Strategic Human Resource Management

MNGT8371
The ASB is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and only aggregated findings will be used to inform changes aimed at improving the quality of ASB programs. All material used for such processes will be treated as confidential and will not be related to course grades.
MNGT8371
STRATEGIC HUMAN RESOURCES MANAGEMENT

COURSE OUTLINE
SESSION 2, 2012

Commencement Date: 19/04/2012
Class Date: 19-22; 24-27/05/2012
Payment Date: 06/05/2012
Examination Date: No examination; last assessment 27/06/2012

We would like to provide you with an opportunity to make comments and suggestions on these course materials coursematerials@agsm.edu.au
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### 1. Hong Kong MBA Program 2012 Calendar

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<th>Core / Elective</th>
<th>Class Sessions</th>
<th>Payment Due Date</th>
<th>Exam Date</th>
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<tr>
<td><strong>Session 1 (January - March)</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Corporate Finance</td>
<td>Andrew Hingston</td>
<td>C</td>
<td>7-10; 12-15 Jan</td>
<td>6 Jan</td>
<td>22 Feb</td>
</tr>
<tr>
<td>Managerial Skills</td>
<td>Wendy Grusin</td>
<td>E</td>
<td>7-10; 12-15 Jan</td>
<td>6 Jan</td>
<td>22 Feb</td>
</tr>
<tr>
<td>Marketing Principles</td>
<td>Craig Tapper</td>
<td>C</td>
<td>2-5; 16-19 Feb</td>
<td>1 Feb</td>
<td>14 Mar</td>
</tr>
<tr>
<td>Product Management</td>
<td>Amanda Heyworth</td>
<td>E</td>
<td>4-7; 9-12 Feb</td>
<td>1 Feb</td>
<td>14 Mar</td>
</tr>
<tr>
<td>Innovation &amp; Strategy</td>
<td>Hann Kim</td>
<td>E</td>
<td>25-28 Feb; 1-4 Mar</td>
<td>12 Feb</td>
<td>no exam; last assessment due 4 Apr</td>
</tr>
<tr>
<td>Strategies for Growth</td>
<td>Salih Ozdemir</td>
<td>E</td>
<td>17-20; 22-25 Mar</td>
<td>12 Feb</td>
<td>no exam; last assessment due 25 Apr</td>
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<tr>
<td><strong>Session 2 (April - June)</strong></td>
<td></td>
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<tr>
<td>Statistics for Managers</td>
<td>Paul Walsh</td>
<td>C</td>
<td>14-17; 19-22 Apr</td>
<td>13 Apr</td>
<td>30 May</td>
</tr>
<tr>
<td>Reporting for Climate Change &amp; Sustainability</td>
<td>Maria Balabatbat / Wendy Green</td>
<td>E</td>
<td>28-30 Apr; 2-6 May</td>
<td>27 Apr</td>
<td>13 Jun</td>
</tr>
<tr>
<td>Managers Markets &amp; Prices</td>
<td>Andrew Hingston</td>
<td>C</td>
<td>19-22; 24-27 May</td>
<td>6 May</td>
<td>27 Jun</td>
</tr>
<tr>
<td>Strategic Human Resources Management 4</td>
<td>Bill Morrissey</td>
<td>E</td>
<td>19-22; 24-27 May</td>
<td>6 May</td>
<td>no exam; last assessment due 27 Jun</td>
</tr>
<tr>
<td>Operations Management</td>
<td>Chung-Li Tseng</td>
<td>E</td>
<td>2-5; 7-10 Jun</td>
<td>6 May</td>
<td>11 Jul</td>
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<tr>
<td><strong>Session 3 (July - September)</strong></td>
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<tr>
<td>Accounting &amp; Financial Management</td>
<td>Kevin Clarke</td>
<td>C</td>
<td>14-17; 19-22 Jul</td>
<td>13 July</td>
<td>22 Aug</td>
</tr>
<tr>
<td>Entrepreneurship and Family Business</td>
<td>Pat Mooney</td>
<td>E</td>
<td>28-31 Jul; 2-5 Aug</td>
<td>27 July</td>
<td>no exam; last assessment due 12 Sep</td>
</tr>
<tr>
<td>Leadership Concepts &amp; Skills 7</td>
<td>Dan Caprar</td>
<td>E</td>
<td>11-14; 16-19 Aug</td>
<td>29 July</td>
<td>no exam; last assessment due 19 Sep</td>
</tr>
<tr>
<td>International Finance</td>
<td>Fari Moshirian</td>
<td>E</td>
<td>1-4; 6-9 Sep</td>
<td>29 July</td>
<td>10 Oct</td>
</tr>
<tr>
<td>Managing People &amp; Organisations</td>
<td>Markus Groth</td>
<td>C</td>
<td>15-18; 20-23 Sep</td>
<td>29 July</td>
<td>31 Oct</td>
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<tr>
<td><strong>Session 4 (October - December)</strong></td>
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<tr>
<td>Marketing Principles</td>
<td>Craig Tapper</td>
<td>C</td>
<td>13-16 Oct; 1-4 Nov</td>
<td>12 Oct</td>
<td>28 Nov</td>
</tr>
<tr>
<td>Services Marketing</td>
<td>Paul Patterson</td>
<td>E</td>
<td>20-23; 25-28 Oct</td>
<td>19 Oct</td>
<td>28 Nov</td>
</tr>
<tr>
<td>Corporate Strategy</td>
<td>Salih Ozdemir</td>
<td>E</td>
<td>10-13; 15-18 Nov</td>
<td>21 Oct</td>
<td>no exam; last assessment due 19 Dec</td>
</tr>
<tr>
<td>Corporate Finance</td>
<td>Andrew Hingston</td>
<td>C</td>
<td>1-4; 6-9 Dec</td>
<td>21 Oct</td>
<td>9 Jan 2013</td>
</tr>
<tr>
<td>Special Topic: Int'l Business Strategy in Asia</td>
<td>Chung-Sok Suh</td>
<td>E</td>
<td>1-4; 6-9 Dec</td>
<td>21 Oct</td>
<td>9 Jan 2013</td>
</tr>
</tbody>
</table>

1. MS - class cap at maximum of 30
2. MP - classes run in 2 blocks (2-5; 16-19Feb)
3. PM - prerequisite: Marketing Principles
4. SG - prerequisite: Corporate Strategy.
5. STAT – students are required to bring their own laptop for this course
6. SHRM – prerequisite: Managing People & Organisations
7. LCS – class cap at maximum of 30
8. MP - classes run in 2 blocks (13-16Oct; 1-4Nov)

*Marketing Principles” and “Corporate Strategy” have been included in the list of reimbursable courses for CEF purposes.
Please contact the AGSM Hong Kong Office for further details.

**Notes:**
* Students are required to attend 80% of every course in which they are enrolled. * A course may be cancelled if there are less than 15 enrolments.
* Self-study and pre-reading may be required for some courses. Please refer to the course outlines on the AGSM website. * Please collect your course materials pack as soon as you receive notification from the AGSM Office. * Typical Class Schedule: Saturday 2.00pm - 8.00pm, Sunday 10.00am - 7.00pm. Monday 7.00pm - 10.15pm, Tuesday 7.00pm - 10.15pm, Wednesday Day off, Thursday 7.00pm - 10.15pm, Friday 7.00pm - 10.15pm, Saturday 2.00pm - 8.00pm. Sunday 10:00am - 7:00pm. * Exam (usually of 3 hours' duration) are usually held on Wednesdays from 7.00pm to 10.00pm. The date, time and venue will be reconfirmed one week in advance by email. * This calendar is indicative of intent only and is subject to change without notice.
2. **COURSE OVERVIEW**

It has become a cliché that employees are among the firm’s most valued assets. Though this statement is often not seen in organizational practice, studies show that human resources remain among the firm’s most vital, irreplaceable, and difficult to manage resources. Increasingly researchers are arguing that effective management of human resources is one of the few ways in which firms can gain long-term, sustainable competitive advantage. In this course we will focus on an array of timely and important issues confronting the management of human resources.

This course examines the context of strategic human resource management (SHRM) and develops a framework for the practice of SHRM, exploring how managers can develop and implement effective and efficient human resource practices that support the strategic objectives of their firms. The course focuses on everyday human resource decisions made by all managers (e.g., selection, evaluation, compensation, employment relations and termination) from a strategic perspective.

The topics addressed will be of key interest to managers generally and HR professionals specifically. A goal of this class will be to show the impact of these important issues on an organization and the strategic role of human resource management. Thus a common theme will be that of how to “strategically” manage your human resources and develop vital “people” management competencies.

3. **COURSE AIMS/OBJECTIVES**

This course will focus on two key areas:

1. How does the management of an organization’s human resources contribute to the sustained effectiveness of the organization? We will begin by examining the context of strategic HR and look at employees as “investments” as opposed to costs. A framework and conceptual model for the practice of strategic HR will be explored. We will also investigate trends that are affecting human resource management practice, describe what strategic HR is, and contrast it with more traditional approaches to HR.

2. We will discuss the impact of various approaches to managing human resources, and explore how the effective management of human resources can be a source of sustained competitive advantage. The course will focus on the role of HRM (both as a management skill and as a department) in managing and sustaining the knowledge base of the organization.

3. We will examine how we can organization design human resource systems (i.e., systems to select, motivate, evaluate and compensate its people) that facilitate the achievement of its strategic objectives.

4. We will focus on strategic human resource decisions made by all managers (e.g., who to hire, how to motivate) rather than on the specialized functions of the human resource department. We will examine the actual practice and implementation of strategic HR through discussion of strategic issues that need to be addressed while developing specific programs and policies related to the traditional functional areas of HR.
4. **COURSE DETAILS**

4.1 **Teaching Times and Location (Cliftons, Level 33, 9 Queens Rd, Central, HK)**

<table>
<thead>
<tr>
<th>#</th>
<th>Day</th>
<th>Date</th>
<th>Lecture time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saturday</td>
<td>19(^{th}) May 2012</td>
<td>2:00pm – 8:00pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>2</td>
<td>Sunday</td>
<td>20(^{th}) May 2012</td>
<td>10:00am – 7:00pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>3</td>
<td>Monday</td>
<td>21(^{st}) May 2012</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>4</td>
<td>Tuesday</td>
<td>22(^{nd}) May 2012</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>5</td>
<td>Thursday</td>
<td>24(^{th}) May 2012</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>6</td>
<td>Friday</td>
<td>25(^{th}) May 2012</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>7</td>
<td>Saturday</td>
<td>26(^{th}) May 2012</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>8</td>
<td>Sunday</td>
<td>27(^{th}) May 2012</td>
<td>10:00am – 7:00pm</td>
<td>Cliftons, HK</td>
</tr>
</tbody>
</table>

4.2 **Bad Weather Policy**

Classes will be cancelled if a No. 8 or higher tropical cyclone warning signal or black storm warning is raised at any time from 3 hours before the start of the class. In the event of cancellation due to bad weather, make up classes may or may not be held depending on room/lecturer availability.

4.3 **Units of Credit**

This course has 6 units of credit.

4.4 **Course modules**

**Day 1: Saturday, 19\(^{th}\) May 2012** (2.00pm – 8.00pm)

**Module 1: An Investment Perspective of Human Resource Management**

Readings:


**Module 2: Strategic HR Management and Competitive Advantage**

Readings:


Optional Readings:


Day 2: Sunday, 20th May 2012 (10.00am – 7.00pm)

Module 3: Human Resource Planning

Readings:


Module 4: Designing Work for High Performance

Readings:


Optional Readings:

Denise M. Rousseau, 1996, Changing the Deal While Keeping the People, Academy of Management Executive, February, pp. 50-61.


Day 3: Monday, 21st May 2012 (7.00pm – 10.15pm)

Module 5: Recruiting and Selection

Readings:

Optional Readings:
Behling, O. 1998, Employee Selection: Will Intelligence and Conscientiousness Do the Job?, Academy of Management Executive, February, pp. 77-86.

Day 4: Tuesday, 22nd May 2012 (7.00pm – 10.15pm)

Module 6: Managing Human Performance

Readings:

Optional Readings:
Beer, M., Conducting a Performance Appraisal Interview, Harvard Business School Note 9-497-058.
Day 5: Thursday, 24th May 2012 (7.00pm – 10.15pm)

Activities/Assessment Due: Short Quiz

Module 7: Compensation

Readings:

Optional Readings:
Kerr, S., Organizational Rewards: Practical, Cost-Neutral Alternatives that You May Know But Don’t Practice, Organizational Dynamics, Summer 1999, pp. 61-70.

Day 6: Friday, 25th May 2012 (7.00pm – 10.15pm)

Module 8: Managing HR Globally

Readings:

Optional Readings:
Day 7: Saturday, 26\textsuperscript{th} May 2012 \hspace{2cm} (2.00pm – 8.00pm)

Activities/Assessment Due: Case Preparation and Presentations

Module 9: Employee Separation and Retention

Readings:

Day 8: Sunday, 27\textsuperscript{th} May 2012 \hspace{2cm} (10:00am – 7:00pm)

Activities/Assessment Due: Long Quiz

Module 10: Review and Integration
5. **ASSESSMENT**

5.1 **AGSM assessment policy**

A completed *assessment cover sheet* must be attached to the front of each submitted assessment. Blank assessment cover sheets for your use are included in the Appendix at the end of this course overview.

Students must have a minimum of 80% attendance to pass this course and obtain a composite mark of at least 50. It is assumed that everyone has heavy work commitments and such commitments are not considered good reason for missing class.

I understand and make allowances for the fact that for some students English is not your first language. Verbal style or facility is NOT the most important thing. Willingness to participate, the ability to use theory to understand the dynamics of a situation and providing examples from your own experience that make the theory come alive, are the central criteria.

The case presentation, writeup and quizzes are designed to encourage you to apply what you have learned. As we will discuss in class, accurate evaluation of performance requires that performance be assessed at multiple points in time, preferably using multiple methods. Thus, evaluation of student performance will be based on a combination of individual and team efforts. Weights for each component will be:

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Learning Outcomes Assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.1 Class contribution</td>
<td>15%</td>
<td>Individual contribution (5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participation in group activities (10%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.2 Case (group)</td>
<td>50%</td>
<td>Presentation in class (15%)</td>
<td>10 pages</td>
<td>26 May 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write up (35%)</td>
<td></td>
<td>27 June 2012</td>
</tr>
<tr>
<td>5.2.3 Short Quiz</td>
<td>10%</td>
<td></td>
<td>20 minutes</td>
<td>24 May 2012</td>
</tr>
<tr>
<td>5.2.4 Long Quiz</td>
<td>25%</td>
<td></td>
<td>1 hour</td>
<td>27 May 2012</td>
</tr>
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</table>
5.2 Brief description of task and rationale/purpose

5.2.1 Class Contribution 15%

Class contribution is a very important part of the learning process in this course and throughout the MBA program. It should reflect the mental preparation that you do for class and your engagement while you are in class. This course is designed so that participation plays an integral role in the learning process. The success of our discussions is critically reliant upon each individual’s level of participation and preparation (e.g. reading assigned materials). Your thorough preparation will not only dramatically improve your own performance in (and enjoyment of) the class, but it will also contribute to the experience of your classmates and the success of the class as a whole. Absences, lateness and/or lack of preparation will adversely affect your grade in the course, and will detract from both your experience and that of your classmates. It is important that you arrive on time so that we may start class promptly. Arriving late to class is very disruptive and discourteous to the class. Class contribution will be assessed in two parts.

Part 1: Individual contribution (5%)

All managers are expected to be able to make persuasive verbal contributions in discussions. This component of your grade reflects your assessed ability in making persuasive contributions to the class discussion. Clearly, you must participate in class if you are going to share your ideas with others. However, there is no need to speak in every class session. Some of the best contributors participate less often than the most active speakers. Though less vocal, their thoughts are truly insightful and persuasive. Thus, the issue is one primarily of quality, not quantity. Quality contributions possess one or more of the following attributes:

- Offer a different, unique, and relevant perspective on the issue.
- Ask a probing question that moves the discussion and analysis forward.
- Integrate and/or build on others’ comments.
- Transcend the "I feel" syndrome; include some evidence of analysis.
- Distinguish between different types of data—facts, opinions, personal beliefs or value statements, theoretical concepts, etc.

Part 2: Participation in group activities (10%)

In every class period each group will discuss and present to the entire class the link between the materials covered in that module and their experiences in organizations. This mark, which will be same for all members of the group, will be evaluated along the same lines as the individual contribution above.
5.2.2 Group Case  50%

This assignment is an opportunity for you to apply your SHRM perspective in a “real” context and to think deeply about connecting SHRM to overall firm performance.

Forming a “company”: You will be invited to apply for roles in a company that produces Human Capital reports on companies for the investment market.

Your “company” will select an organization for analysis – it may be your own organization, a friend’s organization or one that you would like to investigate using publically available data. You and your team will write up and analyse this organization’s approach to HR/Human Capital Management as a case study, using the SHRM overall model. You will be required to look at current HR strategies and strategic options, fleshing out details pertaining to at least three of a range of topics (e.g. retention, succession planning, training and development, attraction, compensation, performance management, employee separation, etc). You will be required to make a judgement as to whether an investor would invest in that company, based on the quality of human capital.

NOTE: Make a point of reflecting on the process of your engagement with the task and the team and the challenges you face in undertaking the team task as there will be a question about the process in the long quiz.

Case study presentation (10%)

You and your team will give a presentation in the last few days of the course on the “real world” organization you have analysed. You will be given time in class to work on the presentation and will also be expected to work outside of class time on this project.

The oral presentation will be evaluated using the following criteria:

- accuracy and clarity with which the case is described
- correct use of ideas and concepts from the readings and class discussions
- use of appropriate evidence to support your arguments
- clarity and professionalism of your oral arguments, including appropriate use of visual aids
- engagement of your audience and informed facilitation of discussion.

Case Study write up (35%)

You might find the following questions a useful starting point for your analysis:

- What are the key challenges and choices that the organization faces? How does the current management of human resources relate to these challenges and choices?
- What is the source of the organization’s past success? Are any of the organization’s strengths also potential problem areas?
- What direction is the organization taking in the management of its Human Resources? Why?

You can use the responses to these three questions to guide your analysis. However, please don’t restrict yourself to these three questions. Feel free to discuss other issues that you think are salient in the analysis of human capital management in the organization. Remember, you can and should use concepts discussed in class in doing the analyses.
The final product (the analyses that you will submit) should cover the following:

- Introduce the company and set the stage for your report and outcomes: Why is this an interesting story? What are some of the pressing issues for the company and why are they key?
- A brief history of the company. What important aspects of the company’s history influence where it is now? What important facts should the reader know about the company?
- Current HR strategies and strategic options. A detailed yet succinct analysis of the current and proposed approaches to the management of people in the company. Here it will be useful if you ground your discussion in the concepts discussed in class.
- Analysis. Don’t merely repeat the facts about your company – the important part here is your ability to interpret the facts you have found out about the company. You should be presenting an argument as to whether you think their approach to human capital will result in a competitive advantage for their firm.
- A set of recommendations to deal with key issues you identified and discussed. Make sure the recommendations are specific and realistic. It helps if you think through how exactly your recommendations will be implemented.
- Make a judgement as to whether an investor would invest in that company, based on the quality of human capital.

Presentation and format guidelines/requirements for case study write up:

Please adhere to the following guidelines:

- The main text of your write-up should not exceed 10 double-spaced typewritten pages. It can be less without penalty if the content is good. I will, however, read only the first 10 pages, so stay within the assigned limits.
- In addition to the 10 pages of text, you must provide a 1 page, double-spaced executive summary that summarizes the main points in your assignment.
- You may include in the 10 page limit up to 2 additional pages of exhibits (charts, tables, or figures). Exhibits that are not directly referenced, in order, in the main text, will not be read.
- Use 1 inch margins and 12 point font.
- Use headings to separate major sections of the write-up.
- Please use page numbers.

The assignment will be evaluated using the following criteria:

- completeness (were all parts of the assignment completed).
- correct application and integration of relevant concepts from the readings and class discussion.
- use of critical thinking and evaluation skills.
- appropriate use of evidence to support your arguments.
- feasibility of any proposed recommendations.
- clarity and professionalism of writing.

For guidelines on formatting and presenting your assignment, see http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx
Assessment criteria mark allocations:

Presentation and structure: (around 20%)
- The assignment should be presented in an organised fashion, with coherent links between the elements.
- The assignment should answer the questions asked. It should stay on track and not discuss peripheral issues.
- Referencing should be accurate. Check [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au) if you are uncertain as to the use of the Harvard in text citation procedure.

Use of course concepts: (around 30%)
- The assignment should use the most relevant course concepts to assist in providing a good structure for exploring the issue.
- Course concepts should be applied to the situation under consideration rather than be used as an end in themselves.
- Checklists of concepts are not recommended.
- Concepts should be combined or integrated where appropriate for a more comprehensive understanding of the situation.

Analysis: (around 25%)
- Cause and effect relationships should be explored in order to understand events, explain what happened and why.
- The situation/event should be analysed in a way that delivers insight as a result of using relevant course materials.

Action planning or recommendations: (around 25%)
- If the questions ask you to make recommendations for improvement, these should be action oriented and meet SMART principles (specific, measurable, attainable, realistic, time). Some attention should be paid to obstacles and how success might be evaluated.
Assignment Submission:

- Please save assignments with group member names preceded by hk e.g. hk_boris_betty_basil.doc
- Assignments should be single spaced, in 12 point Times Roman Font. Pictures and embedded objects should be kept to a minimum to minimise file size. Marks will be primarily based on content, not presentation.
- Assignments should be submitted by 5.00 p.m. Hong Kong time on the due date via email, to judithm@agsm.edu.au.
- Assignments will be acknowledged within 24 hours. If acknowledgement is not received, it is the student’s obligation to follow-up by contacting the lecturer and to re-submit.
- All information, including the reference list, should be in ONE file and the word count (including tables and figures) should be recorded at the beginning of the document.

To prevent the free-rider problem, an optional peer evaluation form will be supplied. If you think that anyone in the group has failed to contribute his/her share to the project, please fill out the form and submit it to me via email (judithm@agsm.edu.au). The mark for the individual will be adjusted accordingly.

Your assessments should conform to the standards of good performance appraisal that we will discuss in class (i.e., your assessment should focus on specific behaviors or outcomes not on the personalities of others). Irresponsible assessments of others will not be considered.

This assignment is due by 5:00 PM (HK time) on 27th June 2012.
5.2.3 Short Quiz (24th May 2012) 10%

5.2.4 Long Quiz (27th May 2012) 25%

These two quizzes are designed to make sure you understand the concepts and examples covered in class. They are open book quizzes, so you do not have to memorize everything we see in class.

To do well on these two quizzes:

- Make sure you read most of the assigned readings before the course starts. All readings not in the textbook will be available on Blackboard.
- You will receive a list of key concepts and frameworks you need to understand during the first class. Make sure you keep looking at that list to use as a study guide.
- The short quiz will consist of multiple choice questions on key concepts. If you've read the assigned readings and followed class lectures, this quiz should be easy. It will have 25 multiple choice questions. You will have 20 minutes to finish this.
- The long quiz will focus on the frameworks and materials covered in class. The long quiz will have 10 multiple choice questions and 3 essay type questions. You will have 1 hour to finish this.

5.3 ADDITIONAL CLASS POLICIES

In general, I encourage you to share information and ideas. Because this class provides many opportunities for you to excel, I will not be understanding in matters of academic dishonesty. If at any time you have questions about what is appropriate, please ask me.

5.4 Late Submission

Extensions should be requested prior to the due date. Extensions for assignments will only be granted in cases of emergency. Work commitments are generally NOT a justifiable reason for granting of extensions. If an extension is granted, you will be asked to submit work to date and then will be given additional time to complete the assignment. **Please note, any request for an extension of more than two days must be made directly to the Hong Kong Program Office in a Request for Special Consideration form.**

AGSM MBA Program applies a daily penalty of 5% (of the maximum mark) to late assignments. This policy was reviewed in October 2009 in light of the fact that certain schools within the Australian School of Business apply a 10% penalty. The decision of AGSM MBA HK following this review was that current 5% penalty is appropriate to all of our programs and will remain unchanged.
5.5 Academic Honesty and Plagiarism

Plagiarism is the presentation of the thoughts and words of another as your own. The University as a form of academic misconduct, and has very strict rules regarding it. For advice on acknowledging your sources and referencing correctly to avoid plagiarism see the AGSM manual, Managing Your Learning (Section 8) and the UNSW Plagiarism and Academic Integrity webpage.

https://my.unsw.edu.au/student/atoz/Plagiarism.html

You should also familiarise yourself with the information regarding academic misconduct and the appeals process on the UNSW website:

Academic Misconduct

Student Complaint Policy

To see if you understand plagiarism, do this short quiz:
http://www.lc.unsw.edu.au/plagiarism/plagquiz.html

For information on how to acknowledge your sources and reference correctly, see:
http://www.lc.unsw.edu.au/onlib/ref.html

For the ASB Harvard Referencing Guide, see:
6. **COURSE RESOURCES**

6.1 *Prescribed Textbooks*


Blue binders (course pack) containing the course materials and cases will be couriered to you one month prior to class.

6.2 *eLearning Information*

In addition to your blue binder (course pack), soft copies of your course materials are also available online on eLearning.

To access eLearning@AGSM MBA, go to [http://telt.unsw.edu.au](http://telt.unsw.edu.au) and select Login to UNSW Blackboard.

Login to the web Single Sign On (wSSO) using these details:

Username: **zNumber**
Password: **zPass**

Should you have any difficulties accessing your course online, contact eLearning Coordinator on:

Tel: +61 2 9931 9541
Email: elearning@agsm.edu.au

For after hours supports contact IT Service Centre.

Hours:  
Mon-Fri: 8am-9am; 5pm-8pm  
Sat-Sun: 11am-2pm

Tel: +61 2 9385 1333
Email: itservicecentre@unsw.edu.au
7. **Additional Student Resources and Support**

The University and the ASB provide a wide range of support services for students, including:

- **UNSW Learning Centre** ([www.lc.unsw.edu.au](http://www.lc.unsw.edu.au))
  Academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services:** [http://info.library.unsw.edu.au](http://info.library.unsw.edu.au)

- **UNSW IT Service Desk:** Technical support for problems logging in to websites, downloading documents etc. itservicecentre@unsw.edu.au

- **UNSW Counselling Service** ([http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au))
  Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping With Stress’ and ‘Procrastination’.

- **Student Equity & Disabilities Unit** ([http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au))
  Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning.

AGSM MBA Hong Kong Office:

- Tel: (852) 2841 2802
- Fax: (852) 2588 1724
- Address: Suite 2006, 20/F, The Centrium, 60 Wyndham Street, Central, Hong Kong
- Email: contact@agsm.com.hk
Bill Morrissey

School of Organisation and Management
The Australian School of Business
University of New South Wales

Tel: +61 2 9931 9542
Email: b.morrissey@unsw.edu.au

Bill is an International Academic and Management Consultant based in Sydney Australia and Hong Kong SAR. With extensive experience in lecturing in Australia, China, Hong Kong, Singapore and Sri Lanka and management consulting in Australia, China, Hong Kong, Sri Lanka and Indonesia he has gained considerable experience in the different applications of Human Resource Management in a variety of environments and has developed wide ranging organisational processes to suit many corporate environments. His qualifications include current study for DBA (SHRM), M.Com (Employment Relations), Dip. HR and Dip. Accounting.

Professional memberships include Australian Human Resource Institute (35 years), Australian Association of Career Counsellors and the Institute of Management Consultants.

With 18 years teaching experience he has designed and conducted many courses including Strategic Human Resource Management (SHRM), International HRM, Organisational Behaviour, Recruitment and Selection, Performance Management, Negotiation, Organisational Sustainability, Negotiation, Change Management, and other applied subjects.

Co-author of the highly regarded text book, Effective Recruitment and Selection published by CCH Australia (co-authors Dr Robert Compton and Dr Alan Nankervis) he has also written several articles on topics such as SHRM and Career Management.

The Management Consultancy, MA Pathfinder (MAP), was established in 1989 in Sydney and has since flourished and expanded to Hong Kong and Guangzhou, China. The consultancy provides many Human Resource Services including Recruitment, Training, Outplacement planning and implementation, HR process design, Core Value Development, Policies & Procedures, Employee Risk Management (retention programs), Performance Management and Career Counselling programs. However, clients are treated as individuals and instead of providing “off the shelf” programs we work with clients to provide effective solutions.

In 1999 MAP formed a Joint Venture (Champion Pathfinder) with a long established Law Firm in Sydney, Champion Legal and more recently in Guangzhou, China with Kingpound Law Firm to provide Human Resource Management Services to their clients.
Some of the companies Bill has worked with are Westpac Banking Corporation, State Bank of New South Wales (now CBA), Patrick Stevedores, Integral Energy, ICAA (Accounting Body), Wine Society, Nepean Hospital, HTN (Hospitality training), St George Bank, Australian Meat and Livestock, ATSIC (indigenous council), Sydney Water, Click Printing, look up list…

Bill also enjoyed a 20 year corporate career, primarily in the Finance Industry, before branching out on his own, the companies include ANZ Bank, Hibernian Group, BNP (Paribas), Bank of New York (formerly Irving Bank of New York) and Capita insurances plus two years experience with the Australian Government (Centrelink).
GROUP ASSESSMENT CRITERIA – PRESENTATION

GROUP NAME & PRESENTER (S):

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SPECIFIC COMMENTS:

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1) Deal with question asked
2) Clearly explain the main concepts
3) Demonstrate evidence of research
4) Integrate own ideas into discussion
5) Show originality of analysis with critical thinking and evaluation of texts and journal articles read

Sub-total /10
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<td>b) Generation of interesting discussion</td>
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<td>c) Maintained audience attention</td>
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