



Victoria Management School

MGMT 405 HUMAN RESOURCE MANAGEMENT HONOURS PROGRAMME

2nd Trimester 2005

COURSE OUTLINE

School Website: www.vuw.ac.nz/vms

Course Coordinators

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Class Time and Location

Wednesday

1.40 – 4.30 pm

Rutherford House RH G04

COURSE OBJECTIVES

There is no one 'best' way to manage an organisation's human resources. Human Resource Management (HRM) is characterised by competing and conflicting models and theories, wherein there are few absolutes about how people should be managed. Indeed, the concept of HRM itself is ambiguous, with much variation in its practice. As a result, HRM presents significant issues for the analysis and operation of the employment relationship. In the main, recent trends and developments in HRM have been driven by the changing context of work, as employers seek to remain competitive within an increasingly global environment. To meet some of these challenges, work organisations have adopted more proactive strategies that seek to link the management of employees with wider business concerns of the organisation. The course focuses on this new work context, and the challenges it poses for HRM.

This course is essentially a discussion-led course that seeks to place recent trends and developments in HRM within the changing context of work and employment. It aims to provide both critical and pragmatic treatment of specific HRM topics, while placing them within a wider theoretical framework. It is designed to provide students with an understanding of key theoretical constructs and the core elements of HRM; so as to foster critical judgements of the practical issues involved. Emphasis will be placed on emerging research-based explanations for the effect of HR practices on firm performance. The course first begins with a critical review of the main theoretical models and frameworks in HRM; this is followed by a close review of the fundamentals of HRM. The course concludes by examining a number of contemporary developments within the field of HRM. As an expanding area of study this course has a number of learning objectives. These are as follows:

- to explore the origins of HRM as a 'distinctive' approach to the management of people,
- to provide students with a grounding in the main theoretical and practical HRM debates,
- to develop student's analytical skills in making policy choices and implementing HR policies and understanding the wider competitive contexts of HR strategies,
- to develop an understanding of the main HR policies and practices employed by organisations.

COURSE CONTENT

TOPIC 1 BROAD THEORETICAL OVERVIEW OF HRM

READINGS McMahan, G.C., Virick, M. & Wright, P.M. (1999) 'Alternative Theoretical Perspectives for Strategic Human Resource Management Revisited: Progress, Problems, and Prospects,' *Research in Personnel and Human Resources Management*, Supplement 4, pp. 99-122.

Pfeffer, J. (1994) 'Competitive Advantage Through People', *California Management Review*, Winter.

TOPIC 2 CONTINGENCY THEORIES OF HRM

READINGS Miles, R.E. and Snow, C.C. (1984) 'Designing Strategic Human Resource Systems,' *Organizational Dynamics*, 13(1), pp. 36-53.

Schuler, R. and Jackson, S. (1987) 'Linking Competitive Strategies with Human Resource Management Practices', *The Academy of Management Executive*, 1(3): 207-19.

Wright, P.M. and Sherman, W.S. (1999) 'Failing to Find Fit in Strategic Human Resource Management: Theoretical and Empirical Problems,' In G.R. Ferris (ed), *Research in Personnel and Human Resource Management*, (Stanford: JAI Press Inc.), Supplement 4, pp. 53-74.

TOPIC 3 BEST PRACTICE – HIGH PERFORMANCE – HIGH COMMITMENT WORKPLACE PRACTICES

READINGS Osterman, P. (1994) 'How Common is Workplace Transformation and Who Adopts It?' *Industrial and Labour Relations Review*, 47, pp. 173 – 188.

Wood, S. (1999) 'Human Resource Management and Performance,' *International Journal of Management Reviews*, 1(4), pp.367 – 413.

Purcell, J. (1999) 'Best practice and best fit: chimera or cul-de-sac,' *Human Resource Management*, 9(3): 26-41.

TOPIC 4 RESOURCE-BASED VIEW

READINGS Barney, J.B. and Wright, P.M. (1998) 'On becoming a Strategic Partner: The Role of Human Resources in Gaining Competitive Advantage,' *Journal of Management*, 17, pp. 31-46.

Wright, P.M., McMahan, G.C. and McWilliams, A. (1994) 'Human Resources and Sustained Competitive Advantage: A Resource-based Perspective,' *International Journal of Human Resource Management*, 5, pp. 301-326.

Boxall, P. (1996) 'The Strategic HRM Debate and the Resource-Based View of the Firm,' *Human Resource Management Journal*, 6(3): 59-75.

TOPIC 5 PUBLIC SECTOR HRM

READINGS Harel, G., Tzafirir, S. (2002) 'HRM practices in the public and private sectors: differences and similarities', *Public Administration Quarterly*, 25(3/4): 316-355.

Walsh, P., Bryson, J., Lonti, Z. (2002) 'Jack be nimble, Jill be quick: HR Capability and organizational agility in the New Zealand public and private sectors', *Asia Pacific Journal of Human Resources*, 40(2): 177- 192.

TOPIC 6 THE STRATEGIC DESIGN AND MANAGEMENT OF REWARD SYSTEMS

READINGS Gomez-Mejia, L.R & Balkin, D.B (1998) 'Strategic Choices In Compensation', Chapter 2 in *Compensation, Organization Strategy & Firm Performance*, Ohio: College Division South Western Publishing Co.

Kohn, A (1998) 'Challenging Behaviorist Dogma: Myths about Money and Motivation', *Compensation and Benefits Review*, 30(2): 27

Pfeffer, J (1998) 'Six dangerous myths about pay', *Harvard Business Review*, 76(3): 108-119.

TOPIC 7 THE MANAGEMENT OF EMPLOYEE INFLUENCE OR 'VOICE' IN UNIONISED AND NON-UNIONISED WORKPLACES

READINGS Flood, P.C., Gannon, M.J. and Paauwe, J. (1996) 'Managing Without Unions: A Pyrrhic Victory' in *Managing Without Traditional Methods: International Innovations in Human Resource Management*, London: Addison-Wesley Publishing Company, pp. 147-93.

Lawler, E. and Mohrman, S. (1987) 'Unions and the New Management', *Academy of Management Executive*, 1(3): 293-300.

Rowe, M.P. and Baker, M. (1984) 'Are you hearing enough employee concerns', *Harvard Business Review*, May-June, 127-35.

TOPIC 8 THE MANAGEMENT OF HUMAN RESOURCE FLOWS: KEY ISSUES AND DEBATES

READINGS Beer, M., Spector, B., Lawrence., Quinn Mills, D., and Walton, R. (1984) 'Managing Human Resource Flow', chapter 4 in *Managing Human Assets*, New York: Free Press.

Hall, D.T and Mirvis, P.H. (1995) 'Careers as Lifelong Learning', chapter 9 in Howard, A (ed) *The Changing Nature of Work*, San Francisco: Jossey-Bass.

Turnley, W.H and Feldman, D.C (1998) 'Psychological Contract Violations During Corporate Restructuring', *Human Resource Management*, 37(1): 71-83.

TOPIC 9 THE MANAGEMENT OF WORK SYSTEMS: NEW EMERGING MODELS OF WORK ORGANISATION?

READINGS Edwards, P., Geary, J. and Sisson, K. (2001) New Forms of Work Organisation in the Workplace: Transformative, Exploitative, or limited and controlled?, (in) Belanger, J., *Towards a New Production paradigm: Assessing the Consequences for Work and Employment Relations*, London: Cassell/Mansell.

Guthrie, J.P. (2001) 'High-Involvement Work Practices, Turnover, and Productivity: Evidence from New Zealand', *Academy of Management Journal*, 44(1): 180-90.

Roche, W.K. and Geary, J. (2000) 'Collaborative Production' and the Irish Boom: Work Organisation, Partnership and Direct Involvement in Irish Workplaces', *The Economic and Social Review*, 31 (1):1-36.

TOPIC 10 THE MANAGEMENT OF HRM ON AN INTERNATIONAL BASIS

READINGS Ferner, A. (1997) 'Country-of-Origin and HRM in Multinational Companies', *Human Resource Management Journal*, 7:1, 19-38.

Ferner, A. and Quintanilla, J. (1998) 'Multinationals, national business systems and HRM: the enduring influence of national identity or a process of 'Anglo-Saxonisation'', *International Journal of Human Resource Management*, 9(4) 710-31.

Muller, M. (1997) Human Resource and Industrial Relations Practices of UK and US Multinationals in Europe, *International Journal Of Human Resource Management*, 9:4, 732- 749.

TOPIC 11 INTERNATIONAL EMPLOYMENT RELATIONS: A CASE OF CONVERGENCE OR DIVERGENCE?

READINGS Locke, R. and Kochan, T. (1995) 'Conclusion: The Transformation of Industrial Relations? A Cross-National Review of the Evidence', in Locke, R. Kochan., T. and Piore, M. (eds), *Employment Relations in a Changing World Economy*, Cambridge: MIT Press.

Rhodes, M. and van Apeldoorn, B. (1997) 'Capitalism versus Capitalism in Western Europe', (in) Rhodes, M. Heywood, P. and Wright, V. (eds) *Developments in Western European Politics*, New York: St. Martins Press.

Katz, H. and Darbshire, O. (2000) 'Summary: Increased Variations within Countries but Similarities across Countries' in *Converging Divergences: Worldwide Changes in Employment Systems*, Cornell: IRL Press

COURSE PLANNER

WEEK	CLASS DATE	TOPICS TO BE COVERED	DUE DATES
1	6 th July	Introduction and Topic 1 HRM Broad Theory Overview	
2	13 th July	Topic 2 Contingency Theories	Presentations
3	20 th July	Topic 3 Best practice	Presentations
4	27 th July	Topic 4 Resource-based view	Presentations
5	3 rd August	Topic 5 Public Sector HRM	Presentations
6	10 th August	Topic 6 Rewards	Presentations
	10th August		Case Proposals Due
	<i>15-28 Aug</i>	<i>Mid Trimester Break</i>	
7	31 st August	Topic 7 Employee Voice	Presentations
8	7 th Sept	Topic 8 Human Resource Flows	Presentations
9	14 th Sept	Topic 9 Work Systems	Presentations
10	21 st Sept	Topic 10 International HRM	Presentations
	21st Sept		Case Analysis Due
11	28 th October	Topic 11 IER Theories	Presentations
12	5th October	Course Review	Case Presentations

TEACHING ARRANGEMENTS AND READINGS

This course is essentially project-based and thus structured around a series of student-led presentations and discussions. Students will be expected to engage in class discussion and debate in order to facilitate the formation of their critical judgements. To this end, class participation, independent reading and reflection are essential components of the design of this course. It is expected that students will read widely for this course. Lectures and class presentations are designed to introduce concepts, theories and evidence. Students are expected to engage with the relevant material **prior** to class so that issues can be explored in greater depth during the class.

There is no core textbook for this course. A set of course readings, along with supplementary reading lists, will be distributed during the first session. Students wishing to obtain copies after that class should contact the HRIR administrator on the 10th floor of Rutherford House. For students with no prior knowledge in human resource management, the following two supplementary textbooks are recommended. These books, which are available in the library, introduce the field of HRM and its basic concepts:

Macky, K. and Johnson, G (2003) *Managing Human Resources in New Zealand*, 3rd. edition, McGraw Hill, Auckland.

Rudman, R. (2002) *Human Resources Management in New Zealand*, 4th edition. Auckland: Pearson Education New Zealand Ltd.

COURSE COMMUNICATION

Information relating to this course will be posted on **Blackboard**. An email distribution list of all class members will be collated in the first week. Any notices regarding changes to the course timetable or content will be raised during class and emailed to that class distribution list. Students must ensure that they are included in this list by submitting their details to the HRIR administrator within the first week. Students should also contact the HRIR administrator if there is any change to their contact details throughout the course.

COURSE ASSESSMENT

• Critical reviews (x2 @10%)	(variable due dates)	20%
• Case Proposals	(due 10 th August)	25%
• Case study Analysis	(due 21 st September)	25%
• Presentation of findings	(scheduled 5 th October)	10%
• Class Participation		20%

The assessment for this course will consist of the following:

(1) Critical Reviews: *Due dates assigned throughout the course.*

20% of the total marks for this course will be awarded for the submission and presentation of **two** critical reviews of selected course readings, each worth 10%. Twice throughout the course, students will be expected to prepare a brief critical review (**max. 1-1½ pages**) of an assigned reading(s) and lead a discussion within class. Students must email their critical review and discussion questions to the course co-ordinator by 4.00pm on the Monday prior to their presentations. Individual presentations should be no longer than 30 minutes. Key critical questions relating to the readings will follow presentations and be led by the presenter. Each student will be expected to respond to issues raised by other class members. A copy of each review will be made available to the class on blackboard.

For guidance on how to write a critical review, please consult the document *critical review guidelines* available through blackboard. In brief, it is expected that you go beyond a mere review of the readings and attempt to develop a *critical summary* or individual argument for class debate. It is recommended that you focus your presentations around ‘pithy’ and concise statements of your positions and/or lead with a number of critical questions relating to the topic in hand.

(2) Individual Research Projects

60% of the overall marks awarded for this course will be assigned for the submission and presentation of an individual case-based project. All documents submitted should be typed, with one and a half line spacing, 12-point font size and pages clearly numbered. All assignments can be put in **Box 32 on the mezzanine floor** or handed to the **HRIR administrative assistant, 10th floor reception, Rutherford House** by **4.00 pm** on their due dates. Guidelines on how to research and structure the final written document are available on blackboard (cf. *project guidelines*).

The brief for the individual case-based project is as follows:

Critically describe and evaluate a HRM issue within a New Zealand-based organisation. Identify the main HR challenges and possible solutions currently facing this organisation.

a) **Case Proposals:** due on the 10th August 2005

Students are required to submit a case project proposal, which is worth 25%. This should include:

- i) a brief outline of the chosen case company,
- ii) the HRM issue to be assessed,
- iii) a critical review of salient literature (this section is essentially a mini-essay covering the key debates, theories, frameworks and research issues pertaining to your chosen HRM topic. The aim of the literature review is to give you the opportunity to critically examine, in greater detail, the literature related to the research issue or problem you have identified in your proposal. The frameworks or theories identified in this section will form the *tools* with which to evaluate the HRM issue within the case company).

This document should be **no longer than 8-10 pages** in length, excluding bibliography. For more guidance on how to write a literature review please consult the *literature review* document on blackboard.

b) **Case Study Analysis:** due on 29th September 2005

This document forms the core of the research project – an analysis of the HRM issue or problem within the chosen case company. The case analysis, which is worth 25%, should be **no more than 12 pages in total**, excluding bibliography (cf. *project guidelines*). Case studies must be based on secondary source data and/or archival data. The following broad headings are offered as possible headings for structuring the mini case study:

- i) Introduction,
- ii) Overview and History of the Company,
- iii) Outline of the HRM issue,
- iv) Analysis of the HRM issue or problem, and
- v) Conclusions.

c) **Presentation of findings:** scheduled for the 5th of October.

A final 10% will be allocated for a presentation of the case findings. Presentations should be no longer than 10-15 minutes in duration. While initially providing an overview of the HRM issue or problem within the case company, it is envisaged that students will focus more closely on the outcomes of the analysis and recommendations for the company. Guidelines for preparing the presentation will be circulated closer to the date.

The assessment criteria for presentations will be as follows:

- Quality of content (evidence and presentation of knowledge, concepts, critique, use of examples and research findings)
- Presentation and Communication skills (engage audience, eye contact, use of language, creativity in presentation of findings),
- Evidence of preparation (visual aids, timing, organization, sequence, evenness of contribution),
- Audience involvement (ability to answer questions and invoke discussion or debate).

(3) Class Participation: Duration of the course.

The remaining 20% of the course marks will be awarded for individual contribution to class discussion and debate. This will be assessed by the course co-ordinators on the basis of an individual's contribution to class discussion and attendance. It is assumed that students will attend all of the sessions and read all of the required readings prior to class. Assessment will occur at the end of the course.

Grades for written work will be assigned as follows:

GRADING & ASSESSMENT STRUCTURE

	Grade	Percentage Range	Assessment Criteria
Pass	A+	85% and over	Excellent and wide ranging use of literature with clear understanding of implications. Excellent logical argument, strong evidence of critical thinking, evidence of original and creative thinking, clear structure, well presented with no grammatical or spelling errors and excellent referencing.
	A	80-84%	
	A-	75-79%	
	B+	70-74%	Wide ranging use of literature with some implications outlined. Clearly developed logical argument, evidence of critical thinking, logical structure and presentation, few grammatical or spelling errors, good referencing style.
B	65-69%		
B-	60-64%		
	C+	55-60%	Limited use of literature presented in a mostly descriptive manner. Adequate argument, little evidence of original or critical thinking. Logical but pedestrian structure with some errors in grammar, spelling and referencing style.
	C	50-54%	
Failure	D	40-49%	Little use of literature, which is poorly and descriptively presented. Argument at times confusing. Illogical or unclear structure with poor use of grammar and syntax. Referencing poor and inconsistent.
	E	Below 40%	
	Q	Failure to meet minimum requirements	
	F	Overall fail	

MANDATORY COURSE REQUIREMENTS (TERMS)

To fulfil the mandatory course requirements for this course you must:

1. Attend all scheduled class sessions. Students who are absent from class should contact the course co-ordinator to inform them.
2. Submit all assignments by their due dates. In keeping with an honours course, late assignments will have their mark reduced by 5% for each day it is overdue, unless there is a valid reason as to why it is late. Assignments that are over a week late will not be accepted. Assignments exceeding the word limit will have 3 marks deducted.
3. Completion of required presentations in class.

Students who fail to satisfy the mandatory requirements for passing this course, other than the requirement to obtain a C grade overall, will not receive a graded result, and their records will show an ungraded fail.

FACULTY OF COMMERCE AND ADMINISTRATION OFFICES

Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications.

Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office, will be open from 9:00 am to 5:00 pm during Trimester 2, offers the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

Please note:

There will be a Student Administration Adviser, from the RWW office, based in EA005 from Monday 27 June to Friday 1 July (9:00 am to 5:00 pm) and from Monday 4 July to Friday 22 July (11:00 am to 1:00 pm).

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

STUDENT CONDUCT AND STAFF CONDUCT

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct. The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/StaffConduct.

ACADEMIC GRIEVANCES

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website: www.vuw.ac.nz/policy/AcademicGrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html.

STUDENTS WITH DISABILITIES

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

STUDENT SUPPORT

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty

delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.

MAORI AND PACIFIC MENTORING PROGRAMME (MANAAKI PIHIPIHINGA)

This is a free programme of mentoring for Maori and Pacific students doing first year courses within the Faculty of Commerce and Administration. Weekly one hour mentoring sessions: drafting and editing assignments/discussing any questions that you might have from tutorials or lectures and going over every aspect of essay writing, either in small group sessions or on a one-to-one basis.

This includes:

- A computer suite hooked up to cyber commons for students to use to produce their assignments.
- Regular skill-based workshops with a learning adviser from Student Learning Support Services.
- Networking with other Maori and Pacific support groups throughout the university.

For more information please contact:

Melissa Dunlop, Programme Coordinator

Ph: 463 6015 or Email: Maori-Pacific-Mentoring@vuw.ac.nz