TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Government

MMPM 505
HUMAN RESOURCE MANAGEMENT
(15 Points)

Trimester One 2008

COURSE OUTLINE

Contact Details

Course Coordinator: **Dr Richard Norman**
Room RH 1011, Level 10, Rutherford House, Pipitea Campus
Telephone: (04) 463 5455
Fax: (04) 463 5084
Email: richard.norman@vuw.ac.nz

Administrator: **Darren Morgan**
Room RH 821, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463 5458
Fax: (04) 463 5454
Email: darren.morgan@vuw.ac.nz

Module Dates, Times and Locations

Module One: Wednesday 20 February 2008   8.30am – 6.00pm

Module Two: Wednesday 16 April 2008   8.30am – 6.00pm

Module Three: Wednesday 4 June 2008   8.30am – 6.00pm

Locations: Classes will 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 course provides an overview of how the elements of Human Resource Management (HRM) relate to and affect organisational strategies. The focus will be on the strategic contribution of HRM rather than the development of operational skills. The course 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 organisation.

Objectives are:

- To apply strategic HRM models to dilemmas likely to be experienced by public sector managers, drawing in particular on experiences of class participants.

- 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 organisation.

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. For the most recent material, search the University Library's book collection under the subject term of 'personnel management'.

For those wanting to go more in-depth, a book authored by the course coordinator 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.

Mandatory Course Requirements

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

1. Submit all assignments by the due date;
2. Attend all contact sessions of the course.

Communication of Additional Information

Additional information will be conveyed by email or via Blackboard.

Withdrawal Dates

Students giving notice of withdrawal from this course after **Monday 3 March 2008** will NOT receive a refund of fees.

Students giving notice of withdrawal from this course after **Friday 30 May 2008** are regarded as having failed the course, unless the Associate Dean subsequently gives approval to withdraw.

Course Structure

Our time together consists of three very full days, a total of 22.5 teaching hours. Each module has preparatory work designed to help foster interaction, and help a diverse group of public sector managers debate issues they face, rather than spend time listening to lecture-based knowledge. Class time needs to be fun - fast paced, interactive and varied, and motivating to learn more and put ideas into practice. In line with this, the course has a focus on one of the most effective 'real life' learning techniques for managers, the teaching case study. During this course, you will work with recent New Zealand cases, and learn how to develop and write cases based on personal experience.

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, which also ensures we can use class time most effectively.

Near the beginning of each session, I will run an eight-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. 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.

Before Module One

Human Resource Management dilemmas and potential cases, as identified in Assignment One, due for submission on **Thursday 14 February 2008 by 10.00am** so these can be assessed and incorporated into Module One.

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 stakeholder 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 at NZ Employment Service. What strategic human resources strategies were adopted in this turnaround of the Employment Service?
- Case Study about E Government. What strategic human resources issues needed to be addressed as part of widespread adoption of E Government in New Zealand

Module Two

Brief presentations of dilemmas and research issues identified in Assignment Two.

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 (2006, 2007), Boston (2001)
- Case study: The New Zealand Customs Service. How can recruitment, selection and induction processes safeguard the integrity of the service?
- Case study: Ministry of Social Development

Module Three

Brief presentations of a selection of reports based on Assignment Three 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 (2003)
- Case study: Cave Creek. Read Part A as background and focus particularly on Part B. What are the strengths and weaknesses of the organisational design and performance management system adopted?

More detail about the most critical sections of Macky and Johnson, and key concepts which you should have mastered by the end of the course, are provided in Appendix One.

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. Meeting assignment deadlines is particularly important for an interactive course like this. Assignments are sought before each module, to make it possible to give you fast feedback and incorporate learning into discussions.

Assignments

Assessment for this course aims to give you a framework to think critically and creatively about a significant Human Resource Management problem, challenge or opportunity. You can choose to focus on your current work or a new area of interest, or if studying full-time, focus on past work experience, or an organisation you aspire to work for.

The three stage assignment aims to enable you to analyse a human resources management dilemma in progressively more depth during the period of the course. The end result will be an objective, descriptive account of the issues, and a 'teaching note' about research relevant to the issue. The format being used is that of a teaching case study, similar in format to cases in the readings.

Teaching case studies are designed to promote discussion of management options when faced with problems or dilemmas with no easy, obvious solution. The case study format lets you "stand in the shoes" of a manager faced with a real-life issue; your personal or organisational experience adds value to the discussion of the case.

An example of a case with a teaching note is contained in course readings – the case about corruption at New Zealand Customs. Course reading includes more detail about the development of a case, and Appendix 2 provides a helpful checklist. Your course coordinator hopes that some of the cases developed during this course can be revised for publication through the Australia and New Zealand School of Government, so they can be used with subsequent MPM classes. There is a high demand for topical, New Zealand-based cases. If you choose to quote anyone in your case study, please assure your informant/s that work is at this stage solely for class purposes, and if there is the possibility of publication, the work will be checked back with sources for accuracy and fairness.

There are three assignments, each of which has to be completed and handed in BEFORE the class meets.

Before Module One
Provide an overview of no more than two pages (800 words maximum) of a human resource management dilemma (10 marks)
Deadline: **Thursday 14 February 2008, 10.00am**

Before Module Two
Write about the dilemma described in Assignment One in the following sections:
   (a) 1,500 word case study, spelling out the challenges and choices faced by the stakeholders involved in this dilemma (25 marks)
   (b) 1,000 words as a draft teaching note, in which you identify human resource management theory and research to be explored in more depth (10 marks)
Deadline: **Wednesday 9 April 2008, 10.00am**

Before Module Three
   (a) Prepare a revised and final case study of no more than 2,000 words (15 marks)
   (b) A revised teaching note, of no more than 1,500 words, in which you analyse the case narrative and reflect on the options for decisions and/or actions (25 marks)
Deadline: **Wednesday 28 May 2008, 10.00am**

Another 15 marks will be allocated to the short tests held in class time, five marks per module.

Assignment One (10 marks)

An overview of no more than two pages (800 words maximum) of a human resource management dilemma.

Please describe a human resource management dilemma of interest to you as a focus for case development and research. Management tasks frequently require the reconciling of opposing claims for time or resources, and the short description of dilemmas by Charles Hampden Turner, below, will hopefully trigger ideas for you about possible dilemmas. The article in the course readings, 'Dilemmas of Public Management' (Norman, 2006), might also prompt ideas. The challenge for this overview is to briefly document an issue which provides a concrete example of Human Resource Management in action and comment on steps you expect to take in researching the dilemma during the course.

Extracts from 'Charting the Corporate Mind' by Charles Hampden-Turner, Free Press, New York, 1990.

(p6) Dilemma is from Greek meaning "two propositions". These seemingly "opposed" propositions are converging upon us simultaneously. If we give exclusive attention to either one in the pair, the other is likely to impale us.

(p7) While all of us need to reconcile value dilemmas as a part of daily living, those who lead groups or organisations are beset by many dilemmas, stemming from the opposing demands and claims made upon them. Confronting dilemmas is both dangerous and potentially rewarding. ... to resolve these same tensions enables the organisation to create wealth and out-perform competitors. If you duck the dilemma, you also miss the resolution. There is no cheap grace.

(p17) THE ROCK AND THE WHIRLPOOL
In early Greek mythology those sailors who tried to navigate the straits of Messina were said to encounter a rock and a whirlpool. If you were too intent upon avoiding the rock, you could be sucked into the whirlpool. If you skirted the whirlpool by too wide a margin, you could strike the rock.

These twin perils had markedly contrasting natures: the first was hard, static, visible, definite, asymmetrical, and an object; the second was liquid, dynamic, hidden, indefinite, symmetrical, and a process. Now anyone with a bias toward regarding either peril as more important puts lives and ship in danger. The notion that only rocks matter because they can be easily seen and touched is as perilous as believing that a feel for the pull of the whirlpool is of paramount importance.

Another book[1] gives an example of 'dilemmas of leadership: "You are supposed to inspire and motivate yet listen, decide yet delegate, and centralize business units that must have locally decentralized responsibilities. You are supposed to be professionally detached yet passionate about the mission of the organization, be a brilliant analyst when not synthesizing others' contributions, and be a model and rewarder of achievement when not eliciting the potential of those who have yet to achieve. You are supposed to develop priorities and strict sequences, although parallel processing is currently all the rage and saves time. You must enunciate a clear strategy but never miss an opportunity even when the strategy has not anticipated it. Finally, you must encourage participation while not forgetting to model decisive leadership."

Public organisations invariably face many dilemmas because of competing views from stakeholders about organizational priorities. Choose a dilemma which will capture your interest and prompt you to research relevant literature.

---

[1] 21 Leaders for the 21st Century. Fons Tompenaars & Charles Hampden-Turner, McGraw-Hill, 2002, p2.

	Marks Allocation	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
How clearly stated is the dilemma – the managerial or policy decision, the parties involved, the context?	4					
How much information is provided about the likely availability of sources of information for completion of the case for module two?	3					
Is the project plan for developing a case and teaching note about the dilemma sufficiently detailed to give confidence that this is a doable project during the period of this course?	3					

Assignment Two (35 marks)

(a) Draft case study (25 marks)

Criteria below are drawn from Leenders et al, (a course reading)	Marks Allocation	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
How well does the opening paragraph capture the essence of the dilemma in this case?	5					
How well is organisation background presented?	5					
How well is the specific problem or decision described, so that it can be seen to link to one or more learning objectives described in the draft teaching note?	5					
How well does the case communicate? How effectively does it convey to an outsider the essence of the issues in the organisation?	5					
Written communication - structure and expression and technical features such as accurate referencing, spelling, punctuation, grammar.	5					

(b) Draft teaching note (10 marks)

	Marks Allocation	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
How well does the teaching note identify lessons which might be drawn from the case narrative?	5					
How well does the note identify potential sources of research and theory which can deepen understanding of the issues raised in the case?	5					

Assignment Three (40 marks)

(a) Revised and completed case study (15 marks)

	Marks Allocation	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
How strongly does the first page establish the purpose of the case and draw the reader into the issue?	5					
How well is the context described, so that readers can place themselves in the shoes of the person or management group facing the dilemma?	5					
Is there sufficient information to enable the reader to make judgments about the issue, and actively debate the topic?	5					

(b) Completed teaching note (25 marks)

	Marks Allocation	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
How well are the learning goals for the case identified?	5					
How much evidence is there of a literature search to find the most relevant references about the dilemma which is the focus for the case?	5					
How well has the literature been applied to the issues in the case?	10					
Written communication - structure and expression and technical features such as accurate referencing, spelling, punctuation, grammar.	5					

Other Assessment (15 marks)

Quick quizzes at each module - Five marks per module

Definition of Ratings

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.

Please submit ALL assignments IN HARD COPY 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.

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.

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 on the ground floor (EA 005). This counter is the first point of contact for:

- 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.

Notice of Turnitin Use

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine 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 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.

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.victoria.ac.nz/home/about/policy/students.aspx

For information on the following topics, go to the Faculty's website www.victoria.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 telephone (04) 463 6015. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or telephone (04) 463 5842.

Appendix One

Macky and Johnson – the most important concepts are listed below, along with pages which provide the key elements of the subject.

Ch 1   9 – 20: Strategic models
Contingency model
High commitment, high involvement, high performance
Horizontal fit
Pluralist view
Sustained competitive advantage
Systems model
Harvard model
Matching model
Resource based view of the firm
Vertical fit

Ch 2   36 – 38: Systems, best fit; 52 – 57: NZ legislation, 58 – 62: Strategy & power
Contingent workers
Core labour force
Outsourcing

Ch 3   79 – 83: Development of HR
Human relations movement
Industrial psychology
Industrial welfare

Ch 6   Essential: 185 – 193: HR planning
Absenteeism
Employee turnover
External labour market

Ch 5   141 – 143: Overview; 148 – 150: Subject matter experts, selected techniques; 154 – 159: Critical incident, PAQ, work profiling; 162 – 164: Competency profiling
Ability
Competency profiling
Critical incident technique
Job analysis
Job characteristics model
Job design
KSAs
Perceptual motor model
Person / job specification
Subject matter expert

Ch 7   212 – 215: Recruitment process, matching theory
Executive search
Job branding

Realistic job preview
Recruitment channel
Selection ratio

Ch 8   243 – 244: Validity; 246 – 247: Reliability; 250 – 253: Organisational justice and selection predictors; 262 – 288: Assessment centres, tests, interviews
Assessment centre
Cognitive ability
Construct validity
Distributive justice
Person – job fit
Person – organisation fit
Procedural justice
Reliability
Structured interview
Unstructured interview

Ch 9   302-303: What is performance management? 309 – 330: Performance management; 335 – 338: Disciplinary procedures
Accountabilities and KRAs
Appraisal errors of strictness, leniency, central tendency
Competence
Critical success factors
Goal setting
Hard HRM
Management by Objectives (MBO)
Multi – source appraisal, 360 degree appraisal, 180 degree appraisal

Ch 10 351 – 353: Needs assessment; 355 – 369: Learning theory, training methods, evaluation; 375: Coaching, mentoring
Concepts
Coaching
Evaluation
Expectancy theory
Goal – setting theory
Industry training organisation
Mentoring
Motivation theories
Needs assessment
Reinforcement theory
Social learning theory

Ch 11 396 – 404: Types of reward; 409 – 410: Does incentive remuneration work? 413 – 417: Pay for performance; 425: Competency based pay
Broadbanding
Entitlement beliefs
Equity
Extrinsic rewards

Intrinsic rewards
Job evaluation
Pay for performance
Person based pay

Ch 12 439 – 443: HR performance and auditing
Dysfunctional turnover
Employee attitude surveys
Performance and efficiency indicators
Third party exit interviews

Ch 13 469 – 471: EEO; 480 – 483: Work life balance

Appendix Two: Case writing format

An extract from Leenders et al in the course reader provides more detailed information, but this summary, prepared by Janet Tyson, editor for the Australia and New Zealand School of Government Case Programme, is a helpful checklist.

THE CASE PLANNING PYRAMID

Opening paragraph (OP)
- Situation summary
- Engage the reader
- Key decision-maker with title, place, date – starting point
- Dilemma or question – trigger point

Background – macro
- Information for readers who do now know this organisation
- Information about organisation
- Relativities: size, budget, staffing; usual/unusual; new/routine
- Political and cultural aspects to be considered
- The aim is to provide sufficient information to enable discussion and analysis – and to dispense with material not relevant for this purpose.

Background – more specific
- History of incident / dilemma
- Key people with some context e.g. length of experience; relationships with others
- Key events: e.g. new legislation, natural disaster, official report

---

Dilemma or decision to be made
- Circumstances
- Options, reasons for choice
- Data for analysis i.e. to amplify discussion over teaching points
- Colour material e.g. newspaper clippings or video coverage for presentation
- Sequence of events

Note that in this format, no information should be included that is not known or available to the protagonists. If something happened later than the date of the case, it should go into an epilogue.
- Immediate actions/decisions

Conclusion: return to decision point
- This is virtually a rework of the opening paragraph, brings case story full circle and can conclude with the same question.