and generalizations (connecting) then to hypotheses to be tested in future action (deciding). Finally this leads to new experiences. This learning cycle is continuously recurring. Our concepts in experience are continuously tested and modified as a result of our observation of the experience. The learning experiences and assessment in this unit are designed to facilitate such experiential and action learning.

This unit uses a variety of learning strategies including:
- Case studies
- Class discussion & debate
- Group activities
- Lectures
- Syndicate work
- Independent study

All these methods are designed to provide a stimulating learning environment that accommodates most learning styles. This approach to teaching relies heavily on the willingness of students to participate. You are expected to be actively involved in the classes / seminars in order to provide the best learning outcomes for yourself.

My responsibilities:

- To guide you through the course material by facilitating classroom discussions and activities.
- To provide examples and anecdotes linking text material to real-world situations.
- To create a safe learning environment which encourages participation and interaction among learners.

Your responsibilities:

- To read the required chapters and readings before coming to class.
- To participate in group discussions and projects.
- To complete all assignments on time.
- To respect all comments from others during class.

Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students' Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process, therefore it is important that you attend classes. More formally, the University regulations state that 'to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials'. Where a student, due to exceptional circumstances, is unable to attend a scheduled class, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit.

CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

Unit coordinator/lecturer	
Name:	Adjunct Lecturer Linda Dawson
Email:	Linda.dawson@ascend7.com.au
Phone:	+61 8 9489 4895
Consultation hours:	By appointment
Lecture times:	9.00am – 5.00 pm Friday 4 March 2011 Friday 11 March 2011 Friday 25 March 2011 Saturday 26 March 2011 Saturday 9 April 2011
Lecture venue:	BUSN: 142

Lecturer Profile: Linda Dawson

Linda Dawson has over 20 years experience working in large Australian and Multinational organisations. Linda is a seasoned executive, managing and leading diverse Human Resource, Corporate Service, HSE, Corporate Affairs, Marketing and Operations functions and large scale business projects.

Linda has worked for a number of organisations including Alinta Ltd, Wesfarmers, Rio Tinto, Mobil, Singapore Power Ltd, Telecom, Australia Post, Myer, Local Governments and Industry Groups. She has also held Board positions with subsidiary companies and Board Advisory roles with Industry Associations and Universities.

More recently Linda has worked in a consulting capacity helping organisations to improve their leadership and business performance through focusing on people. BHP Nickel West, Iluka Resources, HWE Mining, The Australian Institute of Management and Ajilon have been amongst Linda's clients or assignments.

The focus of Linda's work has been on building engaged, committed and aligned workforces through, creating organisational environments where leaders value, empower and inspire their teams and others to achieve exceptional performance. This has been supplemented with the development and successful implementation of appropriate programmes, policies, processes and frameworks to provide strong foundations and operational continuity for leaders, teams and businesses.

Linda is a Certified Member of the Australian Human Resources Institute, a Fellow of the Australian Institute of Management and a Member of the Australian Institute of Company Directors.

TEXTBOOK(S) & RESOURCES

Unit Website

The unit makes use of WebCT. To access WebCT go to www.webct.uwa.edu.au and log on using your student number and Pheme password. The units in which you are enrolled which use WebCT will automatically appear under your name. If this is not the case please contact me.

Recommended/required text(s)

Stone, RJ 2009, *Human Resource Management 7E + Employment Relations Update 2010*, John Wiley and Sons, Australia. ISBN: 9781742167350

Software requirements

Students will need to be able to use a word processing program to prepare assignments. They will also need to have the capacity to send and receive emails and have access to the Internet to benefit from resources available through the UWA library services and WebCT.

Additional resources & reading material

A course reader with articles relevant to each seminar and the assignments is available for purchase at the University bookshop. The articles include conceptual pieces, empirical research papers and practitioner articles.

Reading list

It is essential that you are familiar with the readings and case studies before you come to class. The sessions are run very interactively and presume that you have read the material listed below. The quality of your learning and participation will be determined by the amount of effort you have put into your preparation.

Module 1

Aligning People and Business Strategy

Friday, 4th March 2011

Session 1: Course Introduction and Overview

Rynes, S.L., Brown, K.G., & Colbert, A.E. 2002. Seven common misconceptions about human resource practices : Research findings versus practitioner beliefs. *Academy of Management Executive*. 16 (3). 92 – 102.

<u>Sessions 2 & 3: SHRM: A Framework to Manage People for Competitive Advantage</u>

Text Chapter 1: Strategic Human Resource Management

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, 31-46.

Burr, R., & Girardi, A. 2002. Intellectual Capital: More than the Interaction of Competence X Commitment. *Australian Journal of Management*. Vol 27, Special Organisational Behaviour Issue.

Charan, R. 2009. The challenge of managing in a toxic environment. Chapter 1, *Leadership in the Era of Economic Uncertainty*. New York; McGraw Hill.

Kaplan, R.S., & Norton, D.P. 2006. Alignment: Aligning Support Functions. *Using the Balanced Scorecard to Create Corporate Synergies*. Chapter 5. 119-167. Boston. Harvard Business School Press.

Lengnick-Hall, M.L., Lengnick-Hall, C.A., Andrade, L.S., & Drake, B. 2009. Strategic Human Resource Management: The evolution of the field. *Human Resource Management Review*. 19, 64-85.

<u>Session 4: SHRM: High Performance Work Systems: Job Analysis and Job Design</u>

Text Chapter 5: Job Analysis, Job Design and Quality of Worklife

Cordery, J. & Parker, S.K. 2007. Work Organisation. Chapter 10. 187-209. The *Oxford Handbook of Human Resource Management*. Chapter 11. 210-230. Oxford University Press.

Tomer, J.F. 2001. Understanding high performance work systems: the joint contribution of economics and human resource management. *Journal of Socio-Economics*. 30, 63-73.

Friday, 11th March 2011

<u>Session 5: HR Architecture</u>

Lepak, D.P. & Snell, S.A. 1999. The human resource architecture: Toward a theory of human capital allocation and development. *Academy of Management Review*. 24:1, 31-48.

Lepak, D. & Snell, S.A. 2007. Employment Subsytems and the HR Architecture. *The Oxford Handbook of Human Resource Management*. Chapter 11. 210-230. Oxford University Press.

<u>Session 6 : Workforce Planning</u>

Text Chapter 2: Human Resource Planning

<u>Session 7 : Recruitment & Selection</u>

Text Chapter 6: Recruiting Human Resources

Text Chapter 7: Employee Selection

<u>Session 8 : Case Study</u>

To be provided in Class.

Module 2

PERFORMANCE MANAGEMENT

<u>**Friday 25th March 2011**</u>

<u>Session 1 : Defining Performance</u>

Bartram, D. 2005. The Great Eight Competencies: A Criterion-Centric Approach to Validation. *Journal of Applied Psychology. (0:6, 1185-1203.*

Campbell, J. 1999. The Definition and Measurement of Performance in the New Age. Chapter 12 in D. Ilgen, & E.D. Pulakos, (eds) *The Changing Nature of Performance.* Jossey-Bass. San Francisco.

<u>Session 2 : Performance Management Systems</u>

Text Chapter 8: Appraising and Managing Performance

Bedford, D., & Malmi, T. 2009. *Best Practice in Performance Management.* CPA Australia.

<u>Session 3 : Optimising Performance</u>

Bossidy, L., Charan, R. & Burck, C. 2002. The People Process: Making the Link with Strategy & Operations. *Execution: The Discipline of Getting Things Done.* Chapter 6. p. 141-176. Random House. London.

Mankins, M.C., & Steele, R., 2005. Turning great strategy into great performance. *Harvard Business Review,* July-August. 65-72.

<u>Session 4 : Case Study</u>

Stewart, T.A. & O'Brien, L. 2005. Execution Without Excuses. *Harvard Business Review.* March. 102-111.

Module 3

TALENT MANAGEMENT

<u>**Saturday, 26th March 2011**</u>
<u>Session 1: Attraction & Retention</u>

Barrow., S. & Mosley, R. 2005. Brand positioning. *The Employer Brand: Bringing The Best Of Brand Management To People At Work.* Chichester. John Wiley. Chapter 9 109-127.

Rousseau, D.M., 2004. Psychological Contracts in the Workplace : Understanding the Ties that Motivate. *Academy of Management Executive.* 18 :1. 120-127.

Lockwood, N.R. 2007. Leveraging Employee Engagement for Competitive Advantage: HR's Strategic Role. *HRM Magazine.* 52:3. 1-11.

<u>Session 2: Learning Activity</u>

No readings

Session 3: Talent Management

Capelli. 2008. Talent Management for the Twenty-First Century. *Harvard Business Review.* March. 74-81.

Collings, D.G., & Mellahi, K. 2009. Strategic Talent Management: A Review and Research Agenda. *Human Resource Management Review.* 19. 304-313.

Leisy, B., & Pyron. D. 2009. Talent Management Takes on a New Urgency. *Compensation Benefits Review.* July/August. 58-63.

Session 4: Case Study

Yeung, A. (2006). Setting People Up for Success: How the Portman Ritz-Carlton Hotel Gets the Best From Its People. *Human Resource Management.* 45, 2, 267-275.

Friday, 9th April 2011
Session 5: Talent Management Systems

Text Chapter 9: Human Resource Development

Text Chapter 10: Career Planning & Development

Ulrich, D., & Smallwood,N. 2003. Boot Camp: Building Your Talent Base. *Why the Bottom Line Isn't!.* Chapter 5. 78-100. John Wiley & Sons Inc: New Jersey.

Sessions 6 & 7: Pay & Rewards

Text Chapter 11: Employee remuneration

Text Chapter 12: Incentive remuneration

Text Chapter 13: Employee benefits

Session 8: Course Review & Integration

Text Chapter 22: Assessing HRM Effectiveness

Huselid, M.A., Becker, B.E. & Beatty, R.W. (2005). Building the Workforce Scorecard. *The Workforce Scorecard: Managing Human Capital to Execute Strategy.* Chapter 3. 67-98. Harvard Business School Press: Cambridge MA.

Chatman, J. O'Reilly, C., Chang, V. 2005. Cisco Systems: Developing a Human Capital Strategy. *California Management Review.* 47, 2, 137-167.

Useful Journals

In addition, the following journals are useful sources when doing research for your assignments.

1. Asia Pacific Journal of Human Resources
2. Australian Journal of Management
3. British Journal of Industrial Relations
4. Harvard Business Review
5. HR Monthly
6. Human Relations
7. Human Resource Development Quarterly
8. Human Resource Management Journal

9. Human Resource Management Review
10. Human Resource Planning
11. International Journal of Human Resource Management
12. Journal of Applied Psychology
13. Journal of Industrial Relations
14. Journal of Management
15. Journal of Occupational and Organizational Psychology
16. Journal of Organizational Behavior
17. Organization Development Journal
18. Organizational Dynamics
19. Personnel Psychology
20. Personnel Review
21. Public Personnel Management
22. The Academy of Management Executive
23. The Academy of Management Journal
24. The Academy of Management Review
25. Training and Development Journal

Closed Reserve

Two copies of the text book will be available in closed reserve.

UNIT SCHEDULE

FRIDAY 4TH MARCH 2011		FRIDAY 11TH MARCH 2011	
MODULE 1: ALIGNING PEOPLE & BUSINESS STRATEGY		**MODULE 1: ALIGNING PEOPLE & BUSINESS STRATEGY**	
9:00 – 10:30 am	Session 1 Title: Course Introduction & Overview	9:00 – 10:30 am	Session 5 Title: HR Architecture Group Project Outline Due 12 March
10:30 – 10:45 am	**Morning Tea/Coffee**	**10:30 – 10:45 am**	**Morning Tea/Coffee**
10:45 – 12:30 pm	Session 2 Title: SHRM: A Framework for Managing People for Competitive Advantage	10:45 – 12:30 pm	Session 6 Title: Workforce Planning
12:30 – 1:15 pm	**Lunch**	**12:30 – 1:15 pm**	**Lunch**
1:15 – 3:00 pm	Session 3 Title: SHRM: A Framework for Managing People for Competitive Advantage	1:15 – 3:00 pm	Session 7 Title: Recruitment & Selection
3:00 – 3:15 pm	**Afternoon Tea/Coffee**	**3:00 – 3:15 pm**	**Afternoon Tea/Coffee**
3:15 – 5:00 pm	Session 4 Title: High Performance Work Systems: Job Analysis and Job Design	3:15 – 5:00 pm	Session 8 Title: Integrating Case Study: Flight Centre

FRIDAY 25TH MARCH 2011	
MODULE 2: PERFORMANCE MANAGEMENT	
9:00 – 10:30 am	Session 1 Title: Defining Performance Individual Essay Due
10:30 – 10:45 am	**Morning Tea/Coffee**
10:45 – 12:30 pm	Session 2 Title: Performance Management Systems
12:30 – 1:15 pm	**Lunch**
1:15 – 3:00 pm	Session 3 Title: Optimising Performance
3:00 – 3:15 pm	**Afternoon Tea/Coffee**
3:15 – 5:00 pm	Session 4 Title: Integrating Case Study

SATURDAY 26TH MARCH 2011		**SATURDAY 9TH APRIL 2011**	
MODULE 3: TALENT MANAGEMENT		**MODULE 3: TALENT MANAGEMENT**	
9:00 – 10:30 am	Session 1 Title: Attraction & Retention	9:00 – 10:30 am	Session 5 Title: Talent Management Systems
10:30 – 10:45 am	**Morning Tea/Coffee**	**10:30 – 10:45 am**	**Morning Tea/Coffee**
10:45 – 12:30 pm	Session 2 Title: Learning Activity	10:45 – 12:30 pm	Session 6 Title: Pay and Rewards
12:30 – 1:15 pm	**Lunch**	**12:30 – 1:15 pm**	**Lunch**
1:15 – 3:00 pm	Session 3 Title: Talent Management	1:15 – 3:00 pm	Session 7 Title: Pay and Rewards
3:00 – 3:15 pm	**Afternoon Tea/Coffee**	**3:00 – 3:15 pm**	**Afternoon Tea/Coffee**
3:15 – 5:00 pm	Session 4 Title: Integrating Case Study	3:15 – 5:00 pm	Session 8 Title: Course Review and Integration Integrating Case Study

ASSESSMENT MECHANISM

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment mechanism summary

Item	Weight	Due date	Remarks
Individual Essay	20%	25 March 2011	
Team Assignment	30%	15 April 2011	
Class Participation	10%	Ongoing	
Final exam	40%	Exam Week	To pass this unit, students are required to achieve a score of at least 45% in the final exam. Students who fail to achieve the minimum standard in the final exam but achieve an accumulated score based on all assessment components for the unit of 50 and above will be awarded a final mark of 48%.

Note 1:   Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 2:   The grade FC indicates failure to complete an identified essential assessment component and means failure of the unit.

Note 3:   Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.

Assessment components

Assessment item 1 – INDIVIDUAL ESSAY – 20%

Due Date: Friday 25 March 2011 9.00am in class

2000 WORD ESSAY (EXCLUDING APPENDICES AND BIBLIOGRAPHY)

This is a major piece of assessment. The purpose of the essay is to enable you to demonstrate your ability to synthesise the theoretical literature with SHRM in practice. The essay should be well researched and presented in the academic style. The Harvard method is to be used for in-text referencing and the bibliography.

"The people process is more important than either the strategy or operations processes. After all, it's the people of an organisation who make judgements about how markets are changing, create strategies based on those judgements, and translate strategies into operational realities. To put it simply and starkly: If you don't get the people process right, you will never fulfil the potential of your business" (Bossidy, Charan & Burck, 2002. p. 141).

Evaluate this statement based on the recent global financial crisis, the imminent economic boom in Western Australia, your work experience and the current HRM literature. The objective is to develop an argument about what your stance is in response to this quote and what it implies for the management of human capital and associated people management systems, policies and practices in an organization that you are working in or have worked at in the past. What does this statement by the authors mean for you as a manager and business leader in influencing and managing people for competitive advantage? The experience you draw on can relate to one organization, many organizations or even an industry sector for your paper.

The paper will be a substantial piece of work, which will be assessed on the quality of:

- Introduction of your perspective and an outline of the main thrust of your paper. A excellent introduction will grab the reader's attention, state the objective or premise of the essay and outline the theme or central argument to be pursued in the discussion. It will also direct the reader to the structure of essay.

- Evidence of what organisations in your experience are doing. An excellent case description will be a succinct and informative account of the business context and chronology of major events, decisions and outcomes that tell a story of the relationship between business and HR strategy in the firm/s, industry etc that you choose to research. There will be clear identification and focus on the most critical aspects of the situation that relate to the question. It will also draw on SHRM concepts in the description of the case.

- Critical discussion of the case in terms of SHRM theory and development of your argument evaluating the quote. To excel in this aspect you will demonstrate clear understanding and synthesis of SHRM theory, concepts and issues. The argument will be tight, sustained and persuasive with effective presentation of supporting data. You will show evidence of having considered different perspectives on issues and chosen a stance based on your critical evaluation of the literature and practical considerations.

- <u>Synthesis of ideas into a logical framework.</u> A high quality paper will be well structured and carefully written. The analysis and conclusions will be logically consistent and well articulated within the analytic framework presented in the course.

- <u>Sound conclusion and summing up of your argument</u>. A highly effective conclusion will demonstrate synthesis of the main threads of the argument and state a point of view in response to the question.

- <u>Evidence of wide reading and research</u>. An excellent paper will be based on reference to highly relevant materials (and exclude references not clearly relevant to the issues being discussed). It will draw extensively on both the academic and practitioner literature to substantiate the discussion.

- <u>Presentation of your paper in the academic style</u>. A high quality paper will be correctly referenced using the Harvard style. It will be well set out (contents page, headings, sub headings, tables, appendices). It will be clear, fluent and succinct with attention paid to grammar and spelling.

- <u>Word limit</u>. There will be a penalty for exceeding the word limit if over 10% of the assigned word limit at 1 mark per 100 words.

Please do not hesitate to contact me if you wish to discuss your essay plan, need to bounce ideas to frame your response or wish to have guidance on research and references.

INDIVIDUAL ESSAY MARKING GUIDE

The essay is marked out of 40 and the mark divided by 2 to arrive at a grade out of 20.

Student Name: [_____] **Grade:** [_____]

	High			Low	Mark

CONTENT (35 marks) [_____]

Introduction of your perspective & outline of the main thrust of your paper (5 marks)

Concise and informative evidence to back up your argument (5 marks)

Critical discussion of the quote using HRM literature & theory (10 marks)

Logical development of argument and sound internal consistency (5 marks)

Conclusion and summing up of your argument (5 marks)

Evidence of wide research and reading (5 marks)

PRESENTATION (5 marks) [_____]

Fluent and succinct piece of writing (1 mark)

Well set out (headings, subheadings, contents page (1 mark)

Adequate acknowledgment of sources (1 mark)

Correct citation of references (1 mark)

Correct grammar & spelling throughout (1 mark)

TOTAL

40

Comments –See over the page

Assessment item 2 – Group Project: SHRM Capabilities Audit – 30%

Due Date 5 pm Friday 15 April 2011 at Postgraduate Student Centre Reception

You will work in groups of 3 members for this assignment. The purpose of including team assessment in this unit is to facilitate a practical assessment of an organizational sample. This type of work could not be undertaken individually. The aim of the group project is to present a "real life" account of the strengths, weaknesses, opportunities and threats encountered and dealt with, by organisations in aligning people issues with business strategy in a specific organisational context. You will use Ulrich and Smallwood's (2004) framework* to conduct an audit of SHRM practices of a small or medium size organisation or a business unit in a large organization. This is a "hands – on" project and you will not need to do any academic research beyond the readings and your own work for your individual essays for the written report.

* An assignment pack with the article will be distributed in the first seminar.

CONTENT

The rhetoric of integrating business and HR strategy far outweighs the reality. The objective of the project is to identify and describe the strengths, weaknesses, opportunities and threats encountered and dealt with, by senior managers and/or HRM practitioners in aligning people issues with business strategy and implementing SHRM in different organisational contexts. You will work in groups of 3 members for this assignment. Your group's task is to examine organizational data and documents as well as interview a combination of senior managers/HR practitioners/employees to gather data for the capability audit. Some guidelines that may help:

(a) briefly summarize the organization and its business strategy;
(b) describe existing HR systems that contribute to critical competencies;
(c) analyze the degree of alignment between HR systems and critical competencies required
    by the business strategy;
(d) offer recommendations for improving alignment;
(e) provide data regarding the feasibility of these recommendations; and
(f) discuss implementation issues.

PROCESS

1. You can choose your sample based on personal contacts. I can provide introductions to people within the non-profit, large private and public sector and consulting establishments if groups cannot find relevant people to interview.

2. Teams will need to present an outline of their project strategy and the people they are going to interview to by **12 March at the latest**.

3. Participants will be assured that their organisations and positions will be kept strictly confidential if it is important for a candid conversation and airing of issues.

4. Thank you letters to participants are a must. Please check whether they would like a copy of the report when setting up the process.

5. Please complete the peer evaluation form when submitting your report.

GROUP PROJECT REPORT

The written report consists of a 25 page double spaced report (excluding exhibits, appendices and references.

The report will be assessed on:

- Content:
  - ➢ Background and context – the organizational setting, people interviewed, data collected.
  - ➢ Response to the statement: Rhetoric versus reality: Drivers and barriers for integrating business and HR strategy (stories and anecdotes are very useful).
  - ➢ Analysis of the strengths, weaknesses, opportunities and threats faced by managers and HR practitioners in effectively integrating SHRM and business strategy.
  - ➢ Practical and logical recommendations of how to capitalize on strengths and opportunities and minimize the impact of weaknesses and threats.

- Report organisation – logic and flow of information presented.

- Integration of material – relevance and synthesis of information relating to the description and evaluation components of the report.

- Report style – presented as cohesive whole, not as separate chunks by different people. Information sources should be referenced using an acceptable reference format (the Harvard style).

GROUP PROJECT REPORT MARKING GUIDE

The group project report is marked out of 60 and the mark divided by 2 to arrive at a grade out of 30. Please attach a copy of this form with your group's self-assessment of report according to the marking criteria and the Team Project Peer Evaluation form on the next page when handing it in.

Group's Topic: |_____| **Grade:** |_____|

	High				Low	Mark
Content-background and context (10 marks)						
Content – answer to the central project question (15 marks)						
Content - justification and practical relevance of recommendations (15 marks)						
Integration of material: description & analysis (10 marks)						
Report organisation (5 marks)						
Report Style (5 marks)						

TOTAL

Comments_____
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TEAM PROJECT TEAM PEER EVALUATION FORM

(Please submit to the lecturer in a sealed envelope)

Name

Group Name

Title of Group Project

Instructions:
Rate each of your team's members, excluding yourself, on each of the items listed below and as objectively as possible. First, write the names of your group members. Then, for each question, write the number that is most applicable to each of the members, as per the scale indicated immediately below. If questions are not applicable please write N/A.

1------------2------------3------------4------------5
Very little or   Very much or
Very infrequently   All of the time

	1	2	3	4
GROUP MEMBER NAMES				
1. Frequency of attendance at group meetings				
2. Contribution in terms of defining the topic				
3. Contribution in researching the topic				
4. Contribution in providing/finding examples				
5. Contribution in drafting the final report				
6. Taking care of getting the typing done				
7. Taking care of proof reading & attention to details of the report				
8. Contribution in terms of ideas				
9. Overall contribution to the group project				
10. **Total**				
11. *If you had to allocate among your group members a total of 100 points, how much would each person get?*				

Additional Comments

Assessment item 3 - Class Participation – Ongoing 10%

Participation in class discussions and seminar activities is an essential component of the course. It is therefore important that students come prepared for each class by reading the recommended material and beyond, and being aware of current developments in HRM through the media and practitioner literature. At this level you are expected to critically debate the content of the subject area, as well as develop your competency in presenting an informed view on the issues based on your research and experience.

As working professionals, students have many experiences that embody key principles relevant to HRM. Moreover, active engagement with course ideas and concepts (i.e., thinking about how they apply and why, generating questions or examples) helps develop well-rounded, reasoned judgments. Finally, research shows that students learn more when they participate actively. For these reasons, participation in class discussions is an important component of your learning. Effective participation involves asking penetrating questions relevant to issues under discussion and offering new insights or angles on material that expand the scope or depth of issues being considered. It includes listening carefully to logic or ideas in other's comments, showing up to each class meeting on time and prepared, and commenting when you have a point that adds value (rather than commenting just to say something). It does not mean sharing every single idea that occurs to you, disrespecting other's comments, or dominating the discussion.

The quality of your input is obviously more important than the volume or "air-time".   You may not be able to participate at the same level of intensity all the time. The quality of your participation will be assessed in terms of:

❖ attending class meetings on time & prepared to participate actively in exercises & cases; (10 marks)

❖ showing evidence of knowledge of current events relating to SHRM and critical analysis of the issues and concepts covered; (15 marks)

❖ asking relevant, thought-provoking questions in class; (5 marks)

❖ presenting diverse perspectives and building on ideas raised in discussions; (10 marks)

❖ asking questions that raise the level of debate on issues; (5 marks)

❖ not dominating discussions with redundant or long-winded comments and respecting the views of others in the group. (5 marks)

The total of 50 will be divided by 5 to derive your participation grade.
You will also be asked to self assess your participation grade.

You are expected to attend <u>all</u> the sessions for this program. Normally, missing more than 15% of scheduled classes without prior approval from the lecturer is considered unsatisfactory.

Assessment item # 4 - Final Exam 40%

Date: To be confirmed in exam week.
Duration: 2 hours and 10 minutes

There will be a two hour final examination for this unit with an additional 10 minutes reading time. The exam will consist of:

▪ A case study with 4 questions (with each question worth 25% of the examination mark of the overall 100%). The final exam mark will then be calculated into the 40% equivalent for the unit exam assessment component. You will be provided with the case study to take home to read during the last class.

Supplementary exams are not available in this unit.

To pass this unit, students are required to achieve a score of at least 45% in the final exam. Students who fail to achieve the minimum standard in the final exam but achieve an accumulated score based on all assessment components for the unit of 50 and above, will be awarded a final mark of 48%.

Submission of assignments

Please submit your assignment in an electronic format by going to the Uniprint web site www.uniprint.uwa.edu.au, then click on "Student Assignments" and follow the instructions.

Student Guild

Phone: (+61 8) 6488 2295
Facsimile: (+61 8) 6488 1041
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Website: http://www.guild.uwa.edu.au

Charter of Student Rights and Responsibilities

The Charter of Student Rights and Responsibilities outlines the fundamental rights and responsibilities of students who undertake their education at UWA (refer http://handbooks.uwa.edu.au/undergraduate/poliproc/policies/StudentRights).

Appeals against academic assessment

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer http://www.secretariat.uwa.edu.au/home/policies/appeals).