The management of performance in organisations is becoming increasingly dependent on tight linkages between humans 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 resources 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>
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</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Phil Leifermann, MBA</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:phil.leifermann@insight.co.id">phil.leifermann@insight.co.id</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>+62 21 250-6696</td>
</tr>
<tr>
<td>Fax:</td>
<td>+62 21 250-6697</td>
</tr>
<tr>
<td>Consultation Hours:</td>
<td>Saturday, 13:00 – 14:00</td>
</tr>
<tr>
<td>Lecture Times:</td>
<td></td>
</tr>
<tr>
<td>Lecture Venue:</td>
<td>UNTAR, MM Building, Level 2</td>
</tr>
</tbody>
</table>

Your lecturer

Phil Leifermann MBA is the President Director of Insight Consulting, a firm that specialises in providing management assurance consulting services.

In providing these services, Phil works with a variety of organisations where he is responsible for designing, developing and implementing systems and procedures to improve business performance and make people more effective and efficient.

Prior to establishing Insight Consulting in 2000, Phil was a director in PricewaterhouseCoopers for nearly 15 years.

Phil has a MBA degree, as well as a number of other professional certifications.
UNIT DESCRIPTION

Introduction

Welcome to “Managing Performance through People”! In this unit, you will learn about human resource management – policies, practices and systems that influence employees’ behaviour, attitudes and performance. As all managers must maximise the effectiveness and efficiency of their employees, human resource management affects all aspects of management, and is critical for all successful managers.

The unit description

The management of performance in organisations is becoming increasingly dependent on tight linkages between humans 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 resources system such as workforce planning, staffing, performance evaluation and feedback, training and development, and reward systems.

The goal of the unit

This unit helps managers to attract, develop and retain the best employees. If managers succeed in doing this, they can gain a competitive advantage for their companies. Accordingly, this unit builds upon the concepts discussed during “Organisational Behaviour” and “Management of Organisations”.

Learning outcomes

On completion of this unit, you should understand:

- Human resource management
- Acquisition and preparation of human resources
- Assessment and development of human resources
- Compensation of human resources
- Various special topics in human resources management

Prerequisites

As a unit in Stage 2, students should have completed all 8 units in Stage 1. Accordingly, students should draw upon the knowledge gained during these units to complete this unit.

Key dates

- 1st individual assignment – 4 February 2006
- 2nd individual assignment – 11 March 2006
- Exam – 18 March 2006
TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

Students should learn the concepts discussed during this unit, as well as how to apply these concepts in practice. Therefore, students should demonstrate their understanding of these concepts, as well as how they have (or will) apply these concepts in their companies.

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

All units are periodically evaluated and the feedback from students is taken into account when the unit is updated. For example, the group assignment used in 2005 has been replaced by a second individual assignment.

ASSESSMENT MECHANISM

The purpose of assessment

As mentioned above, the purpose of the assessment is to measure whether students understand the concepts discussed during this unit, and how to apply these concepts in practice.

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>1st individual assignment</td>
<td>25%</td>
<td>4 February 2006</td>
</tr>
<tr>
<td>2nd individual assignment</td>
<td>25%</td>
<td>11 March 2006</td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
<td>18 March 2006</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
<td>-</td>
</tr>
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</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

As detailed above, the assessment consists of 4 components, as follows:

- 1st individual assignment
- 2nd individual assignment
- Examination
- Participation

1st Individual Assignment

The 1st individual assignment should be 2,500 words, represents 25% of the assessment and is due on 4 February 2006.

Description

Today, the difference between success and failure for many companies is its human resources. Therefore, effective human resources management helps companies to meet stakeholder expectations.

Discuss this statement, considering 3 of the topics discussed in the textbook.

Assessment criteria

The assignment will be assessed on the following criteria:

Written assignment (80%):

- Title page – mandatory
- Table of contents – mandatory
- Executive summary (500 words) – 10%
- Introduction (250 words) – 5%
- Description of issue (500 words) – 10%
- Topic 1 (500 words) – 10%
- Topic 2 (500 words) – 10%
- Topic 3 (500 words) – 10%
- Conclusion (250 words) – 5%
- Bibliography - mandatory
- Style – 20%

Oral presentation (20%):

- Presentation material – 10%
- Style – 10%
2nd Individual Assignment

The 2nd individual assignment should be 2,500 words, represents 25% of the assessment and is due on 11 March 2006.

Description

You are a human resource management consultant and your Indonesian client has asked you to provide advise in relation to implementing one of the concepts discussed in the textbook.

Both you and your client are confident that this concept will add value to this company, so focus on the implementation of this concept, not whether this concept is appropriate or not.

Therefore, you should select a concept that you believe is appropriate for the Indonesian environment.

In addition, you should discuss 2 case studies, where one of these companies has successfully implemented this concept and the other company has unsuccessfully (i.e. tried, but failed) to implemented this concept.

Assessment criteria

The assignment will be assessed on the following criteria:

Written assignment (80%):

- Title page – mandatory
- Table of contents – mandatory
- Executive summary (500 words) – 10%
- Introduction (250 words) – 5%
- Description of concept (500 words) – 10%
- Case study (500 words) – 10%
- Case study (500 words) – 10%
- Recommendations (500 words) – 10%
- Conclusion (250 words) – 5%
- Bibliography - mandatory
- Style – 20%

Oral presentation (20%):

- Presentation material – 10%
- Style – 10%

Examination

The examination represents 30% of the assessment and will be held on 18 March 2006.

The final exam will cover all chapters from the textbook discussed during classes and will be 3 hours and 10 minutes in duration.
Participation

The participation represents 20% of the assessment.

The participation will be assessed on the following basis:
- Attendance – 10%
- Participant – 10%

Students who are not able to attend a specific class should advise the lecturer via email at least 48 hours before that class.

Students must attend 80% of classes to pass this unit.

Submission of assignments

Assignments should be submitted in class on the due date.

Late assignments will attract a penalty of 5% per calendar day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded for 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 250 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 one week 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 coped should be enclosed within quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set is 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.
**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](http://www.publishing.uwa.edu.au/handbooks/interfaculty/PFAAAA.html)

**TEXTBOOK(S) AND RESOURCES**

**Unit website**

None

**Textbook(s)**


**Additional resources and reading material**

In addition to the required reading, students should read widely from other textbooks and publications, including newspapers, magazines, etc.

**Software requirements**

None

**Closed reserve**

None

**Databases**

None
# UNIT STRUCTURE

## Seminar topics

<table>
<thead>
<tr>
<th>Week</th>
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<th>Topic</th>
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| 1    | 7 January 2006       | • Chapter 1 – Human Resource Management: Gaining a Competitive Advantage  
• Case Study – The Human Factor (p. 45)  
• Chapter 2 – Strategic Human Resource Management  
• Case Study – SAP: Less Ego, More Success (p. 84) |
| 2    | 14 January 2006      | -                              |
| 3    | 21 January 2006      | • Chapter 4 – The Analysis and Design of Work  
• Case Study – The New Factory Worker (p. 167)  
• Video Case – Southwest Airlines Competes by Putting People First (p. 172)  
• Chapter 5 – Human Resource Planning and Recruitment  
• Case Study – Forget the Huddled Masses: Send Nerds (p. 210) |
| 4    | 28 January 2006      | • Chapter 6 – Selection and Placement  
• Case Study – It’s Not Easy Making Pixie Dust (p. 244)  
• Chapter 7 – Training  
• Case Study – Look Who’s Building Online Classrooms (p. 312)  
• Video Case – Creative Staffing Solutions Pair Workers with Employers (p. 320) |
| 5    | 4 February 2006      | • Chapter 8 – Performance Management  
• Case Study – Focusing on the Softer Side of Managing (p. 368)  
1st individual assignment |
| 6    | 11 February 2006     | • Chapter 9 – Employee Development  
• Case Study – Basic Training for CEOs (p. 410)  
• Chapter 10 – Employee Separation and Retention  
• Case Study – Low Wage Lessons (p. 446) |
<p>| 7    | 18 February 2006     | -                              |</p>
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<th>Topic</th>
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| 8    | 25 February 2006 | • Video Case – Developing a Diverse Workforce (p. 453)  
• Chapter 11 – Pay Structure Decisions  
• Case Study – Revenge of the “Managers” (p.487)  
• Chapter 12 – Recognising Employee Contributions with Pay  
• Case Study – An Options Plan Your CEO Hates (p. 520) |
| 9    | 4 March 2006    | • Chapter 13 – Employee Benefits  
• Case Study – Dr Goodnight’s Company Town (p. 559)  
• Video Case – Compensating Workers through Pay and Benefits (p. 563)  
• Chapter 15 – Managing Human Resources Globally  
• Case Study – The High Cost of France’s Aversion to Layoffs (p. 646) |
| 10   | 11 March 2006   | • Chapter 16 – Strategically Managing the HRM Function  
• Case Study – Gap: Missing That Ol’ Mickey Magic (p. 691)  
• Video Case – Workplace Ergonomics is Good Business (p. 691)  
**2nd individual assignment** |
| 11   | 18 March 2006   | Examination |

**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.