Fundamentals of People Management
GBAT9125

Course Overview
Summer Term 2015
Important Notice

The material contained in this study guide is in the nature of general comment only and is not advice on any particular matter. No one should act on the basis of anything contained in this guide without taking appropriate professional advice upon the particular circumstances. The Publisher, the Editors, and the Authors do not accept responsibility for the consequences of any action taken or omitted to be taken by any person, whether a subscriber to this guide or not, as a consequence of anything contained in or omitted from this guide.
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**Mid-term recess: Saturday 13 December – Sunday 4 January**

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*Monday 26 January is a Public Holiday*
Course staff

Course Coordinator

Each course has a Course Coordinator who is responsible for the academic leadership and overall academic integrity of the course. The Course Coordinator selects content and sets assessment tasks, and takes responsibility for specific academic and administrative issues related to the course when it is being offered. Course Coordinators oversee Class Facilitators and ensure that the ongoing standard of facilitation in the course is consistent with the quality requirements of the program.

The Course Coordinator is:

Ms Bette McIntyre
Grad Dip TQM, MBA Exec
bette.mcintyre@unsw.edu.au

Bette is an Adjunct Faculty Lecturer in both the Master of Business & Technology (MBT) and the AGSM MBA (Executive) programs at the UNSW Business School, teaching a range of subjects across management studies, HRM and organisational behaviour.

She has held senior HR roles in professional services and blue-chip corporations and has worked as an independent HR Consultant since 2004. Bette holds qualifications in Human Resources, Business and Change Management, including an MBA (Executive) from the AGSM. In addition to being a Fellow of the Australian Human Resources Institute and a Graduate of the Australian Institute of Company Directors, she is a qualified practitioner for Profile Assessments, MBTI & Human Synergistics LSI.
Class Facilitator

The role of your Class Facilitator is to support the learning process by encouraging interaction amongst participants, providing direction in understanding the course content, assessing participant progress through the course and providing feedback on work submitted. MBT Class Facilitators comprise both academics and industry practitioners with relevant backgrounds.

You will be notified of your Class Facilitator’s name and contact details in your class confirmation email sent by MBT Student Services. Details will also be available in the gallery section of your online class for both face-to-face and distance classes.

Course authors

The prior Course Coordinator, Janis Wardrop, has most recently revised this course. Dr John Holt was the main author of the previous version of this course, Strategic People Management.

Dr Janis Wardrop

Janis is a Lecturer in the School of Management at the UNSW Business School, teaching a range of subjects across management studies, human-resource management and organisational behaviour. Prior to her appointment at UNSW, Janis spent a number of years working as a business analyst in both professional service and investment-banking industries, focusing particularly on risk-management solutions. She has received the Vice-Chancellor’s Award for Teaching Excellence.

The following authors contributed to the latest major rewrite of this course.

Dr Lynn Gribble

Lynn is a Sessional Lecturer in the School of Management at the UNSW Business School, teaching a range of subjects across management studies, human-resource management and organisational behaviour, in addition to running a full-service human resources consulting firm. Prior to working with UNSW, Lynn held senior learning and management roles in the telecommunications and human-services sectors. Lynn was awarded the Australian Journal of Career Development Research Award in 2010 and received both the MBT and Vice-Chancellor’s Award for Teaching Excellence in 2011, and the Outstanding Technology-enabled Teaching Innovation Award in the 2014 UNSW Business School Excellence Awards.

Associate Professor Ian Hampson

Ian is a Senior Lecturer in the UNSW School of Organisation and Management, teaching in the areas of industrial relations and human-resource management. He has published in the areas of technological
change and work reorganisation, Australian industrial relations management education and training policy in Australia.

**Associate Professor Anne Junor**

Anne was a Lecturer in the UNSW School of Organisation and Management, teaching in the areas of human-resource management, the management of pay and performance and research methods. She has previously taught organisational behaviour and industrial relations. Anne has research grants in the fields of workforce casualisation and public-sector management.

**Dr Senia Kalfa**

Senia is a Research Fellow and Management Practices Project Coordinator in the Department of Marketing and Management at Macquarie University. Her research examines the transferability of skills from university to the workplace. Her research interests include career management, teamwork, employability and cross-cultural management.

**Dr Nancy Kohn**

Nancy is an Adjunct Lecturer at the UNSW School of Management, teaching in the area of Negotiation Skills both at UNSW and the AGSM Hong Kong. Nancy received the ‘Excellence in team teaching’ award from the Australian School of Business in 2007 and the Vice-Chancellor’s Award for Teaching Excellence.

**Dr Tracy Wilcox**

Tracy is a Lecturer at the UNSW School of Management in the UNSW Business School, and has taught in the Executive MBA program in the AGSM as well as the MBT Program. Tracy is the Course Coordinator for Managing for Organisational Sustainability. Her current research interests revolve around strategic human-resource management, legitimation strategies and ethics. She has contributed publications on organisational change and performance management for the Federal Department of Industrial Relations in Australia and the UNSW Industrial Relations Research Centre, and has published internationally on teaching sustainability and ethics to management students. Tracy has consulted to manufacturing and service organisations in the areas of strategic human-resource management, management development and TQM, and received the Vice-Chancellor’s Award for Teaching Excellence.

**Acknowledgements**

We wish to acknowledge the valuable contributions of A/Professor Dr Chris Wright who acted as reviewer for the 2004 major rewrite of this course, and previous contributors to the course, who include Professor Lucy Taksa, Associate Professor Peter Sheldon, Dr John Holt and Dr Dianna Lowry who wrote the MBT’s original *Strategic People Management* course.
Aims

The task of managing people in organisations is one of the most challenging management responsibilities. The task is made greater and more difficult by the presence of changing technologies, changing workforce composition, changing expectations, changing employment legislation and the increasing impact of global competition. These changes present significant dilemmas and contradictions which, in combination, complicate the choices facing people-management practitioners.

To equip MBT participants with the necessary skills, this course sets out to provide a broad introductory background to the discipline and practice of people management. To this end, this course examines the various facets and approaches to people-management practice, and attempts to locate these different approaches within various theoretical, historical and regulatory contexts.

The course strives to inform generalist managers who manage people, within a context of new and changing people-management practices.

It is hoped that by learning about contemporary people management and human-resource issues, participants in this course will be better equipped to meet the challenge of managing people in dynamic environments.

The broad aim of this course, therefore, is to encourage students of management to critically evaluate operational assumptions and practise implications of different approaches to the management of people in organisations, and to incorporate these new understandings into their management practice.

Structure

Unit 1, Introduction to managing people. We begin the course by explaining the role of theory and history in the people-management discipline. We then provide a brief introduction to the major theoretical traditions in which people-management discourse takes place. The first group of theories we discuss encompasses the mainstream theoretical traditions of classical management, and behavioural and quantitative perspectives. The second approach we take to examining the way people are managed looks at the role systems theory and contingency theory play in shaping the theory and practice of management. The Unit concludes by briefly examining the organisational analysis approach of metaphors (such as machine, organism, political and cultural) to examine the actions and motivation of managers.
Unit 2, *The individual in organisations*. In this Unit, we start with the premise that to be able to effectively manage others, we need to understand ourselves. We examine aspects of individual behaviour and motivation and how they affect our response to work. We look at the impact individuals have on the workplace, and on others around them. From this base we can then start to understand and interpret the motivations and behaviours of others in the workplace. This Unit provides students with a number of different self-examination and self-reflection exercises to enable opportunities for personal growth and development.

Unit 3, *Aspects of the internal environment*. In this Unit, we examine the dual topics of organisational culture and groups and teams. We start by considering the common view of organisational culture as something that an organisation ‘has’, something that can be controlled and changed. We also examine the view that organisations actually are a mix of numerous subcultures that develop organically over time, and hence are much more difficult to change. We also consider the impact of subcultures on the organisation. Next we examine the roles of groups and teams in organisations. We examine the stages of team development, as well as considering the role of the individual in high-performance teams. We conclude this Unit with a discussion of the ‘control’ aspects of teams.

Unit 4, *Diversity management*. This Unit begins by introducing students to the sources of difference and diversity that both unite and divide organisational members, as well as the assumptions and stereotypes that affect social relations in organisations. It also examines the way ‘diversity’ is defined and used by scholars and managers, and the changing approaches that have been adopted to address individual and group differences and needs. This approach provides a context for explaining how diversity management relates to concepts of social justice and equity, and the legislative means that have been developed to redress historical inequities experienced by certain social groups. This is often referred to as Equal Employment Opportunity and Affirmative Action.

Unit 5, *Power, conflict management and negotiation*. In recent years, organisational innovation has given rise to different views on conflict management. We start by examining power relationships and sources of power within organisations. With conflict now understood as being inevitable, the major challenge has become that of differentiating functional (and creative) from dysfunctional (and destructive) conflicts. This has stimulated greater interest in managing functional conflicts to increase creativity while dealing with dysfunctional conflicts so that they are less damaging. In this Unit, we explore conflict and its sources, its forms, and different approaches to its management. In particular, we examine the range of alternative approaches to negotiation and the circumstances within which they are most effective.

Unit 6, *Leadership*. The focus on leaders and leadership is both a very old and a very new concern. The emergence of the large-scale, modern, ‘rational’ organisation from the late 18th century reduced the focus on leaders and leadership. More recently, the focus has been on revitalising
organisations through making them more organistic. This has seen a new awareness about the importance of leadership in organisations. In this Unit, we examine the role of leadership in organisations and how it differs from management, and look at a number of lively controversies regarding leadership — including the question of leadership training.

Unit 7, *The external environment and organisational strategy*. In order to effectively manage people in organisations, we need to understand more about the ‘context’ in which organisations operate, and how it is related to driving or influencing the people-management choices inside organisations. In previous Units, we examined aspects of the ‘internal environment’ and the pressures it places on people management. In this Unit, we turn our attention to the ‘external environment’ and the pressures it places on organisations. The implication of these pressures is that they influence the type of decisions that are made in regard to managing people in organisations. We examine how the external environment impacts on and shapes organisational and people-management processes.

Unit 8, *Managing people as a strategic response*. This Unit examines how an organisation’s strategic response affects the choice of people-management strategies it uses from time to time. In transposing business-strategy decisions into people-management policies and procedures, managers make decisions, resulting in the implementation of commonly pursued strategies such as downsizing or different types of casualisation.

Unit 9, *Recruitment and selection strategies*. Recruitment and selection are different stages of the process by which an organisation secures the best available staff for new or vacant jobs, positions or work roles. In this Unit, we explore some debates over the role of recruitment and selection in human-resource strategy, as well as approaches to recruitment and selection practice and their implications.

Unit 10, *Training and development strategies*. With the increasingly knowledge-intensive nature of production, training and development have become increasingly important ingredients of an organisation’s competitiveness. Yet, the ways in which many enterprises manage the training process often fails to elicit the potential contribution this crucial set of HRM functions can make, both to the organisation’s competitiveness and to employee satisfaction and employability. The main objective of this Unit is to describe a model that, if followed, maximises the contribution of training to organisational competitiveness.

Unit 11, *Performance and reward systems*. The employment contract is like no other business exchange, in that the employer offers the means of livelihood in exchange for the employee’s undertaking to work productively. Employee productivity, as all managers know, depends on more than compliance with directives, and it cannot be induced simply by controls. An ongoing psychological contract of involvement or commitment is required. The term ‘motivation’ covers this elusive source of employee performance. The central riddle for managers is what motivates employees. In this Unit, we explore some answers to this
question, and the varieties of performance-related pay systems that have been developed to reward individual, group or organisational performance.

Unit 12, *Managing people internationally*. Multinational firms face the challenge of managing people in cultural environments that are different from the home culture of the firm. When this happens, multinationals suddenly find that their home-based beliefs and assumptions underpinning how to best manage people, are viewed differently by those in other cultures. The purpose of this Unit is to provide students with a brief introduction and discussion of the types of challenges faced when managing staff internationally.

**Learning outcomes**

After completing this course you should be able to:

- describe and critically discuss different theoretical and philosophical approaches to the management of people at work
- engage in critical reflection both of our own experiences of work, management and organisations, and of the role of education and popular management theories
- analyse and discuss how individuals and teams work in organisations
- discuss the effects and implications of specific people-management strategies, such as recruitment and selection, training and development, motivation and rewards, leadership, conflict management and negotiation, and diversity management, and their associated HRM policy choices on the individual and the organisation
- explain how the internal and external organisational environment impacts on the design of people-management practice across all levels of the enterprise
- select and apply appropriate theoretical, philosophical and strategic people-management approaches to your organisation
- discuss the essential skills for the competent management of people in international contexts.

**Skills and experience you will need**

There are no pre-requisites for this course.

Please refer to the Learning & Teaching website where you will find useful resources to assist you with your studies.  
[https://www.business.unsw.edu.au/students/resources/learning-support/resources](https://www.business.unsw.edu.au/students/resources/learning-support/resources)

Please also refer to the AGSM Learning Guide (available in Moodle).
Resources

Books

The following texts represent a collection of recommended sources only. They should not be considered to be compulsory reading. The course materials provided, as well as some further research of the online journal databases available via the UNSW library website, will provide you with enough information to achieve success in the course.

The course covers topics that are normally found in courses on Organisational Behaviour and Human Resource Management, as well as focusing on some international aspects of both of these topics.

1. For anyone who works in an organisation, any one of the following texts would be useful in introducing you to the numerous issues and problems that we face when working with others.

2. If you are involved in making decisions about recruitment of staff, remuneration, and performance appraisals, you may choose to invest in an HR textbook such as:

3. Students who are expatriates and/or work in global organisations may prefer a book that incorporates this international aspect into the topics of organisational behaviour and HRM:
Journals

The following journals are a sample of relevant and useful sources of academic information for this course content:

- Academy of Management Executive (USA)
- Academy of Management Journal
- Academy of Management Review (USA)
- Administrative Science Quarterly (USA)
- Asia-Pacific HRM
- British Journal of Management (UK)
- California Management Review (USA)
- Employee Relations (UK)
- Harvard Business Review (USA)
- Human Relations
- International Journal of Human Resource Management
- Journal of Management Studies (UK)
- Journal of Organizational Behavior
- Leadership Quarterly
- Organization Studies
- Work Employment and Society

Websites

The following sites may be of interest:

- www.ahri.com.au Australian Human Resources Institute
- www.ilo.org International Labour Organization
- www.workforceonline.com HR Industry Journal
Relationship to other courses in the MBT program

This course is a good starting point to learn some basic people-management skills, such as managing conflict and negotiation, leadership, motivating people and issues relating to training and development. It can be taken early in your MBT program. It is a good course to undertake before attempting GBAT9119 Managing for Organisational Sustainability, which looks more broadly at how to manage people in relation to the long-term sustainability of the organisation.

Many other MBT courses cover particular aspects of managing people, e.g. GBAT9101 Project Management looks at managing project teams, GBAT9124 Business Law and Technology examines the legal perspective of employing people, and GBAT9121 Managing Agile Organisations addresses the politics and power issues related to managing people.
Welcome to the course

Welcome to GBAT9125 *Fundamentals of People Management* (FPM). This course is not about the **process** of management. Rather, it focuses on some of the key issues and concerns that managers (indeed any employee, at any level of an organisation) need to consider, irrespective of the type of organisation, size, industry and/or structure.

Managing people is a messy business. Despite claims to the contrary, people are not rational – no two people are identical, in their looks or in their motivations, behaviours, emotions and expectations. Therefore, it is impossible to come up with a formula or set of processes that will work every time. You only need to go to the Management section of any bookshop to see the proliferation of texts and self-help guides. Yet, if management was as easy as learning a set of processes, why do we need more and more books on the topic and still suffer management failures on a regular basis?

So you may be wondering whether you should continue reading this letter and/or the course if you’re not going to get the answer to management problems. However, we hope you will read on and continue with the course for the following reason: the best people managers are those who can recognise the diversity of people in the workplace, really understand the situation (not just the superficial or surface issues), identify innovative and long-lasting solutions (rather than paper over the cracks) and motivate both themselves and others around them.

In FPM we provide you with the opportunity to develop the skills and insights needed to be this type of manager. Here’s an example of a business situation (not directly related to managing people) that helps explain the types of skills and thought processes we are trying to embed in the course.

The company, a medium-sized automotive supplier based in Ohio, was already spinning in the upper regions of a vortex heading directly down the tube. What the company did sounded simple enough. It took glass windshields, put a strip of rubber around the perimeter, and shipped them to major automotive manufacturers. An operator placed the glass into a machine, and the machine injected melted rubber around the edge, then quickly cooled it to make it stick. The problem was this: The glass was breaking. The scrap rate mounted – 10 percent, 20 percent. Little bar graphs posted in the cafeteria illustrated the amount of money the company was losing each week. Employees blinked uncomprehendingly when the figure reached a million dollars. Was anyone doing anything? The company was doing all it could, or at least it felt it was. It hired a young, dynamic, university-educated plant manager. Intuition their guide, the plant manager and his team of floor supervisors and engineers attacked...
the problem. They pulled the dies – large steel molds into which the glass was placed – from every machine and scanned them with lasers to confirm dimensions to a thousandth of an inch. They ran quality control checks on all shipments of glass they received from other companies. They installed new process control software on the machines to continuously monitor the internal condition of each machine. Day and night, one or more engineers paced the factory, poring over printouts, making adjustments to the machines. Some days, on a few machines, there appeared to be progress, then just as quickly, things spun out of control and it seemed every other windshield was being devoured by mad machines determined to put the company out of business. Hunches about the cause of the problem were getting the company nowhere.

The head office called an emergency meeting. They were giving the plant one last chance to fix itself. They slid the plant manager the business card of a guru. His fee was $1 million. It seemed cheap.

The guru asked for the scrap rates of each machine operator. The company had the scrap rates for each machine, but not for the operators who were rotated on machines on a daily, or even hourly, basis. The guru spent one month gathering the data. He spent an equal amount of time plotting and analyzing the numbers. Engineers at the plant still intuitively believed the problem was somehow related to the equipment, but the guru, examining the plots and data, noticed something odd – the women operators had much higher scrap rates than the men. But there was an anomaly: Two male operators also had high scrap rates. He asked to meet the two men. They were both slightly built and on the short side. A million-dollar light went on inside the guru’s head.

The windshields weighed twenty to forty pounds, depending on the model. The operators had to lean over and into the machines to place the windshields into the molds. The workstations were set up in a one-size-fits all mode. The guru watched one woman strain to place the heavy windshield in the mold so that it would line up properly with the guiding pins. The machine closed and the windshield shattered. The woman loaded the next part and the guru told her to wait. He ran his hand along the top edge of the windshield. The part seemed to be loaded properly between the guiding pins; however he noticed one edge rode out a little further on the pin than the other. He gave the edge a push. He told the woman to run the machine. The large steel jaws clamped together, then opened to reveal a gleaming windshield looking for all the world like a Van Gogh.

The company modified workstation ergonomics, redesigned the die guiding pins, and trained staff workers. Scrap rates fell below 5 percent. The guru was feted and paid. A sigh of relief was heard around the plant. Only the plant manager was somewhat chagrined. He was embarrassed he had to rely on the critical thinking skills of someone else to fix his plant.

In this example, the people who had tried to solve this problem had done all the right things from a process: it was someone who had developed true analytical skills who was the first to uncover the true cause and consequently fix the problem.

This course is designed to introduce you to some of the key ideas, issues and debates about people within an organisation. In each Unit you are introduced to a new issue/area of focus, but remember, each of the topics we will encounter in the course could be the focus for a whole course in itself. So we aim to give you a flavour or introduction to each topic – the course, hopefully, will be a starting point for your understanding of managing people, rather than the end of your journey.

Each session, the teaching team examines student feedback as well as reviewing the latest developments in the field to make sure the course is relevant. Based on student feedback over the past couple of years, I’ve addressed some aspects of the course that usually concern students at the start of each session.

**We are developing skills rather than collecting data**

How do we start to develop (or refine) the analytical skills that the earlier story alluded to? We need to broaden our horizons both in terms of experiences and, in an academic degree, we need to search out and read a lot of different perspectives about the same topic. By encountering a variety of different approaches and theories on the same topic, we start to develop deeper understandings of the complexities of issues in organisations. This is the reason why there are a number of readings for each Unit, a few are introductory textbook chapters, others are academic articles – some may seem challenging, others will be less so.

The course materials and readings have been deliberately written and selected to provide you with concepts, ideas and theories that you can then use to make informed analyses and judgements.

But don’t despair – in your online class you’ll be able to discuss how this material works in the real world, as well as get the opportunity to apply the material to case studies.

**Why don’t we have a textbook?**

There is not a set textbook – a textbook is going to introduce you to a number of themes for a topic, but they don’t have space to engage in debates. We also don’t have a textbook because the course covers topics in organisational behaviour and human-resource management – which are usually treated as two separate academic areas and hence have separate textbooks. We have listed a number of useful textbooks in the Resources section, which you may find useful, but my advice would be to only buy one if you have a particular interest in the subject (e.g. you have just moved into a new position at work where you now have to make HR-style decisions). This study guide, as well as the additional research using the online electronic databases available via the UNSW Library for your assignments, is all you will need to successfully pass the course.
UNSW has useful Tips for Effective Reading, if you are having trouble getting through the material each week
https://student.unsw.edu.au/effective-reading

The course is too theoretical/not theoretical enough
There is no perfect/correct answer when managing people. Consequently no course can ever provide you with the answer. What is most important to being a more effective people manager is developing a deeper understanding of the complexity of people’s motivations, and the influence that power/politics and the context (both internal and external to the organisation) exert. Only then is it possible to come up with the best or most appropriate solution for that situation. Reading 1.1 provides a foundation for the link between theory and practising managers, and the first assignment enables students to critically reflect on this link as well as the role of management education (such as the MBT program).

There is a lot of reading
As we are aiming to develop broad analytical skills, rather than presenting quick-fix solutions it is important that students are exposed to a number of different interpretations and points of view. The readings in the course are reviewed each semester to ensure they are still the best fit with the objectives of the course, and the student learning outcomes. The materials covered are also appropriate for a Master’s level course. We have also introduced the Reading Summary small assessment item to assist students to manage their weekly reading.

Some of the readings are old
Some students judge readings based solely on their publication date. Each reading has been carefully selected in the course for a specific purpose – date alone does not automatically make a reading outdated. There may be important foundational information/ideas for that topic; it might be included to provoke a discussion on how things have/haven’t changed in so-called modern organisations. Each one of you has access to the UNSW Library where the most important journals in the field are available electronically. So if you feel strongly about a topic or reading, maybe you should do some follow-up reading and tell us about it in your class discussion. Similarly, for your assignments you may want/need to do additional academic research on the topic.

Why do I have to provide academic theories and concepts to support my analysis in the assignments?
The two assignments are designed to get you to further develop and apply your analytical skills. In this course, while you may be asked to examine a situation in your organisation, you will only get higher marks (Credit and above) if you analyse the situation using academic material to support your analysis. I have put a document onto the Course website that explains broadly what each Grade means in terms of student writing.
Classrooms

Finally, your classroom activities are meant to be a discussion between participants, not a transaction between individuals and the facilitator. Your participation marks will reflect not only the volume of your contributions, but also your interaction with others in the classroom environment. The details of the marking criteria for your participation are included in the Assessment section of the Study Guide, and further clarification is provided by your Facilitators via the Moodle noticeboard.

We do hope you enjoy the course. If you have any questions, please don’t hesitate to contact your Course Coordinator or Facilitator.

Again, welcome to FPM and enjoy your studies.
Assessment

There are two assignments, a reading summary and an examination for GBAT9125 Fundamentals of People Management. Note that assignments must be received by 9.30am Sydney time on the due dates.

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<tr>
<th>Participation</th>
<th>Throughout the term</th>
<th>15%</th>
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<tr>
<td>Reading Summary</td>
<td>One reading (date determined by selection)</td>
<td>5%</td>
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<tr>
<td>Assignment 1</td>
<td>9.30am Friday 5 December 2014 (Week 2/Unit 4)</td>
<td>15%</td>
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<tr>
<td>Assignment 2</td>
<td>9.30am Friday 23 January 2015 (Week 6/Unit 11)</td>
<td>30%</td>
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<tr>
<td>Examination*</td>
<td>Monday 2 February 2015 (10am if sitting on campus)</td>
<td>35%</td>
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*Examination is 2 hours; open book

Extensions to assignment deadlines will be granted only in exceptional circumstances, and where adequate supporting documentation can be provided. Please note that work commitments do not constitute grounds for an extension. Your Class Facilitator may approve an extension of up to two days, after which requests must be made through the special consideration process. For details about this process, see: https://student.unsw.edu.au/special-consideration

In the case of late lodgement without an approved extension, 10% of the assignment weighting will be deducted for each day late.

Please note the examination date and mark it in your diary. If you will not be available to sit the exam on the specified date then you must choose another course. Supplementary exams will only be permitted in exceptional and unforeseen circumstances, and after submission of the requisite documentation for special consideration, see: https://student.unsw.edu.au/special-consideration

Satisfactory performance

To pass this course, you must:

- achieve a composite mark of at least 50 and
- achieve a satisfactory level of performance in all assessment tasks.
Continual course improvement

MBT courses are revised each time they run, with updated course overviews and assessment tasks. All courses are reviewed and revised every three years and significant course updates are carried out in line with industry developments, and also when new editions of prescribed textbooks are published.

The MBT surveys students via the UNSW CATEI system each time a course is offered. The data collected provides anonymous feedback from students on the quality of course content and materials, class facilitation, student support services and the MBT program in general. This student feedback is taken into account in all course revisions.

The NSW Business School also monitors the quality of students’ learning experiences in all its programs. A random selection of completed assessment tasks may be used for quality-assurance purposes. This information will be aggregated and used:

- to determine the extent to which program learning goals are being achieved for accreditation purposes
- to improve the quality of UNSW Business School programs.

All material used will be treated as confidential and these processes will have no bearing on course grades.

<table>
<thead>
<tr>
<th>Student evaluations from the last presentation of the course</th>
<th>Coordinator’s response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is there not more Australian content in the text and readings</td>
<td>Each reading has been chosen to address a specific purpose and the people-management issues we are looking to target are not unique to Australia. Just as a date does not make a reading outdated or irrelevant, nor does the context in terms of location necessarily make the content and theory any less relevant. If you are looking to further expand your knowledge on management in Australia, I refer you to the Resources section of this Course Overview where you will find references to both books and websites with Australian content and authors.</td>
</tr>
</tbody>
</table>
There is too much assessment and we have to reference the theory

The assessments are created to address the various stages in your learning and to maintain momentum and focus, as well as to assess the depth of learning. There is a common perception in organisations that people-based activity is considered to be ‘warm and fuzzy’. Some students also choose the subject incorrectly thinking that it is a ‘soft’ subject or an ‘easy option’. This is not the case, and without a focus on the academic rigour and ongoing assessment, there is the risk of this common misconception being perpetuated by students. There is also the risk that the class discussion becomes a dialogue of anecdotes not founded in the academic principles and practices that we are looking to embed in your learning and practice.

Class participation is set at 15% of your overall mark and the reading summary is another 5%. This reflects the importance that we place on the opportunity to learn from, and share with, others in the class, as well as rewarding students for developing analytical and reflection skills in being able to take the theory from the course and apply it to the real world.

The two assessments are focused on developing your analytical skills and your ability to reflect and apply your learnings back into the workplace in order to make them real and relevant.