

## Victoria Management School

### **CMSP 805 Human Resource Management**

Trimester Two 2009

### **COURSE OUTLINE**

---

#### **Names and Contact Details**

##### **COURSE COORDINATOR**

##### **Dr Geoff Plimmer**

Room: RH1007, Rutherford House

Phone: 463 5700

Email: [geoff.plimmer@vuw.ac.nz](mailto:geoff.plimmer@vuw.ac.nz)

Website: [www.vuw.ac.nz/vms](http://www.vuw.ac.nz/vms)

##### **Programme Administrator: Linda Walker**

RH1004, Rutherford House

463 5367

[linda.walker@vuw.ac.nz](mailto:linda.walker@vuw.ac.nz)

Teaching Period: Monday 13 July to Friday 16 October 2009

End of Year Study Period: Monday 19 October to Monday 26 October 2009

Examination Period: Tuesday 27 October to Saturday 14 November 2009 (inclusive)

Note: 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.

**Withdrawal dates:** Information available via

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

#### **Class Times and Room Numbers**

Lectures: Tuesday 19:40 to 21:30

Room : Rutherford House RHG01

#### **Course Content**

This course focuses on how human resource practices fit (and don't fit) the HR knowledge base, and the needs of contemporary organizations. It aims to give students the knowledge and frameworks to evaluate and participate in HR processes, and to consider them critically within the wider context of organisational strategy, regulation and management behaviours. More specifically it aims to:

- provide an understanding of contemporary human resource management issues
- evaluate how recent theoretical and research developments inform HR decisions
- analyze HR issues and the trade-offs involved in HR decisions

## Course-related Student Learning Objectives

On successful completion of the course, students should be able to:

- Apply HR knowledge to workplace processes that span the work engagement cycle of recruitment, selection, remuneration, performance management, development, and outplacement (*assessed by the major project and exam*)
- Evaluate how ethics, organisational strategy, global competition, technological change, workforce characteristics and government regulation can reciprocally influence HR management (*assessed by group presentations and the exam*)
- Evaluate the relationships between different HR policies and practice (*assessed by the major project*)
- Communicate and lead HR projects (*assessed by group presentation, scoping paper and major project*)

## Course Delivery

### This course runs as a discussion and lecture programme

Sessions will feature focussed discussion on class reading questions (readings and questions are provided in the course readings) plus lecture and some practical exercises in class to bridge theory to practice.

**Please Note** - I will not be supplying written answers to the readings questions (on BB or elsewhere) thus participation is important. You may wish to form a support group with other students to swap notes should you miss a session.

## Expected Workload

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

## Assessment Requirements

Method of assessment	Due Date	Percentage
Group presentation		10%
Scoping major assignment	28 July	10%
Major assignment	29 September	30%
Final examination	27 Oct - 14 Nov	50%

## Group presentation

From Week 3 small groups will present on an HR issue, informed by one key reading provided by myself, and any other related readings found by the group. Groups of 3 – 6 students will present and facilitate a discussion based on that reading. The evaluation of presentations and facilitation will depend on your overall contribution, as demonstrated by:

- Demonstrated understanding of the issues
- Relating the issue to HRM principles and practices
- Facilitating the discussion when required
- Comments that are relevant to the topic being discussed

Please provide presentation notes (e.g. ppt slides and a 1 – 2 page note of the main points of the presentation, as a takeaway to the class).

### Scoping major assignment

Students are required to critically analyze the HR practices of the organization they are currently working for (or an agreed alternative). Scoping the major assignment is an early exercise in the course. Please provide:

- (1) A two-page proposal indicating:
  - which organization (private or public sector one) they intend to study;
  - the HR practices and policies you intend to focus on – select **three** interconnected practices; and
  - what sort of information you will collect and how you will collect it. Use secondary information sources, e.g. company reports, business and strategic plans, stock market information, company brochures, collective agreements, union newsletters, newspaper articles, available surveys, case studies, etc. Report on the availability of those data sources for the organization you intend to study.

### Major assignment

- (2) Maximum 5,000 words case analysis that contains the following:
  - Describe the organization and its context/environment.
  - Identify the major organizational and human resource management strategy followed by the organization.
  - Select one occupational group at the organization and describe in detail three different human resource management practices – e.g. recruitment and selection, training and development, remuneration, performance management - related to that occupation at the organization; use sub-headings for the various HR practices/policies.
  - Analyze those human resource management policies and practices of the organization, focusing on their strengths and weaknesses and whether they complement each other. In your analysis use the materials covered in class including the applicable theories. Outline the implications of your findings for the organization (re: adoption/abandonment of HR practices/policies).

See annex for the marking guide.

### Final examination

The final examination will be a closed book exam administered during the period of 27 October to 14 November 2009. The examination will be based on the lecture material, the readings and case discussions.

### Individual Work

While the Victoria post – experience programmes have 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 to written work and do not loan out your completed assignments.

Find out more about plagiarism, and how to avoid it, later in this outline and on the University's website:

[www.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html)

## The Lecture & Discussion Programme CMSP 805: Human Resource Management

### Weekly Readings, 2009: Table of Contents

Course text: Macky, K. (ed): *Managing Human Resources: Contemporary Perspectives in New Zealand*: McGraw Hill.

DATE	TOPICS	Reading
Week 1: July 14	Introduction and Context of HRM	Macky Chapter 1
Week 2: July 21	High performance work environments; HR Planning, Job Analysis and Competency Profiling	Macky Chapter 6  Macky K & Boxall P (2008) "Employee experiences of high performance work systems: an analysis of sectoral, occupational, organisational and employee variables", <i>New Zealand Journal of Employment Relations</i> , 33(1): 1-18.
Week 3: July 28	Recruitment & Selection	Macky Chapters 7 & 8  The New Zealand Customs Service: recruitment, selection and integrity 2005-35.1 <i>Australian New Zealand School of Government</i> . Accessed from <a href="http://www.anzsog.edu.au">www.anzsog.edu.au</a> 11 June 2009
Week 4: Aug 4	Remuneration	Macky Chapter 11  Gomez-Mejia, Luis R. & Balkin, David B., (1992). Chapter 2. Strategic Choices in Compensation. <i>In Compensation, organizational strategy, and firm performance</i> / Luis R. Gomez-Mejia, David B. Balkin South-Western Pub. Co., College Division, Cincinnati, Ohio. (pp. 34-58).
Week 5: Aug 11	Remuneration and organizational performance	Macky Chapter 11  Pfeffer, J. (2005). Producing Sustainable Competitive Advantage Through the Effective Management of People. <i>Academy of Management Executive</i> , 19 (4), 95-108.
Week 6: Aug 18	Performance Management	Macky Chapter 9  Latham G. & Latham, G. (2000). Overlooking theory and research in performance appraisal at one's peril: Much done, more to do. In <i>Industrial and organisational psychology: Linking theory with practice</i> . Eds Cary L. Cooper, Edwin A. Locke Wiley-Blackwell.(pp. 199 - 244)
		Mid trimester break

Week 7: Sept 8	Training and Development	Macky Chapter 10  New Zealand Police - training for ethnic responsiveness (A) 2007-86.1 <i>Australian New Zealand School of Government</i> . Accessed from <a href="http://www.anzsog.edu.au">www.anzsog.edu.au</a> 11 June 2009.
Week 8: Sept 15	International HR Perspectives on individual and organizational learning and development	Macky Chapter 13  Charmine E.J. Härtel, Victoria Strybosch and Amanda Blyth, Deakin. Chapter 13: The learning organisation In <i>Peter Holland And helen Decieri .Contemporary Issues in Human Resource Development: an Australian perspective</i> , 2006. (pp289 – 301).  Instigating and sustaining radical change in the Dutch intelligence service (A) 2008-59.1 <i>Australian New Zealand School of Government</i> . Accessed from <a href="http://www.anzsog.edu.au">www.anzsog.edu.au</a> 11 June 2009.
Week 9: Sept 22	Strategic HR, OD and evaluation	Chapter 2  Nembhard, I., Alexander, J., Hoff, T., and Ramanujam R. (2009). Why Does the Quality of Health Care Continue to Lag? Insights from Management Research. <i>Academy of Management Perspectives</i> , 23, 1, (pp. 24-42).
Week 10: Sept 29	Career development and outplacement	Noe, R. (2007). Chapter 11. Careers and career management (pp. 405 – 434). <i>Employee training and development</i> . McGraw Hill.  Marks, M. L. (2006). Workplace Recovery after Mergers, Acquisitions, and Downsizings: Facilitating Individual Adaptation to Major Organizational Transitions." <i>Organizational Dynamics</i> 35(4): 384-399.  Lombardo, M. M. and R. W. Eichinger (2000). "High Potentials and High Learners." <i>Human Resource Management</i> 39(4): 321 -327.
Week 11: Oct 6	Legislative environment in NZ	Macky Chapters 5 & 12  Gomez V Ministry of Social Development
Week 13		Synthesis and revision

## Research

The need for more evidence (research) based HR practice is an important course theme. Research knowledge is an important part of doing well in the course, and you should expect to familiar with the library and databases such as Pro-quest.

Additional textbooks available in the Commerce library which you may also find helpful:

There are many available texts, but some you may find useful are:

Baron, J.N. and Kreps, D.M. (2000). *Strategic Human Resource Management: Frameworks for General Managers*. Brisbane: John Wiley & Sons.

Boxall, P., Purcell, J. (2008). *Strategy and Human Resource Management*. UK: Palgrave.

Boxall, P., Purcell, J., and Wright, P. (eds) (2007) *The Oxford Handbook of Human Resource Management*. Oxford, UK: OUP

Legge, K. (2005). *Human Resource Management: Rhetorics and Realities*. New York: Palgrave Macmillan.

The industrial and organisational psychology literature is also relevant, with several useful texts in the library.

Useful Journals (available via library databases):

- Asia Pacific Journal of Human Resources
- Human Resources
- Human Resource Management
- Human Resource Management Review
- Human Relations
- International Journal of Human Resource Management

### **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.victoria.ac.nz/library/research/reference/referencingguides.aspx>

### **Handing in assignments**

Assignments should be handed in during class. Students are required to keep electronic copies of their work.

### **Mandatory Course Requirements**

To meet Mandatory Course Requirements, students are required to:

- a. Attend at least 10 of the 12 class sessions. *It is the students' responsibility to ensure they register their attendance on a roll taken each week. Should you need to be absent from class, discuss it with the course coordinator in advance;*
- b. Submit written assignments;
- c. Contribute to, and participate in, the group presentation; and
- d. Obtain at least 40 per cent (i.e. 20 marks out of 50) of the final examination marks available.

Notice of Failure to meet Mandatory Requirements will be posted on Blackboard or on the Mezzanine Floor Notice-board. Students will be expected to check both places for notification.

Students who fail to satisfy the mandatory requirements for this course but who obtain 50% or more overall, will be awarded a "K" grade.

### **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.

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.

### **Grading Guidelines**

#### **Victoria Post Experience 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.

### **Communication**

Information on course-related matters will be announced at class and posted on the **Blackboard** website at <http://blackboard.vuw.ac.nz/>. It will be crucial for you to regularly check Blackboard for messages, announcements and materials. 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

*CMSP 805\_Smith\_Pauline\_3000223344\_Ass1 Query*

**For the following important information follow the links provided:**

#### **Academic Integrity and Plagiarism**

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

#### **General University Policies and Statutes**

<http://www.victoria.ac.nz/home/about/policy/academic.aspx>

#### **Faculty of Commerce and Administration Offices**

<http://www.victoria.ac.nz/fca/studenthelp/Contactus.aspx>

#### **Manaaki Pihipihinga Programme**

[http://www.victoria.ac.nz/st\\_services/mentoring/](http://www.victoria.ac.nz/st_services/mentoring/)

## 2009 CMSP 805

---

**Major project: Case/Issue Analysis**                      **Length: 5,000 words max**                      **30%**

**Student Name:**

**Mark:**

---

**E = excellent; VG = very good; G = good; Ad = adequate; P = poor**

**Structure – total 4 marks**

Well structured essay	<b>E</b>	<b>VG</b>	<b>G</b>	<b>Ad</b>	<b>P</b>	Lacks clear structure
Reasonable length	<b>Yes</b>		<b>No</b>			

**Issue analysis/discussion – total 20 marks**

Relevant to topic	<b>E</b>	<b>VG</b>	<b>G</b>	<b>Ad</b>	<b>P</b>	Little relevance to topic
Clear outline of workplace issues	<b>E</b>	<b>VG</b>	<b>G</b>	<b>Ad</b>	<b>P</b>	Unclear/inadequate explanation of issues
Choice of HR/IR practices is appropriate for issue & well explained	<b>E</b>	<b>VG</b>	<b>G</b>	<b>Ad</b>	<b>P</b>	Choice of HR/IR model doesn't fit the issue or is not well explained
Clear analysis of the issue using the model (helps provide explanation or prediction)	<b>E</b>	<b>VG</b>	<b>G</b>	<b>Ad</b>	<b>P</b>	Inadequate analysis of issue using the model (too descriptive or no attempt to understand, explain or predict)
Clear conclusion to issue analysis (of likely explanation or possible courses of action)	<b>E</b>	<b>VG</b>	<b>G</b>	<b>Ad</b>	<b>P</b>	No conclusion or superficial conclusion
Adequate knowledge and research to build links between theory and practice	<b>E</b>	<b>VG</b>	<b>G</b>	<b>Ad</b>	<b>P</b>	Knowledge of HR principles and practices weak, poor development and testing of ideas with research

**Sources – total 2 marks**

Adequate acknowledgement of sources/references	<b>E</b>	<b>VG</b>	<b>G</b>	<b>Ad</b>	<b>P</b>	Inadequate acknowledgement of sources/references
Correct citation of references	<b>E</b>	<b>VG</b>	<b>G</b>	<b>Ad</b>	<b>P</b>	Significant incorrect citation of references

**Style and mechanics – total 4 marks**

Fluent piece of writing	<b>E</b>	<b>VG</b>	<b>G</b>	<b>Ad</b>	<b>P</b>	Clumsily written
Legible and well set out	<b>E</b>	<b>VG</b>	<b>G</b>	<b>Ad</b>	<b>P</b>	Untidy/difficult to read
Grammatical sentences	<b>E</b>	<b>VG</b>	<b>G</b>	<b>Ad</b>	<b>P</b>	Significant grammatical errors
Correct spelling	<b>E</b>	<b>VG</b>	<b>G</b>	<b>Ad</b>	<b>P</b>	Significant spelling errors

**COMMENTS:**