

**Course Outline 2017**  
**MGMT 304: MANAGING PEOPLE (15 POINTS)**  
**Semester 1173, 2017**

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**Course Prescription**

The impact of employment relationships on organisational performance and employee well-being. Principles of staffing, employee development, performance management, reward, diversity management, and employment negotiation.

**Programme and Course Advice**

Prerequisite: MGMT 211 or 223.

**Goals of the Course**

The course aims to provide students with a sound understanding of theories, practices, and issues in people management. It introduces students to the core managerial practices of staffing, development, performance management, and reward, encouraging students to explore the various employee and employer outcomes of those practices. Throughout the course, students will learn how to make informed people-management decisions using real cases, taking present and future challenges into account.

**Learning Outcomes**

By the end of this course it is expected that the student will be able to:

1. Understand New Zealand's people-management practices and the potential outcomes of those practices. In particular, understand practice in four core areas: (1) staffing (recruitment and selection), (2) employee development, (3) performance management, and (4) reward.
2. Analyse how contextual factors – environmental, organisational, and individual – shape people-management issues and practices.
3. Make informed people-management decisions, drawing on a variety of factors, and argue the case for those decisions.

**Content Outline**

Week 1 Wednesday, 8 March	<b>An introduction to people management</b>  Textbook introduction and chapter 3
Week 2 Wednesday, 15 March	<b>The outcomes of people management: A worker's perspective</b>  Textbook chapters 6, 21, 22  Robbins, S. P., Judge, T. A., Millett, B., & Jones, M. (2010). <i>OB: The essentials</i> . Sydney, Australia: Pearson. Chapter 2, employee attitudes – only pages 36-55.
Week 3 Wednesday, 22 March	<b>The outcomes of people management: A manager's perspective</b>

	<p>Hutchison, A. M. &amp; DeBoyett, A. (2012). The new normal: A survey of chief executives across New Zealand's private, public and not-for-profit sectors. 1-70. Auckland: Kensington Swan.</p> <p>Textbook chapters 8 &amp; 16</p>
<p>Week 4 Wednesday, 29 March</p>	<p><b>Staffing, part 1: Planning work and recruiting people</b></p> <p>Textbook chapter 4</p> <p>Breaugh, J. A., &amp; Starke, M. (2000). Research on employee recruitment: So many studies, so many remaining questions. <i>Journal of Management</i>, 26(3), 405-434.</p>
<p>Week 5 Wednesday, 5 April</p>	<p><b>Staffing, part 2: Selecting people</b></p> <p>Revisit chapter 4, pages 37-42</p> <p>Burch, G. (2008). Employee selection. In Macky, K. (ed). Managing human resources: Contemporary perspectives in New Zealand. Sydney: McGraw-Hill.</p>
<p>Week 6 Monday, 12 April</p>	<p><b>Managing people's performance</b></p> <p>Textbook chapter 7, 9, 15 &amp; 23</p> <p>Blumberg, M., &amp; Pringle, C. D. (1982). The missing opportunity in organizational research: Some implications for a theory of work performance. <i>Academy of Management Review</i>, 7(4), 560-569.</p>
<b>Mid-semester break</b>	
<p>Week 7 Wednesday, 3 May</p>	<p><b>Developing people</b></p> <p>Textbook chapter 5 &amp; chapters 17-19</p> <p>Conger, J. A., &amp; Fulmer, R. M. (2003) Developing your leadership pipeline. <i>Harvard Business Review</i>, 81(12), 76-84.</p> <p>De Janasz, S. C., Sullivan, S. E., &amp; Whiting, V. (2003). Mentor networks and career success: Lessons for turbulent times. <i>Academy of Management Executive</i>, 17(4), 78-91.</p>
<p>Week 8 Wednesday, 10 May</p>	<p><b>Rewarding people</b></p> <p>Marchington, M., &amp; Wilkinson, A. (2016). <i>Human Resource Management at Work</i>. 6<sup>th</sup> edition. London, UK: CIPD. Chapter 13</p> <p>Shaw, J. D., &amp; Gupta, N. (2015). Let the evidence speak again! Financial incentives are more effective than we thought. <i>Human Resource Management Journal</i>, 25(3), 281-293.</p>
<p>Week 9 Wednesday, 17 May</p>	<p><b>TEST</b></p>

Week 10 Wednesday, 24 May	<b>Building relationships and negotiating with people</b>  Textbook chapters 2, 10, 13, & 25
Week 11 Wednesday, 31 May	<b>Managing diverse people in specific contexts</b>  Textbook chapter 1  Hutchison, A. M., & Donnelly, N. (2013). Human Resource Management in New Zealand. In P. Budwhar, & A. Varma (eds.) <i>Managing Human Resources in Asia-Pacific</i> . London, UK: Routledge. Pages 261-280.  Spiller, C., Spiller, R., & Henare, M. (2006). <i>Making a difference: Why and how to employ and work effectively with Maori</i> . Auckland, NZ: EEO Trust.
Week 12 Wednesday, 7 June	Review of the course

## Learning and Teaching

Each week the class will meet for a two-hour lecture on a Wednesday (4-6pm). In addition, there will be a one-hour workshop on a Friday morning (9-10am), as detailed on CANVAS. These lectures and workshops are critical to the students' learning.

Students are expected to have completed the week's scheduled readings before the Wednesday lecture so that during class they can engage in exercises that build on those readings. In addition to attending classes, students should be prepared to spend about six hours per week on carrying out the required readings and preparing for assignments.

## Teaching Staff

### Dr Ann Hutchison

Room 473, Owen G Glenn Building

Telephone 373 3999, ext 86792

[a.hutchison@auckland.ac.nz](mailto:a.hutchison@auckland.ac.nz)

Office hour: Monday, 12-1pm.

## Learning Resources

The textbook for the course is:

Thompson, N. (2013). *People Management*. Basingstoke, UK: Palgrave Macmillan.

In addition, the course will draw on a range of readings. Students will be able to download these readings from CANVAS.

## Assessment

1,500-word reflective analysis	25%
Test	40%
2,000-word case analysis	35%
Total	100%

The broad relationship between these assessments and the course learning outcomes is as follows:

Learning Outcome	Reflective analysis	Test	Case analysis
1	x	X	X
2		X	X
3	X	X	X

## **Assessment 1: Reflective analysis (25%)**

**1,500 words, due Wednesday, 3 May, 12pm**

Choose from **one** of the following people management interactions that you have experienced yourself:

- A disciplinary action
- A selection interview
- A grievance process
- A negotiation
- A performance review

Use the related course reading to assist your interpretation. You may have to look ahead several weeks for your specific selection.

Write a reflective analysis that reflects upon your role in the interaction and the role and behaviour of any other people involved in the interaction. Link this personal experience with the course reading and analyse it further through other related academic readings. Your reflection should be analytical rather than merely descriptive. Through your analysis and wider reading you should emphasise any implications arising from the interaction and offer insights into managing and interacting with people in organisational or business settings.

Use APA referencing and at least 3-5 additional sources to supplement the course reading and textbook (make sure that you also list the course materials in your reference list).

## **Assessment 2: Closed-book 90-minute test, Wednesday 17 May, in class (40%)**

In this test, you will be assessed on the material from weeks 2 to 8 of the course. To prepare, you will need to revise all material from those weeks. The test will comprise a series of questions, each question requiring a short answer of a sentence or two. Practice questions will be given in the Friday workshops.

## **Assessment 3: 2,000-word case analysis, due Friday 9<sup>th</sup> June, 10am (35%)**

A case will be posted on CANVAS. You will need to answer the question at the bottom of the case. To answer that question, you can draw on any material from the course, and you are also expected to conduct extra research to find appropriate references. Please reference your work, as usual, in the body of the text and with a reference list at the end.

The case analysis assesses all learning outcomes: the extent to which you understand people management practices, can analyse the impact of context on people management, and can build an argument. Once again, it needs to be well-informed, well structured, and well presented. Please see the marking rubric on CANVAS.

The case analysis must be (a) thoroughly researched, (b) well structured, and (c) well edited. Each of these three factors will be taken into account during marking. A marking rubric will be posted on CANVAS. Students will need to do their own research, which means using a range of good-quality academic articles beyond what is on the course reading list.

### **Submission of written assessments:**

Assignments must be submitted to the assignment collection centre, level 0, Owen G Glenn Building AND to turnitin on CANVAS by the deadline. **Assignments submitted any other way will not be accepted.**

- Please put the word count at the bottom of the assignment.
- Use Arial 12-point font, single-spaced.

- Do not use any binding or covers.

**Policy on Late Assignments**

Due to the administrative demands of the course, and in the interests of fairness, extensions for the written assignments will not be granted unless there are *exceptional* medical or compassionate circumstances. Students are expected to prepare early to allow for unforeseen circumstances. Late assignments will incur a 10% penalty per part or full day late.