

Victoria Management School

CMSP 805 Human Resource Management

Trimester Two 2011

COURSE OUTLINE

Names and Contact Details

COURSE COORDINATOR

Dr Geoff Plimmer

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Programme Administrator:

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Trimester Dates:

Teaching Period: Monday 11 July – Friday 14 October

Study Period: Monday 17 October – Thursday 20 October

Examination Period: Friday 21 October – Saturday 12 November (inclusive)

Withdrawal from Courses:

1. Your fees will be refunded if you withdraw from this course on or before 22 July 2011.
2. The standard last date for withdrawal from this course is *Friday 23 September*. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an 'Application for Associate Dean's Permission to Withdraw Late' including supporting documentation

The application form is available from either of the Faculty's Student Customer Service Desks.

Class dates and times:

Start Date: Tuesday 12 July 2011

Lecture Times: Tuesday 19:40 to 21:30

Location: RHG03

Final Examination: The course has a three hour final examination, to be held in the period of 21 October to 12 November 2011.

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

This course requires active participation from 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.

Course text: Wilton, N. (2010). *An Introduction to Human Resource Management*: Sage Publications Ltd.

Course content: The Lecture, Readings & Discussion Programme

WEEK	TOPICS	Reading
1.	Introduction and Context of HRM	Wilton Chapters 1 and 2 (pp. 3 – 275).)
2.	Strategic human resource management	Wilton Chapter (pp. 307 – 426) Pfeffer, J. (2005). Producing Sustainable Competitive Advantage Through the Effective Management of People. <i>Academy of Management Executive</i> , 19 (4), 95-108.
3.	Job analysis, competency modeling, recruitment & selection	Wilton Chapters 6 (pp. 151 – 181) Algera, J. A., & Greuter, A. (1998). Job analysis. <i>Handbook of Work and Organizational Psychology: Personnel Psychology</i> , 3. Shippmann, J. S., Ash, R. A., Batjtsta, M., Carr, L., Eyde, L. D., Hesketh, B., et al. (2000). The practice of competency modeling. <i>Personnel Psychology</i> , 53(3), 703-740.

4.	Recruitment & Selection	<p>Mello, J. A. (2006). <i>Strategic human resource management</i>: Chapter 8 pp 343 – 393. Thomson/South-Western, Mason, Ohio.</p> <p>Taylor, M. S., & Collins, C. J. (2000). Organizational recruitment: Enhancing the intersection of research and practice. <i>Industrial and organizational psychology: Linking theory with practice</i>, 304–330.</p>
5.	Performance management	<p>Wilton Chapter 7 (pp. 185 – 211)</p> <p>Shields, J. (2007). Performance review and development. In <i>Managing employee performance and reward</i>. Chapter 8 (pp. 200 – 226). Cambridge.</p>
6.	Performance management	<p>Latham, G. P., J. Almost, et al. (2005). "New Developments in Performance Management." <i>Organizational Dynamics</i> 34(1): 77-87.</p> <p>Smither, J. W., London, M., & Reilly, R. R. (2005). Does performance improve following multisource feedback? A theoretical model, meta analysis, and review of empirical findings. <i>Personnel Psychology</i>, 58(1), 33-66.</p>
7.	Remuneration	<p>Wilton Chapter 8 (pp. 216 – 242)</p> <p>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).</p>
8.	Remuneration	<p>Risher, H. (2008). Adding merit to pay for performance. <i>Compensation & Benefits Review</i>, 40(6), 22.</p> <p>Brown, D., & Purcell, J. (2007). Reward management: on the line. <i>Compensation and Benefits Review</i>, 39(3), 28.</p>
9.	Training and development	<p>Wilton – Chapter 9 – (pp. 246 – 271)</p> <p>Noe, R. (2009). Chapter 4. Learning: Theories and program design (pp. 122 – 165). <i>Employee training and development</i>. McGraw Hill.</p>
10.	Training and development	<p>Cascio, W. F., & Aguinis, H. (2005). Applied psychology in human resource management. Chapter 15. Training and development: Considerations in design. (pp. 379 – 407).</p>
11.	Career development and outplacement	<p>Wilton – Chapter 12 (pp. 337 – 362).</p> <p>Noe, R. (2007). Chapter 11. Careers and career management (pp. 405 – 434). <i>Employee training and development</i>. McGraw Hill.</p>
12.	Synthesis and revision	

	Additional Readings	<p>Anonymous. (2003). Fixing these mistakes will improve your training value <i>HR Focus</i>, 80(12), 3.</p> <p>Ibarra, H. (2005). Reworking your career identity. <i>Training Journal</i>, June, 34 - 37.</p> <p>Brown, D. (2008). Measuring The Effectiveness Of Pay And Rewards: The Achilles' Heel Of Contemporary Reward Professionals. <i>Compensation & Benefits Review</i>, 40(5), 23.</p>
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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%
Individual case study	27th September	35%
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 reading will be scheduled for class discussion the following week, and 2-4 students will be selected to facilitate a discussion on that reading. All students, however, are expected to read and think about the reading 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 group presentation will depend on your overall contribution, as demonstrated by:

- Relating the reading to HRM principles and practical implications
- Facilitating a discussion that is engaging, memorable, and within time

- The in-class materials and takeaway
- Your contribution to the project. Where student contributions widely differ, individual, rather than a common group mark, may be given.

Individual case study (*due Tuesday 27th September in class*)

Critically analyze the HR practices of an organization (or business unit) that interests you, such as the one you work for.

(2) Maximum 5,000 words case analysis that contains the following:

- Describe the organization/business unit 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.

See the attached marking schedule.

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 21 October – Saturday 12 November 2011 (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.

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 be 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:

- Aguinis, H. (2009). *Performance management*. Upper Saddle River, N.J. : Pearson Prentice Hall. <http://victoria.lconz.ac.nz/vwebv/holdingsInfo?bibId=1269609>
- Aguinis, H., Cascio, W. (2010). *Applied psychology in human resource management*. 7th ed., International ed. Harlow: Pearson Education.
<http://victoria.lconz.ac.nz/vwebv/holdingsInfo?bibId=1269608>
- 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.
- Luecke, R., Hall, B.J. (2006). *Performance management*. Boston, Harvard Business School Press.
- Martocchio, J. (2009) *Strategic Compensation: A Human Resource Management Approach*. 6/E. Prentice Hall. <http://victoria.lconz.ac.nz/vwebv/holdingsInfo?bibId=1269612>
- Shields, J. (2007). *Managing employee performance and reward*. Cambridge ; New York : Cambridge University Press.
<http://victoria.lconz.ac.nz/vwebv/holdingsInfo?bibId=1125107>

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

Quality Assurance Note

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.

Examinations

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 for this course will be scheduled at some time during the period from Friday 21 October – Saturday 12 November (inclusive).

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

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study

Find out about academic progress and restricted enrolment at <http://www.victoria.ac.nz/home/study/academic-progress.aspx>

The University’s statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at

<http://www.victoria.ac.nz/home/study/calendar.aspx> (See Section C).

Further information about the University’s academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at

www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx

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/>

Te Pūtahi Atawhai

Maori and Pacific Mentoring Programme

http://www.victoria.ac.nz/st_services/tpa/index.aspx

CMSP 805

Major project: Case Study

Length: 5,000 words max

35%

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: