

VICTORIA MANAGEMENT SCHOOL

MMBA 519 HUMAN RESOURCE MANAGEMENT

Trimester Two 2008

COURSE OUTLINE

Contact Details:

COURSE COORDINATOR

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PROGRAMME ADMINISTRATOR

Linda Walker

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Class Times and Room Numbers: Monday 7:40 p.m. to 9:30 p.m, Room: RH LT 3

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

This course has a 3-hour final examination. 'Students who enrol in courses with examinations should be able to attend an examination at the University at any time during the formal examination period.

Examination dates for trimester two: Friday 17 October to Saturday 8 November 2008

Course Objectives

The Master of Business Administration Programme serves to produce professional managers capable of fulfilling strategic roles within corporate and government enterprises up to the point of becoming the Leader of those organisations. Integral to this capability is an understanding of the importance of Human Resource Management (“HRM”) structures, practices, procedures and processes in organisations and the affects that HRM has on how the organisation is led, performs and meets the needs of its 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-dimension nature of modern HRM practice, and the importance of the interrelationships between the numerous polices and practices that are involved.

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

1. Practically applying the multi-dimensional model of HRM that will be taught in the course through a number of different processes, including auditing an existing HR department and completing an assignment directly relating to it; and
2. Applying contemporary academic research, relating to the utilisation of the HRM function in organisations to driving business success, to a practical situation; and
3. Studying the subject with the use of a textbook specifically designed to teach HRM in the New Zealand workplace.

Course Content

Lecture	Date	Topic
1	07/07/2008	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	14/07/2008	The ‘Employment Life Cycle’ and a multi-dimensional model of HRM in organisations
3	21/07/2008	The five pillars: RECRUIT – From recruiting leaders and future leaders to ensuring the business of the organisation get done at all levels.
4	28/07/2008	The five pillars: REWARD – The reasons why people go to work.
5	04/08/2008	The five pillars: MANAGE – How people are managed and led within the organisation.
6	11/08/2008	The five pillars: IMPROVE – turning followers into leaders, and people reaching their fullest potential.
18 AUGUST TO 31 AUGUST – MID TRIMESTER BREAK		
7	01/09/2008	The five pillars: EXIT – Eventually everyone says goodbye in one way of another.
8	08/09/2008	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.
9	15/09/2008	Employment Relations – Ensuring that people are appropriately managed at work.
10	22/09/2008	Leading change in the organisation – “Business unusual” the place of HRM in this leadership challenge.
11	29/09/2008	Pulling it all together – the course in review and examination preparation
12	06/10/2008	Guest lecturer - TBA

Expected Workload

It is expected that students will, on average, spend a total of six hours per week (excluding the mid-trimester break) on this course: two hours each week in class: two hours per week reading and researching; and two hours completing assignments and/or studying for the end of course examination.

Group Work

One assignment is a group assignment. Students who are not already in study groups will be formed into groups at the first lecture. Groups must not be more than five students each for this assignment. It is expected that every member of the group will participate fully in the research and report 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. (2007) HR Practices & Firm Performance: What matters and Who Does it? Ministry of Economic Development website
http://www.med.govt.nz/templates/MultipageDocumentPage_29774.aspx downloaded June 2008.

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.

Lecture Schedule and Reading Requirements

For lecture	Date	Readings that MUST have been completed before the lecture
1	07/07/2008	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	14/07/2008	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	21/07/2008	Rudman, R. (2002). <i>Human Resource Management in New Zealand</i> . Pearson Education: Auckland – Chapters 12, 13, 14, 15 and 18.
4	28/07/2008	Rudman, R. (2002). <i>Human Resource Management in New Zealand</i> . Pearson Education: Auckland – Chapters 23, 24 and 25.
5	04/08/2008	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	11/08/2008	Rudman, R. (2002). <i>Human Resource Management in New Zealand</i> . Pearson Education: Auckland – Chapters 21 and 22.

7	01/09/2008	Rudman, R. (2002). <i>Human Resource Management in New Zealand</i> . Pearson Education: Auckland – Chapter 28.
8	08/09/2008	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.
9	15/09/2008	Rudman, R. (2002). <i>Human Resource Management in New Zealand</i> . Pearson Education: Auckland – Chapters 16, 17 and 27.
10	22/09/2008	Nil (exam preparation revision)
11	29/09/2008	Nil (exam preparation revision)
12	06/10/2008	Nil (exam preparation revision)

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 5 p.m. 15 August 2008
2. Individual Assignment	30%	due 5 p.m. 10 October 2008
3. Course Examination	50%	16 October – 8 th November 2008

1 – Group Assignment: HRM audit report

Due date: 15 August 2008 – emailed to the Geoff summers at geoff.summers@ihug.co.nz before close 5 p.m. on 15 August 2008. [Note: email submission of assignments to this email address only 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 they 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 polices 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: 10 October 2008 – emailed to the Geoff summers at geoff.summers@ihug.co.nz before close of business on Friday 10 October 2008. [Note: email submission of assignments to this email address only 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 the effect of HR practices on business success as outlined in the handout from Fabling and Grimes (2007), 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 assist to 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 style 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 – 84%) to A+ (85% and above): 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.

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 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.

**VICTORIA UNIVERSITY OF WELLINGTON - MMBA 519 2008 – 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.						

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

OVERALL COMMENTS:

VICTORIA UNIVERSITY OF WELLINGTON
MMBA 519 2008 – HUMAN RESOURCE MANAGEMENT
ASSIGNMENT 2 (Individual) MARKING SHEET

STUDENT:

MARKER: Geoff Summers

<i>PART 1 – understanding the ability for HRM to drive business success (30%)</i>	Poor (0)	Fair (1-3)	Good (4-6)	Very good (7-8)	Excellent (9-10)
1. Displays a depth of understanding of the lessons embodied in Cascio (2005) – and any other relevant material					
2. Displays a depth of understanding of the lessons embodied in Fabling and Grimes (2007) – and any other relevant material					
3. Displays a depth of understanding of the lessons embodied in Ulrich and Brockbank (2005) – and any other relevant material					
<i>PART 2 – applying the theory to practice (40%)</i>	Poor (0)	Fair (1-5)	Good (6-10)	Very good (11-15)	Excellent (16-20)
4. Identifies and intellectually describes the appropriate aspects of the previous organisational audit that would benefit from the lessons embodied in the above texts					
5. Discusses how HR could implement similar measures to genuinely drive business success in the organisation					
<i>PART 3 – outcomes (20%)</i>	Poor (0)	Fair (1-3)	Good (4-6)	Very good (7-8)	Excellent (9-10)
6. Reaches well considered and argued conclusions that apply the appropriate theory to practice					
7. Documents recommendations that properly flow from the conclusions					
<i>PART 4 – assignment structure (10%)</i>	Poor (0)	Fair (1-2)	Good (3)	Very good (4)	Excellent (5)
8. Follows assignment presentation guidelines; clarity of expression; correct use of APA referencing					
9. Synergy – the whole is greater than the parts					
Marks out of 100					
Grade					
Marks towards final course outcome (out of possible 30)					

COMMENTS: