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.
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<table>
<thead>
<tr>
<th>Unit Web Site URL</th>
<th>Derry Habir, BA, MA, MBA, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td><a href="mailto:adhabir@untarmba.info">adhabir@untarmba.info</a></td>
</tr>
<tr>
<td>Email:</td>
<td>+62 816 4815 485</td>
</tr>
<tr>
<td>Phone:</td>
<td>+62 567 1474</td>
</tr>
<tr>
<td>Consultation Hours:</td>
<td>Weekdays, by appointment</td>
</tr>
<tr>
<td>Lecture Times:</td>
<td>Saturday, 11.00 – 16.30</td>
</tr>
<tr>
<td>Lecture Venue:</td>
<td>Untar Kampus 1, Building M, 2\textsuperscript{nd} floor</td>
</tr>
</tbody>
</table>

Your lecturer

Ahmad Dermawan Habir has joined Untar in 2006 as a full-time faculty teaching MM and MBA programs. He has been teaching at IPMI MBA program as one of the founding faculty members since 1984 in the areas of organisational management and governance: Organisational Behaviour, Human Resource Management, Business Ethics and Corporate Social Responsibility, International Management, Corporate Environmental Management, both in Indonesia and overseas (Australia and New Zaeland).

Derry, as he usually called, writes numerous articles, cases, and books on those areas, and is currently writing the chapter on Indonesia for the upcoming book Changing Face of South East Asian Management: Framework and Guidelines, edited by Chris Rowley and Saaidah Abdul-Rahman. The chapter will be present an overview of management, particularly the human resource management systems of Indonesia. It will discuss the evolution of the HRM system and the role of labour in relation to Indonesian economic development.

One of his writing in Don Emmerson’s book Indonesia After Suharto that describes the evolution of Indonesian business is recommended reading in political economy and Southeast Asia area courses in such universities as Johns Hopkins and UC-Berkeley.

He has been a research fellow at the Institute of Southeast Asia Studies, Singapore, Research Institute for Asia and the Pacific, University of Sydney and a Senior Advisor for Governance at UNSFIR (United Nations Support Facility for Indonesian Recovery) and has published extensively on Indonesian management both abroad and in Indonesia.
UNIT DESCRIPTION

Introduction

Performance of an organisation has been a very important factor in defining a success. As most performance indicators are normally shown by the technical, financial and operational factors, those can be viewed as well in another perspective, i.e. through their relationships with people involved in the process. Here in this class we will explore the fundamental concepts, theories, and applications of managing performance through people in organisations.

The unit description

The unit introduces the scope of managing performance in general and strategic management perspectives. Students should understand why people are an essential element of a company’s performance by looking into the key elements of human resources: the roles and skills needed for an effective management of human resources, how managers participate in the activities related to the organisation’s relationship with human resources management, including ethical issues that arise to employees in the organisations.

Human resource management is critical to the success of an organisation because human capital has certain qualities that make it valuable. In terms of company’s strategy, it needs a sustainable competitive advantage which is provided by the qualities of its human capital.

This unit provides a general management perspective on people. The central theme of the course is how to think systematically and strategically about managing the human resource, and what needs to be done about implementing the various policies and practices. Human resources management is introduced from a strategic business perspective, and emphasis is placed on integrating the function with the overall business strategy. Each of the following areas in Human Resources Management will be discussed through lectures, discussions and case analyses:

- Human Resource as a Flow of Processes
- Strategic Human Resources Issues
- Performance Management
- Reward Systems
- Work Systems
- Employee Relations

This does not mean that areas like HR Planning, Job Analysis, Recruitment & Selection, Training & Development and Career Management are less important. It is just that paucity of allocated sessions do not permit us to discuss them.

The goal of the unit

The unit is closely related with “Organisational Behaviour” and “Management of Organisations.” Principles and concepts in those two units will be reviewed and put into a new context: on managing performance and on how people/employees should be treated to achieve the best results of the organisation’s performance.

Students who has completed this course will be able to manage the organisation’s performance by acquiring, training, appraising, and compensating the people in the organisation, yet able to link how people’s activities in the organisations will help to gain a strategic advantage of the company.
Learning outcomes

On completion of this unit, students should be able to the "people" aspects of the company’s performance management job, these include:

- Conducting job analyses
- Planning labour needs
- Recruiting and selecting job candidates
- Training and developing people according to the required performance
- Compensating employees, providing incentives and appraising performance
- Communicating and building commitment among people
- Knowing the key issues concerning employees and how to implement them in the general management environment, such as ethical concerns, labour relations, employee health and safety.

Prerequisites

Students should pass the Stage 1 before taking this unit, particularly has passed “Organisational Behaviour” and “Management of Organisations.”

Key dates

The only key date is the examination on Saturday, 16 September 2006 (09.00 – 12.00). Other dates are equally important for the reasons of the learning strategy taken.

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

The unit will be conducted in a comprehensive package by giving lectures on concepts basic ideas, as well as in a more interactive way during class discussions, case analysis and class assignments. A hands-on exercise will be given using the real case, either in the student's work environment or in a particular case setting.

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:
Use of student feedback

Explain that the units are periodically evaluated and the feedback from students taken into account when the unit is updated. In the previous class, the group assignment has been replaced by an individual assignment.

ASSESSMENT MECHANISM

The purpose of assessment

Assessment plays an important part in the teaching-learning process at all levels of education. Since assessment plays such an important and significant part in the future of students there is no doubt that any assessment system will determine what students learn and the way in which they do this. Hence assessment will also determine the way in which we teach and what we teach.

But assessment is not just about grading and examinations. It is also about getting to know our students and the quality of their learning and to use this knowledge and understanding to their benefit. Assessment is without doubt one of the major 'drivers' of the teaching-learning process.

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>Class participation</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Individual Written Analysis of a Case</td>
<td>20%</td>
<td>Aug. 12, 2006</td>
</tr>
<tr>
<td>Group case presentation</td>
<td>20%</td>
<td>Sept. 9, 2006</td>
</tr>
<tr>
<td>Individual term paper</td>
<td>40%</td>
<td>12:00, Sept. 16, 2006</td>
</tr>
</tbody>
</table>
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:

- HD (Higher Distinction) 80-100%
- D (Distinction) 70-79%
- CR (Credit Pass) 60-69%
- P (Pass) 50-59%
- N+ (Fail) 45-49%
- N (Fail) 0-44%

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. 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 in an acceptable academic practice. The GSM and Board of Examiners has the right to scale marks where it is considered necessary to maintain consistency and fairness.
Assessment components

Class Participation (20%)
Each student is expected to be an active participant in the learning process. Class participation grades will be based on your contribution to the learning environment, as evidenced by: (1) frequency of contribution, and (2) quality of contribution (sound diagnosis, integrating course material and own experience, ability to discuss and debate with logic, precision and evidence, attendance, punctuality, preparedness and showing respect to others viewpoints).

Written Analysis of a Case (20%)
Students are required to submit two written analyses (no more than 3 pages long) of a case exercise which will be distributed in class. Analysis should be submitted within a week of the distribution of the respective exercise in class.

The written analysis will be evaluated based on how well the course material has been integrated into the analysis. This includes application of appropriate concepts, use of evidence to develop arguments, clear assumptions, logical inferences, and coherent analysis and assessment.

Group Case Presentations (20%)
Each of the groups would be called upon to analyse and present a prescribed number of cases. The cases will be assigned to the respective groups on the third week of class.

Read through the case material. Identify the key issues and problems and then provide a reasonable solution to the problem. In presenting material to the class do not reiterate all of the facts of the case. Just present a summary of the facts. We will assume that each student has read the cases and has an understanding of each situation. The key is to identify the problem, analyse it and develop recommendations on how to solve it. It will be helpful to read and totally comprehend the reading. Following your presentation there will be extended analysis and discussion by the class.

The presentations will be assessed according to the manner in which the cases have been analysed and presented by the respective groups. Relevant conceptual materials need to be embedded into the analysis of the case. The assumptions have to be explicit, and inferences have to be logical, based on evidence. The analysis should be integrated. The presentation style as well as the manner in which questions are answered will also form important part of the evaluation.

Final term paper (40%)
This is an individual paper. Each of you would be required to prepare and submit it within one week of the last day of classes. The paper will research, analyse and present “The State of HRM in Your Company (or any organizations you know) Today and the Need for Strategic HR Management”. In this paper you will discuss:

- Where is HRM today in your company and in Indonesia?
- What are its shortcomings, especially relating to the philosophy of people management and the manner in which people are managed, how the HR departments are organized and staffed, and the strategic role of the HR function?
- What is happening globally in the area of HRM? How is it getting transformed to play a strategic role?
- Why is it important for HR to think and act strategically?
- What are the HR practices in your company? How strategic is the role of your HR function? Where do you stand as a company in your implementation of Strategic HRM?
- What should be the primary HR Strategy of your company?

You are most welcome to discuss with me your ideas on writing your paper.
Submission of assignments

Assignments should be submitted in class on the due date or if handed into the office at the 5th floor of Pascasarjana Secretariat; 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...

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 http://www.library.uwa.edu.au/guides/endnote/quick_endnote.pdf

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

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 http://www.publishing.uwa.edu.au/handbooks/interfaculty/PFAAAA.html
TEXTBOOKS AND RESOURCES

Recommended/required text


Additional/Suggested/Alternate text


Additional resources and reading material

1. Managing Human Resources: A Partnership Perspective – Susan E. Jackson and Randall S. Schuler
2. Human Resources Management – John M. Ivancevich
3. Managing Human Resources – Bohlander, Snell and Sherman
5. Human Resources Management: Gaining a Competitive Advantage – Noe, Hollenbeck, Gerhart, and Wright

Another recommended reading is Dave Ulrich’s book, “HR Champions – A Next Agenda for Adding Value and Delivering Results” as a valuable book that would help you in understanding the real role of the HR function and how it can add value to the organization.
# UNIT STRUCTURE

## Seminar topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Saturday 11:00 – 16:30</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1    | July 8, 2006           | Introduction (course syllabus and conceptual overview) The Human Resource Environment:  
• Change in the labour force  
• High performance work systems  
• Focus on strategy  
• Technological change in HRM |
| 2    | July 22, 2006          | Strategic Challenges in Managing Human Resource:  
• HR and company performance  
• Responsibilities of HR departments  
• Skills of HRM professionals  
• HR responsibilities of supervisors  
• Ethics in HRM  
• Career in HRM |
| 3    | July 29, 2006          | Acquiring and Preparing HR:  
• Planning and recruiting  
• Selecting and placing employees  
• Training and developing employees  
*Case: Caterpillar Inc. in Indonesia (A)*  
*Caterpillar Inc. in Indonesia (B) – to be given in class* |
| 4    | August 5, 2006         | Assessing Performance and Developing Employees  
• Managing employees’ performance  
• Developing employees for future success  
• Separating and retaining employees. |
| 5    | August 12, 2006        | Written Analysis of a Case  
Reward Systems:  
• Establishing a pay structure  
• Recognising employee contribution with pay  
• Providing employee benefits |
| 6    | August 26, 2006        | Work Systems:  
*Case: 36-hour Work Day (A);*  
*36-hour Work Day (B) – to be given in class* |
| 7    | Sept. 2, 2006          | *Case: The Portman Hotel Company*  
Second Exercise to be distributed in class  
Employee/Industrial relations  
*Case: YPF S.A.: Shaping a New Culture* |
| 8    | Sept. 9, 2006          | Group case presentation and Class discussion |
| 9    | Sept. 16, 2006         | Wrap up.  
Meeting Other HR Goals:  
• Managing HR globally and strategically  
• Creating and maintaining high performance organisations |
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.

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.