

Victoria Management School

MGMT 405 Human Resource Management

Trimester Two 2007

COURSE OUTLINE

COURSE COORDINATOR & LECTURER

Noelle Donnelly

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COURSE LECTURER

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ADMINISTRATION ASSISTANT

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Class Times and Room Numbers

Tuesday 12.40-15.30pm RW 220 (Railway Building)

Introduction

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 judgments 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.

Learning Objectives

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.

Teaching Arrangement 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 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 ed.). Auckland: McGraw Hill.

For a more critical read of topics surrounding the area of human resource management, the following texts will help to develop a critical understanding of HRM:

Storey, J. (2001). *Human Resource Management: A Critical Text*. (2nd ed.). London: Thomson Learning.

Legge, K. (1995). *Human Resource Management: Rhetorics and Realities*. London: Palgrave.

Course Communication

Information relating to this course will be posted on **Blackboard and communicated in class**. 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	(variable due dates)	20%
• Case Proposals	(due 13 th August)	25%
• Case study Analysis	(due 1 st October)	25%
• Presentation of findings	(scheduled 9 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 a critical review of selected course readings. Students will be expected to prepare a written critical review (**max. 2 pages**) of the assigned topic and lead a discussion within class. Students are required to position the readings within the broader literature on their topic and also to respond to questions relating to the readings. Students must email their written critical review and discussion questions to the course co-ordinator by 12.00pm on the Monday prior to their presentations. Student presenters will identify key critical questions relating to the readings and lead the discussion of these in class. Individual presentations should be no longer than 30 minutes. 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. Guidelines on how to research and structure the final written document are available on blackboard (refer to *project guidelines* document).

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 by 4pm on Monday the 13th August 2007

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 by 4pm on Monday the 1st October 2007

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 20 pages in total**, excluding bibliography (refer to *project guidelines* document). 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 9th October 2007

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 lecturers on the basis of an individual's contribution to class discussion, their weekly submission of discussion questions and attendance. Each week each student will be expected to submit discussion questions on the assigned readings. These should be emailed to the course coordinator by 12.00pm on the Monday prior to the class. 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.

Handing in assignments:

Assignments should be dropped in to **Box 16** on the Mezzanine floor by the due date and time. Late assignments should be handed into the HRIR administrator on the 10th floor of Rutherford House (Pipitea Campus). All completed assignments must have a cover sheet. The cover sheet is in Annex A. In addition, an electronic form of each assignment should be emailed to the course coordinator by the due date. Students are also requested to keep a copy of all source materials used in their assignments.

Mandatory Course Requirements

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.
3. Completion of required presentations in class.

Students who fail to satisfy the mandatory requirements for this course but who obtain 50% or more overall, will be awarded a "K" grade. Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark, regardless of whether the mandatory course requirements have been satisfied or not.

Penalties- for Lateness & Excessive Length of Assignments

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 5% for each day it is overdue, unless there is a valid reason as to why it is late and this is accepted by the course coordinator. Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Course Requirements**.
- (ii) Course Outlines provide a signal to student of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**.
- (iii) Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to the course coordinator, providing documentary evidence of the reasons of their circumstances.

All such applications must be made **before** the deadline and be accompanied by documentary evidence, eg a medical certificate, or counsellor's report that indicates the degree of impairment, and for how long the student has been impaired. Please be sure to ask at the time of consultation for the degree of impairment to be stated in any certificate you provide to support your case.

- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement or other exceptional events), that precludes an application in advance, students should make contact with the course coordinator, as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (v) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic. Assignments exceeding the word limit by over 10% will have 5 marks deducted.

Grading Guidelines

The following broad indicative characterisations of grade will apply in grading assignments and the exam:

A+	excellent performance in all respects at this level
A	excellent performance in almost all respects at this level
A-	excellent performance in many respects at this level
B+	very good, some aspects excellent
B, B-	good but not excellent performance at this level
C+, C	work satisfactory overall but inadequate in some respects
D	poor performance overall, some aspects adequate
E	well below the required standard
K	failure to achieve mandatory course requirements and have achieved at least an average "C" over all the assessment. Note this is a failing grade.

Referencing

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site (<http://www.vuw.ac.nz/library/resources/virtualref.shtml#style>).

Email Contact

Students wishing to contact staff by email should adhere to the following instructions:

Include the **Course Code**, your **Name**, your **Student ID** and the **Topic** in the subject area of the email, eg

MGMT405_Smith_John_3012345900_Ass1 Query

All students must use their VUW SCS email account and ID. Otherwise, email will be classified as Spam and will be dumped without being read. All emails with attachments will be dumped, unless requested by staff.

MGMT 405 COURSE CONTENT

TOPIC 1 INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (HRM)

- The historical development of HRM as a field of research,
- Perceptions and definitions of HRM,
- An overview of key HRM concepts and debates,
- Conflicting empirical evidence.

READINGS Bryson, J. (2006). 'HRM in New Zealand', chapter 6 in Nankervis, A., Coffey, J., and Chatterjee, S. (eds), *Perspectives of Human Resource Management in Asia Pacific*. Melbourne: Pearson Education

Legge, K. (1995). 'HRM: rhetoric, reality and hidden agendas', in J. Storey (ed.) *Human Resource Management: A Critical Text*. London: Routledge

TOPIC 2 THEORETICAL CONSTRUCTS OF HRM

- North American, British & European Models of HRM,
- The Relationship between Business Strategy and HRM,
- Theories of HRM.

READINGS Martin-Alcazar, F., Romero-Fernandez, P. and Sanchez-Gardey, G. (2005). 'Strategic Human Resource Management: integrating the universalistic, contingent, configurational and contextual perspectives', *International Journal of Human Resource Management*, 16 (5): 633-659.

Delery, J.E. and Doty, D.H., (1996). 'Modes of Theorizing in Strategic Human Resource Management: Tests of Universalistic, Contingency, and Configurational Performance Predictions', *Academy of Management Journal*, 39(4): 802-835.

TOPIC 3 BEST FIT, BEST PRACTICE OR NEXT PRACTICE HRM?

- What is HRM best practice?
- Critical perspectives on HRM practice
- What drives HRM practice?

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

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

TOPIC 4 THE MANAGEMENT OF EMPLOYEE 'VOICE' OR INFLUENCE IN UNIONISED VERSUS NON-UNIONISED ENVIRONMENTS

- Employee Voice Options: Unionised vs. Non-Unionised Workplaces,
- Non-Union and Unionised Voice Mechanisms,
- New Industrial Relations.

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, 147-93.

Dundon, T., Wilkinson, A., Marchington, M. and Ackers, P. (2004). 'The meanings and purpose of employee voice', *International Journal of Human Resource Management*, 15

(6): 1149-1170. Note: this reading is not included in reading pack but is accessible online via library databases.

TOPIC 5 THE MANAGEMENT OF WORK SYSTEMS: NEW EMERGING MODELS OF WORK ORGANISATION?

- Team work, lean production, TQM: their nature and substance
- A new European model of work organisation?
- The experience/trajectory of different countries
- Diffusion of good practice and its barriers
- Response of employers, trade unions and employees

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.

TOPIC 6 MANAGING THE FLOW OF HUMAN RESOURCES

- Perspectives on human resource flows
- HR Planning in turbulent times
- 'Talent Management'
- The psychological contract.

READINGS Lewis, R. E. & Heckman, R. J. (2006). Talent Management: A Critical Review. *Human Resource Management Review*, 16: 139-154.

Turnley, W.H & Feldman, D.C. (1998). 'Psychological contract violations during corporate restructuring', *Human Resource Management*, 37(1): 71-83.

TOPIC 7 CAREER DEVELOPMENT: INDIVIDUAL AND ORGANISATIONAL PERSPECTIVES

- Individual and organisational perspectives of career development
- Boundaryless and Bounded Careers
- Practices of Career Development

READINGS Sullivan, S. E. (1999). 'The changing nature of careers: A review and research agenda', *Journal of Management*, 25(3).

Baruch, Y. & Peiperl, M. (2000). 'Career management practices: An empirical survey and implications', *Human Resource Management*, 39(4): 347-366.

TOPIC 8 EVALUATING HUMAN RESOURCE MANAGEMENT

- Importance of evaluation for HRM
- Qualitative evaluation practices
- Rhetoric and realities of evaluation in HRM

READINGS Millmore, M., Lewis, P., Saunders, M., A. Thornhill, Morrow, T., & Skinner, D. (2007). 'Evaluating SHRM: Why bother and does it really happen in practice?' in Millmore *et al.*, *Strategic Human Resource Management; Contemporary Issues*, p.118-149.

Skinner, D. (2004). 'Evaluation and change management: rhetoric and reality', *Human Resource Management Journal*, 14(3): 5-19.

TOPIC 9 OCCUPATIONAL CHANGE AND HRM

- How have occupations changed?
- Changing skills needs and capability
- The professionalisation of work

- READINGS** Heckscher, C. (2000). 'HR Strategy and Nonstandard Work: Dualism versus True Mobility', chapter 9 in Carre, F, Ferber, M, Golden, L and Herzenberg, S (eds), *Nonstandard Work: The Nature and Challenges of Changing Employment Arrangements*. IL,USA: Industrial Relations Research Association Series.
- Thompson, P., Warhurst, C., & Callaghan, G. (2000). 'Ignorant theory and knowledgeable workers: Interrogating the connections between knowledge, skills and services', *Journal of Management Studies*, 38(7): 923-942.

TOPIC 10 HRM, EQUALITY AND DIVERSITY

- Development of equal opportunities & diversity issues in organisations
- HRM and promotion of equality
- 'Managing diversity' & the business case

- READINGS** Dickens, L. (1998). 'What HRM means for gender equality', *Human Resource Management Journal*, 8(1): 23-40.
- Kossek, E.E., Lobel, S.A., & Brown, J. (2006). 'Human resource strategies to manage workforce diversity; Examining the 'business case'', in A. M. Konrad, P. Prasad, & J. K. Pringle, *Handbook of Workplace Diversity*, p. 53-74. London: Sage.

TOPIC 11 MULTINATIONALS AND HUMAN RESOURCE MANAGEMENT

- Impact of Globalisation on HRM,
- HRM in MNCs
- Models of Capitalism and HRM Implications
- Defining 'national distinctiveness'.

- READINGS** Ferner, A. (1994). 'Multinational Companies and Human Resource Management: An Overview of Research Issues', *Human Resource Management Journal*, 4 (2): 79-102.
- Ferner, A., Quintanilla, J. and Sanchez-Runde, C. (2006). 'Introduction: Multinationals and the Multilevel Politics of Cross-National Diffusion' in *Multinationals, Institutions and the Construction of Transnational Practices*. Basingstoke: Palgrave.

COURSE PLANNER 2007

WEEK	DATE	TOPICS	DUE DATES
1	10 th July	Course Introduction & HRM overview	
2	17 th July	Theoretical Constructs of HRM	Presentations
3	24 th July	Best Fit, Best Practice or Next Practice?	Presentations
4	31 st July	Employee Voice Mechanisms	Presentations
5	7 th August	Work Systems	Presentations
6	14 th August	Human Resource Flows	Presentations
	13th August		Case Proposals Due
		<i>20 August -2 September Mid Trimester Break</i>	
7	4 th Sept	Career Development	Presentations
8	11 th Sept	Evaluating HRM	Presentations
9	18 th Sept	Occupational Change & HRM	Presentations
10	25 th Sept	HRM, Equality & Diversity	Presentations
11	2 nd Oct	Multinationals & HRM	Presentations
	1st Oct.		Case Analysis Due
12	9th Oct	Course Review	Case Presentations

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 (EA005) 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 or go to www.vuw.ac.nz/policy.

For information on the following topics, go to the Faculty's website www.vuw.ac.nz/fca under Important Information for Students:

- Academic Grievances
- Academic Integrity and Plagiarism
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

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 phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.

ANNEX A

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wānanga o te Ūpoko o te Ika a Māui



Victoria Management School

MGMT 405 Assignment Cover Sheet

Name: _____ Student ID: _____

Date Due: _____

Date Submitted: _____

*I have read and understood the university policy on Academic Integrity and Plagiarism.
I declare this assignment is free from plagiarism.*

Signed: _____

Extension of the due date (*if applicable*)

Please attach a copy of the note authorising your extension.

Date extension applied for: _____

Extension granted until: _____

Extension granted by: _____