

Victoria Management School

MGMT 405 Human Resource Management

Trimester Two 2008

COURSE OUTLINE

COURSE COORDINATOR & LECTURER

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ADMINISTRATOR

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Class Times and Room Numbers

Tuesday 14.40 – 17.30pm RWW415 Railway Building

Trimester Dates: Monday 7 July to Saturday 8 November 2008.

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 project-based paper seeks 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. The course commences with an overview of key HR theories;

this is followed by a close review of the main models and frameworks in HRM. These seminar-based sessions are designed to guide students as they develop theoretical understanding and knowledge with which to apply to their individual projects. The latter part of this paper focuses more closely on each individual project and is structured into workshops, designed to provide individually-focused feedback.

Learning Objectives

As an expanding area of study this course has a number of learning objectives. These are as follows:

- to develop analytical skills in making policy choices and implementing HR policies and understanding the wider competitive contexts of HR strategies,
- to bring a broad perspective and knowledge to problem-solving around HR workplace issues,
- to develop and articulate critical thinking and active participations in a group environment,
- to develop HR competencies that make a significant contribution to organizational capability,
- to gain in-depth knowledge of a chosen HR issue while providing a breadth of understanding of HRM theories.

Teaching Arrangement and Readings

This paper is project-based and thus structured around a series of milestones with regard to the project. To ensure that each student has the necessary theoretical background to apply to their chosen industry, a number of seminars will be held at the outset of the paper. Students will be expected to prepare summaries of key readings and engage in class discussion 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 paper. It is expected that students will read widely for this paper. Seminars are designed to introduce concepts, theories and evidence. Students are expected to engage with the relevant material **prior** to sessions so that issues can be explored in greater depth during the session.

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 or limited HRM knowledge, 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 (2008). *Managing Human Resources: Contemporary Perspectives in New Zealand*. Auckland: McGraw Hill.

Bolton, S. and Houlihan, M. (2007). *Searching for the Human in Human Resource Management*, London: Palgrave.

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. 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

• Proposal (mini scoping document)	10%	Wk 3
• Full Literature Review	20%	Wk 6
• Industry Analysis	20%	Wk 8
• Final Report & Presentation	40%	Wk 11 &12
• Article Commentaries (5 x 2%)	10%	Wks 2-6

The brief for the individual project is as follows:

Critically analyse a contemporary HRM issue within a New Zealand Industry. Identify the main HR challenges and possible solutions currently facing this industry.

The assessment for this course will consist of the following:

(1) Proposal – Mini scoping document

10% will be awarded for the submission of a project proposal (max. of 2 pages). This scoping document should outline the HR issue and industry for investigation (choose an industry for which you can easily access information). Indicate which theoretical approach you intend to take and which HR practices and policies you intend to focus on (be realistic about what you can achieve in a 10 week period). Indicate what sort of data you intend to collect and how you intend to collect it (i.e. company reports, stock market information, company brochures, union newsletters, newspaper articles, government and industry reports, interviews, industry surveys etc.).

(2) Full Literature Review

20% will be assigned for the submission of a full literature review on your chosen research topic. The purpose of the literature review is to connect the research project to the theoretical literature on the topic. Its purpose 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 your chosen industry. This literature review will form part of the final report in a revised form (*guidelines on conducting a literature review will be discussed and circulated at the first session*).

(3) Industry Analysis

Accounting for **20%** of the final marks, the industry analysis is the context within which the HR issue or theory will be placed. Students should seek to describe the industry and its environment. (*Further details and assessment criteria for the industry analysis will be available on Blackboard*).

(4) Final Report & Executive Presentation

This document is the major output from your research project – to provide an analysis of the HRM issue or problem within the chosen industry. Worth **30%**, this report should outline the HR issue or theory under examination, explain why it is relevant to the chosen industry, assess the nature of the issue in the industry and finally the implications for the industry. A final **10%** will be allocated for the presentation of key findings of your research. While initially providing an overview of the HRM issue or problem within the industry, it is envisaged that students will focus more closely on the outcomes of the analysis and recommendations. (*Assessment criteria for the presentation are available on Blackboard*).

(5) Weekly Commentaries (5 x 2%)

The remaining **10%** of the marks for this paper will be awarded for weekly commentaries of assigned readings. From weeks 2 through to week 6 you will be expected to summarise and comment on the assigned readings for each session. These commentaries will form the basis of the discussions in each seminar.

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 (TERMS)

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

1. Attend all scheduled class sessions. Students who are absent from class should contact the course co-ordinator to inform them.
2. Submit all assignments and presentations.

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.

COURSE PLANNER 2008

DATE	TOPICS	DUE DATES
8 th July	Introduction	
15 th July	HRM Overview & Proposal presentation	
22 nd July	Theoretical HRM Constructs	<i>Proposal due</i>
29 th July	Management of Work Systems	
5 th Aug	Flow, Talent Management and Careers	
12 th Aug	The <i>Human</i> side of Human Resource Management – Developing Skills & Capability	<i>Literature Review due</i>
<i>Mid Trimester Break</i>		
2 nd Sept	Workshop	
9 th Sept	Presentation of Industry Analysis & Discussion	<i>Industry Analysis due</i>
16 th Sept	Workshop	
23 rd Sept	Workshop	
30 th Sept	Workshop	<i>Final Report Due</i>
7th Oct	Final Presentations & Course Summary	

MGMT 405 COURSE CONTENT

WEEK 2 OVERVIEW OF HUMAN RESOURCE MANAGEMENT (HRM)

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

WEEK 3 THEORETICAL CONSTRUCTS OF HRM – STRATEGIC HRM MODELS

- 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.
- Boxall, P. (1996). 'The Strategic HRM Debate and the Resource-Based View of the Firm', *Human Resource Management Journal*, 6(3): 59-75.
- ADDITIONAL** Purcell, J (1999) 'Best practice and best fit: Chimera or cul-de-sac', *Human Resource Management*, 9(3): 26-41.

WEEK 4 EMERGING FORMS OF WORK ORGANISATION

- READINGS** Edwards, P., Geary, J. and Sisson, K. (2001). New Forms of Work Organisation in the Workplace: Transformative, Exploitative, or limited and controlled?, in Belanger, J., *Towards a New Production paradigm: Assessing the Consequences for Work and Employment Relations*. London: Cassell/Mansell.
- Macky, K. And Boxall, P. (2008). High-involvement work processes, work intensification and employee well-being: A study of New Zealand worker experiences, *Asia Pacific Journal of Human Resources*, 46 (1): 38-55.
- ADDITIONAL** Department of Labour (2008) 'Why workplaces matter: the role of workplace practices in economic transformation', (this can be downloaded from the site: <http://www.dol.govt.nz/workplaceproductivity/resources/research>)

WEEK 5 FLOW, TALENT MANAGEMENT & CAREERS

- READINGS** Lewis, R. E. and Heckman, R. J. (2006). Talent Management: A Critical Review. *Human Resource Management Review*, 16: 139-154.
- Reitman, F and Schneer, J. (2008). Enabling the new careers of the 21st century. *Organization Management Journal*, 5: 17-28.
- ADDITIONAL** Beer, M., Spector, B., Lawrence, P., Quinn Mills, D. and Walton, R. (1984). Managing Human Resource Flow. In *Managing Human Assets*. New York: Free Press.

WEEK 6 THE HUMAN SIDE OF HRM – DEVELOPING SKILLS & CAPABILITY

- READINGS** Grugulis, I. (2007). Skills at work. In I. Grugulis, *Skills, Training and Human Resource Development; A Critical Text*. Basingstoke: Palgrave Macmillan.

Bryson, J. (2007). Human resource Development or developing human capability? In S. Bolton & M. Houlihan (eds). *Searching for the Human in Human Resource Management: Theory, Practice and Workplace Contexts*. Palgrave Macmillan. (this reading will be available on Blackboard).

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 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.

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 (EA005). 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.

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
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

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 students or staff.

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

Note: including the work of others will not be considered plagiarism as long as the work 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:

www.victoria.ac.nz/home/studying/plagiarism.html

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 6015. 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: _____