

School of Government

MMPM 505
HUMAN RESOURCE MANAGEMENT
(15 Points)

Trimester One 2007

COURSE OUTLINE

Contact Details

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Module Dates, Times and Locations

Module One: Wednesday 21 February 2007 8.30am – 6.00pm

Module Two: Wednesday 18 April 2007 8.30am – 6.00pm

Module Three: Wednesday 6 June 2007 8.30am – 6.00pm

Location: Classes will normally be held on the Pipitea Campus of Victoria University and you will be advised of your classroom one week prior to each module by email.

Course Objectives

This paper provides an overview of how the elements of Human Resource Management relate to and affect organizational strategies. The focus will be on the strategic contribution of HRM rather than the development of operational skills. The paper will explore the policies and practices which need to be considered if the frequently used phrase "people are our greatest asset" is to ring true for members of an organization.

Objectives are:

- To use different models of strategic human resource management to assess the extent to which human resources and organizational strategies of a particular organization are aligned.
- To identify potential strengths and weaknesses of different strategies in the areas of employee influence, recruitment and selection, performance management, rewards and the design of work.
- To apply insights from theory and research to case examples of public sector practice and to your own organization.

Learning Commitment

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first module. Regular learning is necessary between modules (students who leave everything to the last moment rarely achieve at a high level). Expressed in input terms, the time commitment required usually translates to 65-95 hours (excluding class contact time) per course.

Readings

The course textbook is *Managing Human Resources in New Zealand* by Keith Macky and Gene Johnson. McGraw Hill, Second Edition.

Also provided is a book of readings that focuses particularly on links between organisational and human resources strategies and provides ideas about other books and articles you might consult. Do check the University library's current book collection by searching for the most recent listings under the subject term of 'personnel management'.

For those wanting to go more in-depth, a book authored by the course co-ordinator focuses on performance management issues in the New Zealand public sector – *Obedient Servants? Management Freedoms and Accountabilities in the New Zealand public sector* by Richard Norman, Victoria University Press, 2003. This can be obtained through Capital Books, Featherston Street, Wellington and Bennetts Books, Lambton Quay, Wellington, but the author can also provide copies at a wholesale rate of \$30.00.

Course Structure

Our time together consists of three very full days, a total of 22.5 teaching hours. The course is designed to enable a diverse group of public sector managers to debate the issues they face, rather than spend time conveying lecture-based knowledge. Class time needs to be fun - fast paced, varied in activity, and a motivator to learn more and put ideas into practice. To use class time most effectively, I therefore need your assistance with the pre-readings. One of the lessons of human resource management research is that tasks that get rewarded and noticed are more likely to be carried out than those that don't. In keeping with this principle, there is a small reward at each session for pre-reading. Near the beginning of each session, I will run an 8 question, 20-minute open book quiz, worth five marks per time. Six of the questions, worth half a mark each, will require a few words or short sentences, and two will seek a longer response for one mark each. The tests will be marked by someone else in the class before being handed in. Responses will help shape discussion for the day, identifying areas that are well known and subjects which create difficulty. Questions will be drawn from the readings recommended for each session, as described below.

You will need to attend class to take this test – in the interests of fairness to the whole class; individual sittings following the class will not be available. Should absence because of illness be an issue regarding a pass/fail grade, there will be an opportunity to consider an aegrotat grade based on marks for other tests and assignments.

MODULE ONE

An overview of Human Resource Management

- Evolution of the term from 'personnel'
- Different types of HRM
- Contributors to HRM theory – scientific, humanistic, excellence schools

Strategic Human Resource Management

- Private sector models of strategy and their applicability to the public sector
- The stake-holder approach (Beer et al)
- Contingency approaches
- Competitive advantage and 'resource based' theory (Pfeffer and others)

Readings

- Macky and Johnson, Chapters 1 – 3
- Hendry, Storey, Legge, Fisher et al, Beer et al, Gratton, Pfeffer, Boxall and Purcell, Ulrich
- Case study about George Hickton, salesman. What strategic human resources strategies were adopted in this turnaround of the employment service?
- Case Study about the establishment of NZAID. What strategic human resources issues needed to be addressed in order to establish NZAID?

MODULE TWO

Brief presentations of strategic issues identified in assignment one will form a significant part of this module. As far as possible, presentations will be clustered into these HRM topics which will be the focus for the module:

- Employment relations
- Job Analysis
- Human Resource Planning
- Recruitment
- Selection

Readings

- Macky and Johnson, Chapters 4 – 8
- Norman and Gregory (2003), Norman (2004, 2006), Boston (2001)
- Case study: The New Zealand Customs Service. How can recruitment, selection and induction processes safeguard the integrity of the service?

MODULE THREE

Brief presentations of a selection of reports based on the literature review assignment will be sought during this module.

Topics from the textbook to be specifically covered are:

- Performance management and appraisal
- Training and Development
- Rewards and remuneration

Readings

- Macky and Johnson, Chapters 9 – 13
- Behn
- Case study: Cave Creek. Read Part A as background and focus particularly on Part B. What are the strengths and weaknesses of the organizational design and performance management system adopted?

Assessment Requirements

The purpose of assessment is three-fold: to ensure that you have met the standard of work required of the course; to give you feedback on your performance to assist you with your future study; and to provide the teaching staff with feedback on the progress of the class. You will be assessed on the basis of your individual work, but it is also possible to work as a group for assignment one, the case study analysis. A very important part of this course is the submission of papers before the module so papers can be marked and the topics covered incorporated into the sessions. For Module 2, the deadline will be 9.00am Wednesday 11 April 2007. For the third module, the deadline is 9.00am Wednesday 30 May 2007 so research papers can be marked and handed back at the module.

1. Quick quiz assignment at each module. Five marks per module – 15 % total
2. Assignment one (strategic alignment). Due 9.00am Wednesday 11 April 2007 (40%)
3. Research/literature review report:
 - (a) Part A. Outline of research topic - Due 9.00am Wednesday 11 April 2007 (10%)
 - (b) Part B. Completed report – Due 9.00am Wednesday 30 May 2007 (35%)

Please post / hand-in ALL assignments to:

Francine McGee,
School of Government,
Victoria University of Wellington,
Level 8 Reception,
Rutherford House,
23 Lambton Quay,
P.O. Box 600,
Wellington.

Students should keep a copy of all submitted work.

ANZSOG candidates taking this course as an elective should note that they take it for 24 points, and not 15 points. Accordingly, the learning outcomes to be achieved by ANZSOG candidates are wider and deeper than those expected for non-ANZSOG candidates. The content of those learning outcomes, and the means whereby they will be assessed, will be negotiated and confirmed with the Course Coordinator at the start of the course.

Penalties

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks may be deducted where assignments are submitted after the due date. For out of town students, two calendar days' grace is given to allow for time in the post.

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. Note that this applies only to extreme unforeseen circumstances and is not necessarily awarded. You should let your Course Coordinator know as soon as possible in advance of the deadline if you are seeking an extension.

Mandatory Course Requirements

To fulfil the mandatory course requirements for this course, you are required to:

1. Submit all assignments by the due date, unless you have been granted an extension;
2. Attend all contact sessions of the course. If you are unable to attend a session, you must inform the Course Coordinator as soon as possible and you may be required to submit a further item of assessment.

Communication of Additional Information

Additional information may be provided in class, by post, by email or via Blackboard.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services 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. To check for opening hours, call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA 005) and offices 125a to 131 (Level 1). The office is available for the following:

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

To check for opening hours, call the Student and Academic Services Office on (04) 463 5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied. See the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

Student 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 are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy 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; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean. VUWSA Education Coordinators are available to assist in 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 at 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. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other student or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- An oral or written warning
- Cancellation of your mark for an assessment or a fail grade for the course
- Suspension from the course or the University.

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

Notice of Turnitin Use

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine Turnitin (www.turnitin.com). Turnitin is an on-line plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the

inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the Head of School, handwritten work may be copy typed by the School and subject to checking by Turnitin. You are strongly advised to check with your tutor or the Course Coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Students with Impairments

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as 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, 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 (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building (telephone (04) 463 6070, email disability@vuw.ac.nz). The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each Faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/.

VUWSA employs 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 (telephone (04) 463 6983 or (04) 463 6984, email education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

Manaaki Pihipihinga Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme

is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email manaaki-pihipihinga-programme@vuw.ac.nz or telephone (04) 463 5233 extension 8977. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or telephone (04) 463 5842.

MMPM 505
Assignment One
(Total value - 40%)

With your organization or an organization to which you can gain access:

Evaluate the degree to which the business strategies and human resources policies and practices are aligned.

As part of this evaluation:

- Identify the major strategic human resource issues facing the organization.
- Identify and analyze in 500-1000 words, one operational human resources issue which significantly affects the ability of the organization to succeed with its strategic aims.

You will need to consider:

- The main external contextual and environmental factors which affect the organization (The “Harvard map” provides a good checklist for these).
- The strategies which the organization has adopted to respond to these environmental factors.
- The consequences of the strategic choices made by the organization in terms of competence, cost effectiveness, congruence and commitment (Beer et al - the ‘Harvard map’). You may want to include the additional factors considered by Jeffrey Pfeffer (p33).

The report should be approximately 2000 words excluding appendices. Use appendices to provide detailed, supporting evidence, while using the body of the report for analysis.

Assessment method

Assessment of the assignment will be based on the criteria below. The marks allocation column shows the approximate weighting that will be given to different aspects of the report. Ticks will be placed in the relevant columns to provide feedback about each element of the report. The ticks will be converted to a mark out of 40.

Group case studies are feasible if pre-arranged, as these can enable greater depth and breadth of analysis. For a group of two, the word length would be approx 3500 words. For a group of three, it would be approx 4500 words. All members in a group would then receive the same mark.

	Marks Allocation	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
Identification of the key strategic issues affecting the organization. How well does the report cut through complexity and detail to identify the most critical issues?	8					
Identification of the strategic human resource issues which most directly affect organizational success. How well is the case for their impact made – e.g. with statistics, financial information or argument about the extent to which these issues affect organizational performance?	10					
Analysis of a key operational human resources issue and its impact on organizational performance? This section should provide more detail as backup to the strategic overview.	8					
Use of theoretical frameworks. Does the report show an understanding of the interconnectedness of HR issues identified in theories about strategic human resource management?	8					
Written communication - structure and expression and technical features such as accurate referencing, spelling, punctuation, grammar.	6					

Explanation of the rating scale used for both assignments

Rating	Description
Excellent	The quality is performed to a very high level of proficiency, i.e. it is at a standard that makes it exceptional for the level of the class concerned.
Very Good	The quality is performed to a high standard. Students have reached a level which clearly exceeds "competency."
Good/Competent	The quality is clearly demonstrated without being exceptional in any way. Students can be thought of as competent in respect of this quality.
Satisfactory	The quality is demonstrated to a minimally acceptable level. There may be flaws but these are not serious enough to "fail" the student on this quality.
Unsatisfactory	The quality is absent or performed to a very low level, or the performance is seriously flawed in this respect.

MMPM 505
Assignment Two – Research Report
Part A: Two-page outline (10%)
Part B: Full report (35%)
(Total value - 45%)

This report provides an opportunity to assess theory and research relevant to a strategic issue identified through the case study report. This is an opportunity to move from diagnosis to prescription, based on knowledge of the relevant literature.

For Part A, the initial outline, set out a clear statement of your research question or hypothesis, and identify specific references you have identified from an initial scan of available literature. Issues likely to arise with a literature review are covered in the attached information from Paul Leedy. Please use the style of referencing adopted by the Asia Pacific Journal of Human Resources, and provided in the book of readings.

The Part B, full report should be approximately 2000 words in length, excluding appendices.

Research report criteria are:

	Marks allocation	Excellent	Very good	Good	Satisfactory	Unsatisfactory
Initial outline (Part A): How well is the research question defined? How well does the two-page overview describe the project? How well is the relevant area of literature identified, making it clear that this will be a well-focused report? (i.e. be specific with references you have identified or intend to consult)	10					
Final report: (Part B): How well does the report provide a clear definition of the issue under investigation?	5					
Literature Review: How well does the review identify and reference relevant literature?	10					
Application: How well is theory and research applied to the issue under study?	10					
Conclusions: How well are findings drawn from the literature-based review of the issues?	5					
Technical features: e.g. accurate referencing, spelling, punctuation, grammar, and sentence construction.	5					

Background to conducting a literature review

Extracted from: *Practical Research - Planning and Design*

By Paul D Leedy

Macmillan, New York, 1989

Understanding the Role of the Review

As a general rule, students do not understand the purpose of investigating the literature related to their research problem. Its function derives from a fundamental position among researchers that the more one knows about the peripheral investigations germane to one's own study, the more knowledgeably one can approach the problems inherent in one's own area of investigation.

Such exploration and discussion occupies the section in the research proposal or in the completed research report known as the *review of the related literature*. The italicized words are emphasized intentionally to stress what needs stressing. They describe precisely what the related literature section does. Its function is to "look again" (*re+view*) at the *literature* (the reports of what others have done) in a *related* area: an area not necessarily identical with, but collateral to, your own area of study.

- ***Be systematic and thorough.*** "Make haste slowly" is a sound rule for the researcher. Too many students make careless, half-complete jottings...
- ***Relate your bibliography to your problem.*** Always keep your research *problem-oriented*. In gathering bibliography, ask yourself, how does this item of literature relate to my problem? Discover a nexus between the problem and the literature.

To avoid being accused of irrelevancy, on each bibliographical source card indicate precisely how the particular item that you are recording relates to your problem. The preceding specimen card includes a space for this information. The competent researcher never forgets that everything that is done serves only one purpose: to contribute to the solution of the problem.

How to Write the Section on the Related Literature

- ***Get the proper psychological orientation.*** You need to be clear in your own thinking. Know precisely what is it that you are attempting to do. The review of the related literature section is a *discussion* of the studies, research reports, scholarly or broad spectrum writings that bear directly upon your own effort.

First, there are always the classic studies, the historically oriented writings that have prepared the way for your research effort as well as those of others. These studies are the efforts of the trailblazers of the discrete area within which your problem lies. They connect your special realm of interest to the broad historical horizon from which you can gain perspective for your own efforts.

Begin your discussion of the related literature from a comprehensive perspective, like an inverted pyramid: broad end first. Then you can deal with more and more specific or more localized studies that focus more and more on your specific problem.

- ***Emphasize relatedness.*** Keep your reader constantly aware of the manner in which the literature you are discussing is related to your problem. Point out precisely what that relationship is. Remember that you are writing a review of the *related* literature. Too many discussions of the literature are nothing but a chain of pointless, isolated summaries...
- ***Review the literature; don't reproduce it!*** The review of the literature section of a proposal or a dissertation is perhaps one of the most challenging to write. It requires that you keep a clear focus on just what this section is intended to do.

Showing the Relatedness of the Literature to the Research Project

Many discussions of the related literature never quite make the nexus between the discussion of the literature others have produced and the research that one is doing. The following procedures are recommended to prevent such a hiatus:

1. Write your problem at the top of the page where you cannot lose sight of it. In this location you will be constantly reminded of the central axis around which everything else revolves.
2. Dissect the problem by numbering its various subparts.
3. Divide the page into two columns by drawing a vertical line down the middle of the page starting below the statement of the problem.
4. Cite each specific study in the left-hand column.
5. In the right-hand column, opposite each study, note the particular subdivision of the problem to which the study relates, and note also the rationale for including it in the review of literature.
6. Gather together all the citations that refer to a particular aspect of the problem, so that you have as many groups as you have subdivisions of your main problem.
7. Study these groups in relation to each other, with the view of planning and organizing discussion of the related literature.
8. Write the review. Head each section with headings whose wording contains the identical words found in the statement of the problem.

By following this procedure, you will avoid mere bibliographical prattle under the guise of reviewing the literature presumably related to your problem.

Summaries What You Have Said

Every discussion of literature and associated research relating to the problem under consideration should end with a brief section in the form of a summary in which the author gathers up all that has been said and sets forth its *significance* in terms of the research problem. Perhaps the important question that any researcher can ask - and it should be asked continually throughout the whole progress of the research study - is 'Now, what does it all mean?'