Managing Performance Through People
455.540
Quarter 4, 2005
Singapore

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.
Contact details

<table>
<thead>
<tr>
<th>Unit web site URL</th>
<th>Christopher Taylor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer's</td>
<td>Christopher Taylor</td>
</tr>
<tr>
<td>e-mail:</td>
<td><a href="mailto:chris@ctaconsult.com.au">chris@ctaconsult.com.au</a></td>
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<td>office address:</td>
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<td></td>
<td>Balmain NSW 2041</td>
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<td>telephone:</td>
<td>61413150000</td>
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<tr>
<td>Consultation hours:</td>
<td>When in Singapore available by appointment.</td>
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<tr>
<td>Lecture times:</td>
<td><strong>Block 1</strong></td>
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<td>7 pm - 10 pm 29th September 2005</td>
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<td>7 pm – 10 pm 30th September 2005</td>
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<td>9am – 6 pm 1st October 2005</td>
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<td>9 am - 6 pm 6th November 2005</td>
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<td>7 pm – 10 pm 7th November 2005</td>
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<tr>
<td>Lecture venue:</td>
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</table>

Your lecturer

B. Bus Monash University, MA University of St Thomas Minnesota, MMR University of Western Australia FAHRI. MIMC.

In addition to lecturing in the MBA programme at the GSM, Christopher Taylor is the Managing Director of the Sydney based management-consulting firm CT&A Consulting. Chris has had extensive experience consulting in the field of executive coaching, organisational restructuring and human resource management within both the public and private sectors in Western Australia, New South Wales, Queensland and Victoria over the past eight years.

Mr. Taylor has also lectured in Organisational Behaviour and Leadership & Management of Organisations units in the UWA SAFTI programme in Singapore and the Management of Organisations unit in Jakarta and Manilla.
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.

“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.

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.

Broad learning outcomes

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

- Use MPP 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 MPP 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.

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.
Textbook(s)

Recommended/required text(s)


Collection of readings in the course study guide.

Additional/Suggested/Alternate text(s)


# Course Topics

Detailed seminar and tutorial plans and preparation requirements are outlined in the course study guide. Each session has additional essential readings selected from the current management literature to supplement the textbook.

<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar</th>
<th>Topic</th>
<th>Text Book Chapters</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>BLOCK 1</strong></td>
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<tr>
<td></td>
<td><strong>MODULE 1</strong></td>
<td>Managing People for Competitive Advantage</td>
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<tr>
<td>29/09/05</td>
<td>1</td>
<td>Aligning People and Business Strategy</td>
<td>Chapters 1 &amp; 2</td>
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<tr>
<td></td>
<td>2</td>
<td>High Performance Work Systems</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>30/09/05</td>
<td>3</td>
<td>The Analysis and Design of Work</td>
<td>Chapter 4</td>
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<td></td>
<td><strong>MODULE 2</strong></td>
<td>Matching People and Performance</td>
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<tr>
<td>01/10/05</td>
<td>4</td>
<td>Human Resource Planning, Recruitment Separation and Retention</td>
<td>Chapters 5 &amp; 10</td>
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<td></td>
<td>5</td>
<td>Selection and Placement</td>
<td>Chapter 6</td>
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<tr>
<td></td>
<td><strong>BLOCK 2</strong></td>
<td></td>
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<tr>
<td>06/11/05</td>
<td>6</td>
<td>Performance Management</td>
<td>Chapter 8</td>
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<td>7</td>
<td>Training</td>
<td>Chapter 7</td>
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<td>8</td>
<td>Employee Development</td>
<td>Chapter 9</td>
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<td></td>
<td><strong>MODULE 4</strong></td>
<td>Improving and Rewarding Performance</td>
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<tr>
<td>07/11/05</td>
<td>9</td>
<td>Pay and Rewards</td>
<td>Chapters 11,12 &amp; 13</td>
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<td>08/11/05</td>
<td>10</td>
<td>Strategically Managing the HR function</td>
<td>Chapters 16</td>
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<td>11</td>
<td>Course Review and Integration</td>
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</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 a student shall attend prescribed classes, lectures seminars and tutorials.  Students whose attendance at MBA units has been unsatisfactory will not be granted a pass grade. Two or more missed classes without prior permission from the lecturer is classified as unsatisfactory. Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances.

**Assessment**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Individual Assignment</td>
<td>30%</td>
<td>October 28th</td>
</tr>
<tr>
<td>Group Assignment</td>
<td>30%</td>
<td>December 1st</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td>December 15th</td>
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</tbody>
</table>

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

The School awards marks leading to these grades by using the following general criteria which are represented 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. 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 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.
Michael Porter in his presentation to Singaporean business leaders in 2002 suggested that economically it was crucial that the business community embrace a number of key people management practices. Amongst these practices he suggested that Singaporean businesses needed to develop cultures that fostered creativity, innovation and continuous improvement.

Evaluate this statement based on your Singaporean work experience and the current HRM literature to develop a case for this strategy together with the people management barriers that may restrict an organisations ability to embrace this concept.
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.

<table>
<thead>
<tr>
<th>HD</th>
<th>D</th>
<th>C</th>
<th>P</th>
<th>Fail</th>
<th>Mark</th>
</tr>
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</table>

**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 quote 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
Assignment 2 - Team Case Study

Word limit: 2 500 words
Marks: 30%
Due date: 01/12/05

In your nominated groups you will be required to assess the people management environment of a nominated organisation. Students will be required to construct a cultural assessment tool using the Perception Mapping tool™.

The study will be in two parts: Firstly students will be required to research and construct an appropriate cultural assessment process which will be used to collect the data. Students will be required to justify the cultural assessment tool in a report citing all relevant literature they have sourced.

Once approved the assessment tools will be loaded onto the Perception Mapping web site for data collection (www.perceptionmapping.com). The data collection and analysis will be completed on line with students receiving a report outlining the characteristics of the organisations culture.

Students will be required to writer a detailed report regarding the findings with a series of recommendations. It is expected that a combination of interview, literature review and a formal presentation of the results to each organisation 'mapped' will be undertaken by the students.
### 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.

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<thead>
<tr>
<th>HD</th>
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#### CONTENT (50 marks)

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark</th>
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<tbody>
<tr>
<td>Statement of the main problem and sub-problems</td>
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<tr>
<td>(5 marks)</td>
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<tr>
<td>Analysis of symptoms and causes</td>
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<tr>
<td>(15 marks)</td>
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<tr>
<td>Recommendations and action plans</td>
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<tr>
<td>(10 marks)</td>
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<tr>
<td>Application rather than description of HRM concepts and theories as they relate to the case.</td>
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<tr>
<td>(10 marks)</td>
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<td>Logical analysis and sound internal consistency</td>
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<tr>
<td>(5 marks)</td>
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<tr>
<td>Evidence of research</td>
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<tr>
<td>(5 marks)</td>
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</table>

#### PRESENTATION (10 marks)

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark</th>
</tr>
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<tbody>
<tr>
<td>Fluent and succinct piece of writing</td>
<td></td>
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<tr>
<td>(2 marks)</td>
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<tr>
<td>Well set out (headings, subheadings, contents page)</td>
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<tr>
<td>(2 marks)</td>
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<tr>
<td>Adequate acknowledgment of sources</td>
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<tr>
<td>(2 marks)</td>
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<tr>
<td>Correct citation of references</td>
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<tr>
<td>(2 marks)</td>
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<tr>
<td>Correct grammar and spelling throughout</td>
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<tr>
<td>(2 marks)</td>
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</table>

#### TOTAL

60
Final exam

Date 15 December 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 (25 marks).

Part 2: Three out of 5 short essay questions (15 marks).

Submission of assignments

Assignments should be submitted in class on the due date. Assignments should be handed in to the office; Late assignments will accepted only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Assignments will be returned in class /through the student drop files.

It is the intention that the marked assignments will be returned within two weeks of submission.

Appeals against assessment marks

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 10 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.

Acknowledgments 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 defense.

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.

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.

It is GSM policy that no student will profit from plagiarism. Generally, a mark of ‘Fail’ will be recorded for the assignment in which this has occurred, regardless of its other merits or qualities. Serious cases shall be referred to the University’s Board of Discipline. All students should note that cases of copying are automatically reported to the Sub-Dean and documentary evidence along with associated correspondence is placed on the student’s permanent record.

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 Endnote page

http://www.library.uwa.edu.au/guides/endnote/ which provides more comprehensive information.

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

**Closed reserve**

Solution manual to the text “Investment” (Bodie, Kane, Markus) 3ed is available in the library for students review. Students can make adjustment to the problem numbering, as most of the problems are similar to the latest edition.
Websites

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 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.