Master of Business Administration

Unit Outline

MGMT8540
Managing
Performance
through People

Manila

Quarter 1, 2006

The management of performance in organisations is becoming increasingly dependent on tight linkages between human resource and business strategy. This unit provides a combination of current theoretical and practical perspectives on performance management in the workplace. It focuses on the linkages between the performance of people and other elements of the human resource system such as workforce planning, staffing, performance evaluation and feedback, training and development, and reward systems.
Contents

UNIT DESCRIPTION

Introduction
Unit Content
The Goal of the Unit
Learning Outcomes
Prerequisites
Key Dates

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and Learning Strategies
Charter of Student Rights
Use of Student Feedback

ASSESSMENT MECHANISM

Purpose of Assessment
Assessment Details Summary
Standard of Assessment
Assessment Components
Submission of Assignments
Ethical Scholarship, Academic Literacy and Academic Misconduct
Acknowledgements and Plagiarism
Referencing
Taping of Lectures
Appeals Against Academic Assessment

TEXTBOOK(S) AND RESOURCES

Unit Website
Recommended/Required Text(s)
Additional/Suggested/Alternate Text(s)
Software Requirements
Additional Resources and Reading Material
Reference List
Closed Reserve
Databases

UNIT STRUCTURE

Seminar Schedule
Attendance
Contact details

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Mr. Enrique (Ric) V. Abadesco, Jr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:abadesco@globelines.com.ph">abadesco@globelines.com.ph</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>0916-4358953</td>
</tr>
</tbody>
</table>

Lecture Times:

**Block 1**
- 15 January 2006 9 am – 6 pm
- 16 January 2006 6 pm – 9 pm
- 17 January 2006 6 pm – 9 pm

**Block 2**
- 12 February 2006 9 am – 6 pm
- 13 February 2006 6 pm – 9 pm
- 14 February 2006 6 pm – 9 pm

**Tutorials** 6 pm – 9 pm
- 26 January 2006 Thursday
- 07 February 2006 Tuesday
- 02 March 2006 Tuesday
- 14 March 2006 Thursday

Lecture Venue:
- IIAP, Ayala Life FGU Center
- Ayala Avenue, Makati City

**Enrique (Ric) V. Abadesco, Jr.**

Ric Abadesco has extensive experience working with senior management teams of large complex organizations in the areas of leadership, people and organization development, human resources management, change and total quality management.

He has more than 20 years exposure in all aspects of human resources management in the Philippines, Hong Kong, Singapore, Europe, and the United States.

He was vice president for customer-driven quality at Coca-Cola Bottlers Phils., Inc.; worked for San Miguel Corporation for almost 20 years, finally as vice president, Corporate Human Resources; and Exxon Chemical Company in Hong Kong, Belgium, and the US.

He holds a Masters in Management from AIM, 1975 and a bachelor’s degree in Business Administration from Ateneo de Davao University. He was an adjunct faculty member of the Executive Education and Learning Center, AIM from 2002-2003, and a faculty member of the John Gokongwei School of Management, Ateneo de Manila in 2004.
UNIT DESCRIPTION

Introduction

Welcome to this unit. It has been designed to meet the needs of managers working in dynamic environments in which human capital is increasingly becoming the source of competitive advantage. It will develop your understanding of what constitutes good practice in the management of people and the importance of effective human resource management for organisational performance.

The unit description

The management of performance in organisations is becoming increasingly dependent on tight linkages between human resource and business strategy. This unit provides a combination of current theoretical and practical perspectives on performance management in the workplace. It focuses on the linkages between the performance of people and other elements of the human resource system such as workforce planning, staffing, performance evaluation and feedback, training and development, and reward systems.

The goal of the unit

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 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.

Learning outcomes

The learning outcomes state explicitly what the student will be able to do with the subject matter by the end of the unit. They provide a framework for teaching and assessment in the unit. Five to eight learning outcome statements should be sufficient.

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

- Use HRM theory and practice as a line manager to align the performance of people with business strategy.
- Plan and develop strategies to match people with both the immediate and future performance needs of the organization.
- Use HRM tools to assess and manage the performance of people and the organization.
- Understand how training and development strategies can be used to improve the performance of the organization.
- Pre-empt, diagnose and solve HR problems using a systematic analytical framework.
TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

“I see and I forget
I hear and I remember
I do and I understand.”

This is my philosophy for teaching and learning. People also have different learning styles. As a result, the course includes a variety of methods to help you learn. I will present current perspectives on each topic interspersed with in-class activities such as analysis of case studies, experiential exercises and class discussions. I hope you have as much fun as I will in our journey through the intricacies of Managing Performance Through People.

Charter of student rights

This Charter of Student Rights upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University’s role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity. The charter outlines the rights and responsibilities for both students and staff of the university and you are encouraged to refer to the charter at: http://www.guild.uwa.edu.au/info/student_help/student_rights/charter.shtml.

Use of student feedback

In the spirit of continuous improvement, all academic units offered by the University are periodically evaluated. Your feedback, which will be solicited at the end of the unit, is an important input to this evaluation and improvement process.”
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 then gives you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment details

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual essay</td>
<td>30 %</td>
<td>7 February 2006</td>
</tr>
<tr>
<td>Group case study</td>
<td>30%</td>
<td>7 March 2006</td>
</tr>
<tr>
<td>Final examination</td>
<td>40%</td>
<td>25 March 2006</td>
</tr>
</tbody>
</table>

Note: The assessment guidelines in the study guide provide detailed instructions for the completion of assignments

Assignment 1 - Individual Essay

Word limit: 3,500 words

Marks: 30%

Due date: 7/Feb/06

Human capital is increasingly seen as the only way of providing companies with competitive advantage in today's marketplace. What role can HR play and how can its contribution be evaluated?

Evaluate this statement based on your experience and the current HRM literature to develop an argument about what this implies for HR systems, policies and practices. In doing so, consider how HR must support the firm's strategic direction if it is to be successful.

Assignment 2 - Group Case Study

Word limit: 10,000 words

Marks: 30%

Due date: 7/Mar/06

Using an organisation of your choice, assess the HRM contribution to that organisation's search for competitive advantage. In your assessment consider HR policies and practices and if they are horizontally and vertically aligned. Suggest how this organisation can improve current practices.
INDIVIDUAL ESSAY ASSESSMENT CRITERIA

The essay is marked out of 60 and the mark divided by 2 to arrive at a grade out of 30.

| CONTENT (50 marks) |   |   |   |   |  
|--------------------|---|---|---|---|---|
| Introduction of your perspective & outline of the main thrust of your paper (5 marks) | | | | |  
| Critical discussion of the question in terms of HRM theory (10 marks) | | | | |  
| Evaluation of the question with reference to your experience (10 marks) | | | | |  
| Implications for HR systems, policies and practices (10 marks) | | | | |  
| Conclusion and summing up of your argument (5 marks) | | | | |  
| Evidence of wide research and reading (10 marks) | | | | |  
| PRESENTATION (10 marks) |   |   |   |   |  
| Fluent and succinct piece of writing (2 marks) | | | | |  
| Well set out (headings, subheadings, contents page) (2 marks) | | | | |  
| Adequate acknowledgment of sources (2 marks) | | | | |  
| Correct citation of references (2 marks) | | | | |  
| Correct grammar and spelling throughout (2 marks) | | | | |  
| TOTAL | | | | | 60 |
CASE STUDY ASSESSMENT CRITERIA

The case study is marked out of 60 and the mark divided by 2 to arrive at a grade out of 30.

CONTENT (50 marks)
Statement of the main problem and sub-problems (5 marks)
Analysis of symptoms and causes (15 marks)
Recommendations and action plans (10 marks)
Application rather than description of HRM concepts and theories as they relate to the case. (10 marks)
Logical analysis and sound internal consistency (5 marks)
Evidence of research (5 marks)

PRESENTATION (10 marks)
Fluent and succinct piece of writing (2 marks)
Well set out (headings, subheadings, contents page) (2 marks)
Adequate acknowledgment of sources (2 marks)
Correct citation of references (2 marks)
Correct grammar and spelling throughout (2 marks)

TOTAL

60
The standard of assessment

The Graduate School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia’s grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD (Higher Distinction)</td>
<td>80-100%</td>
</tr>
<tr>
<td>D (Distinction)</td>
<td>70-79%</td>
</tr>
<tr>
<td>CR (Credit Pass)</td>
<td>60-69%</td>
</tr>
<tr>
<td>P (Pass)</td>
<td>50-59%</td>
</tr>
<tr>
<td>N+ (Fail)</td>
<td>45-49%</td>
</tr>
<tr>
<td>N (Fail)</td>
<td>0-44%</td>
</tr>
</tbody>
</table>

The School awards marks leading to these grades by using the following general criteria which are presented here as an indication of the School’s expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

**HD** The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well articulated analysis within the analytic framework presented in the course. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.

**D** The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the course and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.

**CR** The student demonstrates an understanding of the analytic framework developed in the course and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions shortcoming. The student is able to draw upon an adequate range of references and other materials.

**P** The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytical framework which had been developed in the course. The student draws primarily upon course materials for referencing.

**N+** The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in course, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.

**N** The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to course framework and shows no effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes is an acceptable academic practice. The GSM and Board of Examiners have the right to scale marks where it is considered necessary to maintain consistency and fairness.
Final exam

Date 25th March 2005

Duration: 2 hours

Marks: 40%

The final examination will cover the contents of the entire course. It is a closed book exam. The paper will have two parts.

Part 1 : Case study analysis (20 marks).

Part 2 : Four out of six short essay questions (20 marks).

Submission of assignments

Assignments should be submitted in class on the due date or if handed into the office; a standard cover sheet should be used and a receipt issued.

Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Papers of excessive length will also attract a penalty. The penalty will be 5% for each 300 words, or part thereof, over the word limit.

Assignments will be returned in class or through AIHE.

It is the intention that the marked assignments will be returned within two weeks of submission.
ETHICAL SCHOLARSHIP, ACADEMIC LITERACY AND ACADEMIC MISCONDUCT

Ethical scholarship is the pursuit of scholarly enquiry marked by honesty and integrity.

Academic Literacy is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

Academic misconduct is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. Students must not engage in academic misconduct. Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- Collusion
- Inappropriate collaboration
- Plagiarism (see more details below)
- Misrepresenting or fabricating data or results or other assessable work
- Inappropriate electronic data sourcing/collection
- Breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University, non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct and individual Faculty policies. For further information on the rules and procedures in respect of appropriate academic conduct you should visit: http://www.teachingandlearning.uwa.edu.au/tl/academic_conduct

Acknowledgements and plagiarism

In the course of your individual and group work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All MBA assignments that you submit must acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student’s previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is your responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been copied should be enclosed within quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.
Advice on proper referencing is given below. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.

### Referencing

It is important that the referencing of any sources used in your written work is done properly, if only to substantiate the points you are making in your assignment or project. The Harvard style is the preferred and there are some notes for guidance which have been prepared by the library staff: ‘Citing your sources Harvard Style’


Endnote is a really good system for building up a database of references. Not everyone will want to invest the time in using this system but you should consider it if you intend to build up resource materials or plan to undertake extensive research in a particular area. The library staff have also developed a tutoring package: ‘A quick Guide to Using EndNote’ which provides the basics for using EndNote with an essay


This is linked to from the how to Use End Note page www.library.uwa.edu.au/guides/endnote/ which provides more comprehensive information.

### Taping of Lectures

The Graduate School does not provide tape recordings of lectures, however if you do wish to tape record a lecture then as a matter of courtesy, you should obtain the permission of the lecturer first.

### Appeals against academic assessment

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded. The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal.

There is a 12 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found in the GSM website or at:

TEXTBOOKS AND RESOURCES

Textbook(s)


Additional/Suggested/Alternate text(s)


Additional resources and reading material

List of Essential Course Readings included in the study guide

MODULE 1 Managing People for Competitive Advantage

Topic 1: Aligning People and Business Strategy


Topic 2: High Performance Work Systems


Topic 3 The Analysis and Design of Work


MODULE 2  Matching People and Performance

Topic 4: Human Resource Planning, Recruitment Separation and Retention


Topic 5: Selection and Placement


MODULE 3  Assessing Performance

Topic 6: Performance Management


MODULE 4  Improving and Rewarding Performance

Topic 7: Training


Topic 8: Employee Development


Topic 9: Pay and Rewards


Topic 10: Course Review and Integration


Useful books

The Human Equation by Jeffrey Pfeffer

Working with Emotional Intelligence by Daniel Goleman

Executive EQ: Emotional Intelligence in Leadership and Organizations by Robert Cooper and Ayman Sawaf

Strategies for Mentoring by Christopher Conway

Personnel Selection: Adding Value through People by Mark Cook

Abolishing Performance Appraisals: Why They Backfire and What To Do Instead by Tom Coens and Mary Jenkins

Improving Performance: How to Manage the White Space on the Organizational Chart by Geary Rummler and Alan Brache

Human Resource Champions: The Next Agenda for adding Value and Delivering Results by Dave Ulrich


Tomorrow's Hr Management: 48 Thought Leaders Call for Change by Dave Ulrich (Ed.)

The HR Scorecard: Linking People, Strategy and Performance by Brian E. Becker, M. Huselid & D. Ulrich

Hidden Value: How Great Companies Achieve Extraordinary Results with Ordinary People by Jeffery Pfeffer and Charles A. O'Reilly

Peak Performance: Aligning the Hearts and Minds of Your Employees by Jon R. Katzenbach

Pour Your Heart into it by Howard Schultz

Aligning Pay and Results: Compensation Strategies That Work from the Boardroom to the Shop Floor by Howard A. Risher (Ed.)

Nuts! (re: Southwest Airlines) by Kevin Freiberg and Jackie Freiberg

The Balanced Scorecard: Translating Strategy into Action by Robert S. Kaplan and David P. Norton
Human Resource Journals

1. Asia Pacific Journal of Human Resources
2. Australian Journal of Management
3. British Journal of Industrial Relations
4. HR Monthly
5. Human Relations
6. Human Resource Development Quarterly
8. Human Resource Planning
10. Journal of Applied Psychology
11. Journal of Industrial Relations
12. Journal of Occupational and Organizational Psychology
13. Journal of Organizational Behavior
14. Organization Development Journal
15. Personnel Psychology
16. Personnel Review
17. Public Personnel Management
18. The Academy of Management Executive
19. The Academy of Management Journal
20. The Academy of Management Review
21. Training and Development Journal

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.

Web Sites And Databases In Human Resource Management

You should make yourself familiar with on-line databases such as ProQuest 5000, ABI Inform and PsycINFO. ABI now indexes approximately 1,000 journals from around the world with many full text articles online. PsycINFO is also an important database for this subject since it indexes a number of applied psychology journals not covered by ABI Inform. These sites can now be searched using the new UWA library CygNET interface (http://www.library.uwa.edu.au/). Click on the Information Toolbox and select “Search for selected databases, web sites and more...”. There are some very useful HR web-sites that have articles on-line, lists of references, practical tools or useful links. A list of some of the most useful HR web sites have been placed on reserve so that access to these will not come out of your Student quota. To access this material you will need to go to the CygNET homepage and select “Search your unit’s Reserve collection”. Then, simply follow the prompts and the material is listed under Electronic resources for this unit.
### Seminar Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>TOPICS</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15</td>
<td>9:00am-6:00pm</td>
<td>INTRODUCTIONS/NORMS &amp; OVERVIEW OF MPP UNIT</td>
<td>Text Ch 1-4</td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td><strong>MODULE 1 – MANAGING PEOPLE FOR COMPETITIVE ADVANTAGE</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Aligning People and Business Strategy (Chp 1 &amp; 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• High Performance Work Systems (Chp 1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The Analysis and Design of Work (Chp 4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Case: Southwest Airlines (text p. 172)</td>
<td></td>
</tr>
<tr>
<td>January 16</td>
<td>6:00pm-9:00pm</td>
<td><strong>MODULE 2 – MATCHING PEOPLE AND PERFORMANCE</strong></td>
<td>Text Ch 5 &amp; 10</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td>• Human Resource Planning, Recruitment, Separation and Retention (Chp 5 &amp; 10)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Case: Creating Staffing Solutions (text p. 320)</td>
<td></td>
</tr>
<tr>
<td>January 17</td>
<td>6:00pm-9:00pm</td>
<td>Selection and Placement (Chp 6)</td>
<td>Text Ch 6</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td><strong>Review of Module 1</strong></td>
<td></td>
</tr>
<tr>
<td>January 26</td>
<td>6:00pm-9:00pm</td>
<td><strong>Review of Module 2</strong></td>
<td>Readings # 1-5</td>
</tr>
<tr>
<td>(TUTORIAL)</td>
<td></td>
<td><strong>Review of Modules 1</strong></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td><strong>Review of Module 2</strong></td>
<td>Readings # 6-7</td>
</tr>
<tr>
<td>February 7</td>
<td>6:00pm-9:00pm</td>
<td><strong>MODULE 3 – ASSESSING PERFORMANCE</strong></td>
<td>Text Ch 7, 8, 9</td>
</tr>
<tr>
<td>(TUTORIAL)</td>
<td></td>
<td>• Performance Management (Chp 8)</td>
<td>Readings # 8 &amp; 10</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td>• Training (Chp 7)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Employee Development (Chp 9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Case: Developing a diverse workforce, (text p. 453)</td>
<td></td>
</tr>
<tr>
<td>February 12</td>
<td>9:00am-6:00pm</td>
<td><strong>MODULE 4 – IMPROVING AND REWARDING PERFORMANCE</strong></td>
<td>Text Ch 11, 12, 13</td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td>• Pay &amp; Rewards (Chps 11, 12, 13)</td>
<td>Readings #14-15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Case: Compensating Workers, (text p. 563)</td>
<td></td>
</tr>
<tr>
<td>February 13</td>
<td>6:00pm-9:00pm</td>
<td><strong>Strategically Managing the HR Function (Chp 16)</strong></td>
<td>Text Ch 16 Reading # 16</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td><strong>Review of Module 3 &amp; 4</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Review of Module 3 &amp; 4</strong></td>
<td>Readings # 9, 11, 12</td>
</tr>
<tr>
<td>March 2</td>
<td>6:00pm-9:00pm</td>
<td><strong>Unit Review</strong></td>
<td>Readings # 13, 17</td>
</tr>
<tr>
<td>(TUTORIAL)</td>
<td></td>
<td><strong>Review of Module 3 &amp; 4</strong></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td><strong>Review of Module 3 &amp; 4</strong></td>
<td></td>
</tr>
<tr>
<td>March 14</td>
<td>6:00pm-9:00pm</td>
<td><strong>Unit Review</strong></td>
<td></td>
</tr>
<tr>
<td>(TUTORIAL)</td>
<td></td>
<td><strong>Review of Module 3 &amp; 4</strong></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td><strong>Review of Module 3 &amp; 4</strong></td>
<td></td>
</tr>
<tr>
<td>March 25</td>
<td>6:00pm-9:00pm</td>
<td><strong>FINAL EXAMS</strong></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td><strong>FINAL EXAMS</strong></td>
<td></td>
</tr>
</tbody>
</table>

### 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. For this reason the GSM has decided not to move to on-line teaching. It is, therefore, important that you attend classes (and be on time). More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminar and tutorials’. Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances.