

VICTORIA MANAGEMENT SCHOOL

**MMBA 519 HUMAN RESOURCE MANAGEMENT**

Trimester 2 2007

**COURSE OUTLINE**

**Contact Details**

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**Class Times and Room Numbers**

Mondays 17:40 to 19:30 hours  
Room: RH LT 2

Final examination period: 19 October to 10 November 2007

**Course Objectives**

The Master of Business Administration Programme serves to educate professional managers, thereby enabling the fulfilment of strategic roles within corporate and government enterprises, including the exercise of leadership capability. Integral to this objective is an understanding of Human Resource Management (“HRM”) structures, practices, procedures and processes in organisations, and the effects that HRM has on how organisations are led, perform and meet the needs of their stakeholders and customers.

This course seeks to inform students of the impact of HRM within organisations, the involvement of the HR department in the leadership of people within the firm, the key processes that make up the multi-dimensional nature of modern HRM practice, and the importance of the interrelationships between various HRM policies and practices.

By the end of this course, you will have further developed your understanding of HRM by:

1. Practically applying a multi-dimensional model of HRM that will be taught in the course through a number of different processes, including the audit of an existing HR department and the completion of a related assignment; and
2. Applying contemporary academic research regarding the utilisation of the HRM function in organisations to the creation of business success, including consideration of practical situations; and
3. Studying the subject with the use of a textbook specifically designed to teach HRM within the New Zealand context.

## Workload

Workload expectations for this course are 10 hours per week for the 12 teaching weeks and 30 hrs during the mid-trimester break.

## Course Content

Lecture	Date	Topic
1	09/07/2007	The overview – HR as a Leadership concept: impacting upon the leadership of the organisation as a whole; leading the HR department itself; assisting managers to effectively lead their teams. How HR is delivered.
2	16/07/2007	The ‘Employment Life Cycle’ and a multi-dimensional model of HRM in organisations
3	23/07/2007	The five pillars: RECRUIT – From recruiting leaders and future leaders to ensuring the business of the organisation gets done at all levels.
4	30/07/2007	The five pillars: REWARD – The reasons why people go to work.
5	06/08/2007	The five pillars: MANAGE – How people are managed and led within the organisation.
6	13/08/2007	The five pillars: IMPROVE – turning followers into leaders, and enabling people to reach their fullest potential.
<b>20 AUGUST TO 2 SEPTEMBER – MID TRIMESTER BREAK</b>		
7	03/09/2007	The five pillars: EXIT – Eventually everyone says goodbye in one way or another.
8	10/09/2007	Guest lecturer - TBA
9	17/09/2007	Managing performance – the positive way to find the leaders at all levels of the organisation and assist them to be the best that they can be.
10	24/09/2007	Employment Relations – Ensuring that people are appropriately managed at work.
11	01/10/2007	Leading change in the organisation – “Business unusual” the place of HRM within this leadership challenge.
12	08/10/2007	Pulling it all together – the course in review and examination preparation.-

## Readings

*Compulsory text for course:*

Rudman, R. (2002). *Human Resource Management in New Zealand*. Pearson Education: Auckland.

## Handouts

Buckingham., M. (2005). What great managers do. *Harvard Business Review*. (March edition).

Cascio, W.F. (2005). From business partner to driving business success: the next step in the evolution of HR management. In Losey, M., Meisinger, S., and Ulrich, D. (eds.). *The future of human resource management: 64 thought leaders explore the critical issues of today and tomorrow*. John Wiley and Sons: New Jersey. Pp. 103-109.

Fabling, R. and Grimes, A. (2005) HR Practices & Firm Performance: What matters and Who Does it? (unpublished). mimeo, Ministry of Economic Development: Wellington.

Fabling, R. and Grimes, A. (2006) Practice makes profit: Business practices and firm success. (Revised unpublished paper to the New Zealand Association of Economists conference, Auckland 2003). mimeo, Ministry of Economic Development: Wellington.

Summers., G. (2006). *A multi-dimensional model of HRM in organisations*. Unpublished. Victoria University of Wellington.

Tamkin, P., Reilly, P., and Strebler, M. (2006). *The changing HR function: the key questions*. Chapter 1, How HR Delivers. Chartered Institute of Personnel and Development: London.

Ulrich, D. and Brockbank, W. (2005) *HR the value proposition*. Harvard Business School Publishing: Boston. Chapter 1.

NOTE: There may be other readings provided during the course.

## Assessment Requirements

Students will prepare two copies of each hand-in and keep the second copy for their own reference. Students must also keep an electronic copy of their work.

1. Group Assignment	20%	due 18 August 2007
2. Individual Assignment	30%	due 12 October 2007
3. Course Examination	50%	19 October to 9 November 2007

### ***1 – Group Assignment: HRM audit report***

Due date: 06 September 2007 – emailed to the Geoff summers at [geoff.summers@vuw.ac.nz](mailto:geoff.summers@vuw.ac.nz) before close of business on Friday 18 August 2007. [**Note:** email submission of assignments to this email address is the only method of submission for this course].

Length: 4,500 to 5,000 words

Marks: 20%

In groups (if you are not part of a group that is completing this paper, you will be formed into groups of four or five at the beginning of lecture 1, no group is to be larger than five students) you are to approach a HR Director/Manager and seek permission to jointly conduct an audit of the HRM systems, processes, procedures and practices in their organisation.

In conducting the audit, you are to use the multi-dimensional model (“MDM”) of HRM to check what is in use in the organisation concerned. This model will be taught in the early lectures of the course and one of the readings provided to you (Summers, 2006) specifically relates to this model. There will also be PowerPoint slides available on Blackboard relating to this model.

You must promise the HR Manager/Director that the information collected will be used only for this assignment, that he/she will be given a copy, and everything will be treated in the strictest confidence.

You should allocate out the various aspects of the model for individuals to investigate and report back to your group. You are to jointly prepare a report to the HR Director/Manager concerned outlining the findings of your audit in relation to the MDM. The report must set out clearly: what you found that was part of the model; what you found that was additional to the model; and what aspects of the model were missing. You should comment specifically on the congruence (or not) that you found between the various policies and procedures that exist.

The methods that the organisation is using to deliver aspects of the model (Tamkin Reilly and Strebler, 2006) should also be commented upon along with your assessment of the validity of that approach(s). You must complete the report with a full set of recommendations.

The report must conform to the assignment writing guidelines for a report, including correct use of APA referencing.

## **2 – Individual Assignment: Essay.**

Due date: 12 October 2007 – emailed to the Geoff summers at [geoff.summers@vuw.ac.nz](mailto:geoff.summers@vuw.ac.nz) before close of business on Friday 10 October 2007. [**Note:** email submission of assignments to this email address is the only method of submission for this course].

Length: 4,500 to 5,000 words

Marks: 30%

Write an essay on what the organisation that was the subject of assignment 1 (from the group in which you participated) could do to utilise the HR function to more **effectively drive business success**. In constructing this essay you should (along with any other information you believe to be pertinent):

- (a) Discuss the lessons embodied in the handout from Cascio (2005) on the case study of the HR management practices at SYSCO Corporation and the effects of those practices on the ability of the HR function to drive business success and whether or not those lessons have any applicability to the organisation concerned;
- (b) Discuss the conclusions of the research on HR practices' effect on business success as outlined in the two handouts from Fabling and Grimes (2005 and 2006), and whether or not that research has any applicability to the organisation concerned;
- (c) Discuss the philosophy relating to how value is added by the HR function as outlined in the handout from Ulrich and Brockbank (2005) and whether or not that philosophy has any applicability to the organisation concerned, and
- (d) Any other relevant research that is pertinent to your discourse.

NOTE: whilst this assignment uses the outcome of assignment 1 as the basis upon which to consider what, if any, changes, additions or deletions to HRM practices in that organisation would better drive business success, it is an individual assignment.

Study groups are not to collaborate on this assignment. It is expected that members of groups that presented the first assignment will come to different conclusions. What is expected in this assignment is academically sound, Masters level work that takes an existing business situation and applies the outcomes of contemporary academic research to inform effective future business planning. You must complete the essay with a full set of conclusions.

The essay must conform to the assignment writing guidelines for an essay, including correct use of APA referencing.

## **Penalties**

In fairness to other students, work submitted after the deadline will be subject to a penalty of 5% of the total marks available per day of lateness. Assignments more than one week late will not be accepted. A “zero” mark will be applied. In the event of unusual, unforeseen circumstances (e.g., serious illness, family bereavement), students should discuss waiver of the penalty with the course controller prior to the deadline date.

## **Mandatory Course Requirements**

In order to pass this course, students are required to obtain at least forty percent of the final examination marks available, and obtain at least fifty percent of the overall course marks available.

### ***Victoria MBA Grading Standards are as follows:***

#### **Excellent Category**

A- (75 – 79%) to A (80 – 85%) to A+ (above 85%): The learning is demonstrated to a very high level of proficiency, i.e. it is at a standard that makes it exceptional at Master's level.

#### **Very Good Category**

B+ (70 – 74%): The learning is demonstrated at a high standard. Students have reached a level that clearly exceeds “competency”.

#### **Good Category**

B (65 – 69%): The learning is clearly demonstrated without being exceptional in any way. Students can be thought of as fully competent.

#### **Satisfactory Category**

B- (60 – 64%): The learning is demonstrated without being exceptional in any way. Students can be thought of as competent.

#### **Marginal Category**

C (50 – 54%) to C+ (55 – 59%): The learning is demonstrated to a minimally acceptable level. There may be flaws but these are not serious enough to “fail” the student.

#### **Unsatisfactory / Failure Category**

E (0 – 39%) to D (40 – 49%): The learning is absent or performed to a very low level, or the performance is seriously flawed.

## **Individual Work**

While the Victoria MBA programme has a tradition of study group collaboration, there are important elements in the assessment process that are strictly individual. Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of the assignment question. Please do not work together to formulate a response and do not loan out your completed assignments.

## **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>).

## **Communication of Additional Information**

Additional information and information on any changes will be conveyed to students via class announcements and in written form on the university blackboard server for MMBA 519.

## **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](http://www.vuw.ac.nz/policy).

For information on the following topics, go to the Faculty's website [www.vuw.ac.nz/fca](http://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](mailto: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](mailto:pacific-support-coord@vuw.ac.nz) or phone (04) 463 5842.

## Lecture Schedule and Reading Requirements – MMBA 519

For lecture	Date	Readings that MUST have been completed before the lecture
1	09/07/2007	Tamkin, P., Reilly, P., and Strebler, M. (2006). <i>The changing HR function: the key questions</i> . Chapter 1, How HR Delivers. Chartered Institute of Personnel and Development: London.
2	16/07/2007	Summers., G. (2006). <i>A multi-dimensional model of HRM in organisations</i> . Unpublished. Victoria University of Wellington. Rudman, R. (2002). <i>Human Resource Management in New Zealand</i> . Pearson Education: Auckland – Chapters 1, 2 & 3.
3	23/07/2007	Rudman, R. (2002). <i>Human Resource Management in New Zealand</i> . Pearson Education: Auckland – Chapters 12, 13, 14, 15 and 18.
4	30/07/2007	Rudman, R. (2002). <i>Human Resource Management in New Zealand</i> . Pearson Education: Auckland – Chapters 23, 24 and 25.
5	06/08/2007	Ulrich, D. and Brockbank, W. (2005) <i>HR the value proposition</i> . Harvard Business School Publishing: Boston. Chapter 1. Rudman, R. (2002). <i>Human Resource Management in New Zealand</i> . Pearson Education: Auckland – Chapters 6, 7, 8 and 9.
6	13/08/2007	Rudman, R. (2002). <i>Human Resource Management in New Zealand</i> . Pearson Education: Auckland – Chapters 21 and 22.
7	03/09/2007	Rudman, R. (2002). <i>Human Resource Management in New Zealand</i> . Pearson Education: Auckland – Chapter 28.
8	10/09/2007	Nil
9	17/09/2007	Buckingham., M. (2005). What great managers do. <i>Harvard Business Review</i> . (March edition). Rudman, R. (2002). <i>Human Resource Management in New Zealand</i> . Pearson Education: Auckland – Chapters 19 and 20.
10	24/09/2007	Rudman, R. (2002). <i>Human Resource Management in New Zealand</i> . Pearson Education: Auckland – Chapters 16, 17 and 27.
11	01/10/2007	Nil
12	08/10/2007	Nil

**VICTORIA UNIVERSITY OF WELLINGTON - MMBA 519 2007 – HUMAN RESOURCE MANAGEMENT  
ASSIGNMENT 1 (Group) MARKING SHEET**

**STUDENTS:**

**MARKER: Geoff Summers**

<i>Part 1 – the organisation being audited (10%)</i>	Poor (0)	Fair (1-2)	Good (3)	Very good (4)	Excel- lent (5)	Comment
1. Provides a clear and concise account of the organisation being audited.						
2. Highlights the organisational structure and how HR fits into that structure						
<i>Part 1 – use of the MDM (20%)</i>	Poor (0)	Fair (1-2)	Good (3)	Very good (4)	Excel- lent (5)	Comment
3. Covers all the Pillars of the model in the audit process						
4. Comments on the bars in the model and their relevance to the audit						
5. Identifies what is missing from the framework being audited in relation to the model.						
6. Identifies what is additional within the framework being audited in relation to the model.						
<i>Part 3 – application of the theory to the practical (30%)</i>	Poor (0)	Fair (1-3)	Good (4-6)	Very good (7-8)	Excel- lent (9-10)	Comment
7. Tests some of the policies or processes for congruence across the model.						



<b>8. Comments intellectually on the use or not of outsourcing, or other delivery mechanisms.</b>						
<b>9. Effectively utilises appropriate aspects of Hartel et al in the discussion on HRM aspects.</b>						
<b><i>Part 3 – Intellectual outputs (30%)</i></b>	Poor <b>(0)</b>	Fair <b>(1-5)</b>	Good <b>(6-8)</b>	Very good <b>(9-11)</b>	Excellent <b>(12-15)</b>	<b>Comment</b>
<b>10. Reaches well intellectualised conclusions that fit well with the MDM and Hartel et al text.</b>						
<b>11. Provides credible and well developed recommendations to the organisation concerned.</b>						
<b><i>Part 3 – Assignment structure (10%)</i></b>	Poor <b>(0)</b>	Fair <b>(1-2)</b>	Good <b>(3)</b>	Very good <b>(4)</b>	Excellent <b>(5)</b>	<b>Comment</b>
<b>12. Follows assignment presentation guidelines and clarity of expression</b>						
<b>13. Synergy – the whole is greater than the parts</b>						
Marks out of 100						
Grade						
Marks towards final course outcome (out of possible 20)						

**OVERALL COMMENTS:**

**VICTORIA UNIVERSITY OF WELLINGTON**  
**MMBA 519 2007 – HUMAN RESOURCE MANAGEMENT**  
**ASSIGNMENT 2 (Individual) MARKING SHEET**

**STUDENT:**

**MARKER: Geoff Summers**

<i><b>PART 1 – understanding the ability for HRM to drive business success (30%)</b></i>	Poor <b>(0)</b>	Fair <b>(1-3)</b>	Good <b>(4-6)</b>	Very good <b>(7-8)</b>	Excellent <b>(9-10)</b>
<b>1. Displays a depth of understanding of the lessons embodied in Cascio (2005) – and any other relevant material</b>					
<b>2. Displays a depth of understanding of the lessons embodied in Fabling and Grimes (2005 &amp; 2006) – and any other relevant material</b>					
<b>3. Displays a depth of understanding of the lessons embodied in Ulrich and Brockbank (2005) – and any other relevant material</b>					
<i><b>PART 2 – applying the theory to practice (40%)</b></i>	Poor <b>(0)</b>	Fair <b>(1-5)</b>	Good <b>(6-10)</b>	Very good <b>(11-15)</b>	Excellent <b>(16-20)</b>
<b>4. Identifies and intellectually describes the appropriate aspects of the previous organisational audit that would benefit from the lessons embodied in the above texts</b>					
<b>5. Discusses how HR could implement similar measures to genuinely drive business success in the organisation</b>					
<i><b>PART 3 – outcomes (20%)</b></i>	Poor <b>(0)</b>	Fair <b>(1-3)</b>	Good <b>(4-6)</b>	Very good <b>(7-8)</b>	Excellent <b>(9-10)</b>
<b>6. Reaches well considered and argued conclusions that apply the appropriate theory to practice</b>					
<b>7. Documents recommendations that properly flow from the conclusions</b>					
<i><b>PART 4 – assignment structure (10%)</b></i>	Poor <b>(0)</b>	Fair <b>(1-2)</b>	Good <b>(3)</b>	Very good <b>(4)</b>	Excellent <b>(5)</b>
<b>8. Follows assignment presentation guidelines; clarity of expression; correct use of APA referencing</b>					
<b>9. Synergy – the whole is greater than the parts</b>					
Marks out of 100					
Grade					
Marks towards final course outcome (out of possible 30)					

**COMMENTS:**