

Victoria Management School

CMSP 805 Human Resource Management

Trimester Two 2010

COURSE OUTLINE

Names and Contact Details

COURSE COORDINATOR

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Trimester Dates:

Teaching Period: Monday 12th July – Friday 15th October 2010

Study Period: Monday 18th October – Thursday 21st October 2010

Examination Period: Friday 22nd October – Saturday 13th November 2010 (inclusive)

Withdrawal from Courses:

Your fees will be refunded if you withdraw from this course on or before **23 July 2010**

The last date for withdrawal from this course is the three-quarter point of the teaching period, i.e. **Friday 24 September**. After that date, permission to withdraw requires the permission of the Associate Dean (Students) as set out in section 8 of the Personal Courses of Study Statute
<http://policy.vuw.ac.nz/Amphora!~~policy.vuw.ac.nz~POLICY~00000001743.pdf>

To apply for permission, fill in the Late Withdrawal form available from either of our Student Customer Service Desks.

Class dates and times:

Start Date: Tuesday 13 July 2010

Lecture Times: Tuesday 17:40 to 19:30

Location: RHG03 except 10 August and 28 September in RHLT3

Final Examination: The course has a three hour final examination, to be held in the period of 22 October to 13 November 2010.

Course Content

This course focuses on human resource management practices in contemporary organizations. More specifically it aims to:

- provide a basic understanding of contemporary human resource management issues
- evaluate how recent theoretical and research developments inform HR decisions
- analyze HR issues and develop the ability in students to think about the trade-offs involved in HR decisions
- demonstrate how business strategy, competition, labour markets, technology, and government regulations affect HR decisions.

This course requires active participation from the students.

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 cycle of recruitment, selection, remuneration, performance management, development, and outplacement (*assessed by the major project and 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 feature traditional lectures, cases, and scenarios. They include focussed student lead discussion on readings plus lecture and some practical exercises in class to bridge theory to practice.

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

Method of assessment	Due Date	Percentage
Class participation		5%
Group presentation		10%
Proposal for case study:	3 August	5%
Individual case study	28th September	30%
Final examination		50%

Class participation

You are expected to prepare for each weekly topic by reading the relevant textbook chapter(s) and other assigned reading and to contribute to class discussion.

Your participation will be demonstrated by:

- Providing relevant examples of the HRM topic based on your own knowledge and experience
- Listening to others, and showing respect for their ideas
- Comments based on theory or evidence
- Testing new ideas (rather than just repeating the facts).

At the end of the course, the lecturer will assign a participation mark for each student.

Group presentation

From Week 3 a case or exercise will be scheduled for class discussion the following week, and 2-3 students will be selected to facilitate that discussion. All students, however, are expected to read and think about the case/exercise in advance and come prepared to participate. Please provide, prior to class, materials (such as power point slides) and a 'takeaway' such as a two page summary sheet to help learning transfer.

The evaluation of your presentation will depend on your overall contribution, as demonstrated by:

- Demonstrated understanding of the reading's issues
- Relating the reading to HRM principles and practical implications
- Facilitating the discussion when required
- Comments that are relevant to the topic being discussed
- The in class materials and takeaway

Individual case study (*due 3 August in class*)

Students are required to critically analyze the HR practices of the organization they are currently working for (or an agreed alternative). They are required to write:

(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;
- Your initial thoughts about the strategic issues facing the organisation and HR implications;
- 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.

(2) Maximum 5,000 words case analysis that contains the following: (*due Tuesday 28th in class*)

- 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 practice areas – 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).

Final examination

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period. The final examination will be a closed book exam to be scheduled during the period **Friday 22nd October – Saturday 13th November 2010 (inclusive)**. The examination will be based on the lecture material, the readings and case discussions.

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Handing in assignments

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

The Lecture & Discussion Programme CMSP 805: Human Resource Management

Weekly Readings, 2010: Table of Contents

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

WEEK	TOPICS	Reading	Pages
1.	Introduction and Context of HRM	Macky Chapter 1	
2.	Strategic human resource management	Macky Chapter 2	
3.	Employment relations and job analysis	Macky Chapter 5 Pfeffer, J. (2005). Producing Sustainable Competitive Advantage Through the Effective Management of People. <i>Academy of Management Executive</i> , 19 (4), 95-108. Macky Chapter 6 (p 166 180)	
4.	International HR and diversity	Macky Chapter 3 Ulrich, D.; Brockbank, W.; Johnson, D. (2009). The Role of Strategy Architect in the Strategic HR Organization. <i>People and Strategy</i> , 32, 1; 24 – 31.	
5.	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 www.anzsog.edu.au 11 June 2009	
6.	Performance management	Macky Chapter 9 Shields, J. (2007). Performance review and development. In <i>Managing employee performance and reward</i> . Chapter 8 (pp. 200 – 226). Cambridge.	
7.	Performance management	Latham, G. P., J. Almost, et al. (2005). "New Developments in Performance Management." <i>Organizational Dynamics</i> 34(1): 77-87.	
8.	Training and development	Macky Chapter 10 Nikomo, Fottler, McAfee., (5 th ed.)(2005), The Safety Training Programme. In <i>Applications in Human resource management</i> , Thomson South-Western: USA.	

9.	Remuneration	Macky Chapter 11 Gomez-Mejia, Luis R. & Balkin, David B., (1992). Chapter 2. Strategic Choices in Compensation. In <i>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).	
10.	Remuneration	Cont'd Gomez-Mejia, Luis R. & Balkin, David B., (1992). Chapter 2. Strategic Choices in Compensation. In <i>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).	
11.	Career development and outplacement	Noe, R. (2007). Chapter 11. Careers and career management (pp. 405 – 434). <i>Employee training and development</i> . McGraw Hill.	
12.	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.vuw.ac.nz/library/resources/virtualref.shtml#style>).

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 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

Mandatory Course Requirements

To meet mandatory course requirements, students must:

- (i) participate in the group presentation,
- (ii) submit all assessments on the due dates, and
- (iii) obtain at least 40 per cent of the final examination marks available.

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

Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark of 50 percent, regardless of whether the mandatory course requirements have been satisfied or not.

Notice of Failure to meet Mandatory Course Requirements will be posted on Blackboard.

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.

Class Representative

A class representative will be elected in the first class, and that person’s name and contact details will be made available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Communication of Additional Information

Communication to students will take the form of emails for notices and reminders, and the use of Blackboard for displaying class notes and lecture slides, which will be posted the day following the lecture.

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>

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce and Administration Offices

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

Manaaki Pihipihinga Programme

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 – est 4 marks**

Well structured essay	E	VG	G	Ad	P	Lacks clear structure
Reasonable length	Yes		No			

Issue analysis/discussion – est 20 marks

Relevant to topic	E	VG	G	Ad	P	Little relevance to topic
Clear outline of workplace issues	E	VG	G	Ad	P	Unclear/inadequate explanation of issues
Strategic issues facing organisations are well identified						Strategy is not identified or neglected
Choice of HR/IR practices is appropriate for issue & well explained	E	VG	G	Ad	P	Choice of HR/IR model doesn't fit the issues or is not well explained
Links between firm strategy and HR are clear	E	VG	G	Ad	P	Disjointed or weak links
Issue analysis effectively uses a model (helps provide explanation or prediction)	E	VG	G	Ad	P	Inadequate analysis, no use of model, (too descriptive or no attempt to understand, explain or predict)
Clear conclusion to issue analysis (including likely explanation or possible courses of action)	E	VG	G	Ad	P	No conclusion or superficial conclusion
Adequate knowledge and research to build links between theory and practice	E	VG	G	Ad	P	Knowledge of HR principles and practices weak, poor development and testing of ideas with research

Sources – est 2 marks

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

Style and mechanics – est 4 marks

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

COMMENTS: