

School of Management

## **CMSP 805 HUMAN RESOURCE MANAGEMENT**

Trimester 2 2012

### **COURSE OUTLINE**

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#### **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)

##### **Trimester Dates**

Teaching Period: Monday 16 July – Friday 19 October

Study Period: Monday 22 October – Thursday 25 October (Monday 22 October is a public holiday, Labour Day)

Examination Period: Friday 26 October – Saturday 17 November (inclusive)

##### **Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before Friday 27 July 2012.
2. The standard last date for withdrawal from this course is *Friday 28 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 Times and Room Numbers**

**Start Date:** Tuesday 17 July 2011

**Lecture Times:** Tuesday 17:40 to 19:30

**Location:** **RHMZ05**

**Final Examination:** **The course has a three hour final examination, to be held in the period of 26 October to 17 November 2012.**

## 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 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.

## Readings

**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 – 53).  |
| 2.   | Strategic human resource management | Wilton Chapter (pp. 307 – 426)<br>Pfeffer, J. (2005). Producing Sustainable Competitive Advantage Through the Effective Management of People. <i>Academy of Management Executive</i> , 19 (4), 95-108. |

|    |   |  |
|----|---|--|
| 3. | Work engagement, competency modeling, recruitment & selection | <p>Wilton Chapters 6 (pp. 151 – 181)</p> <p>Bakker, A. B., Albrecht, S. L., &amp; Leiter, M. P. (2011). Key questions regarding work engagement. <i>European journal of work and organizational psychology</i>, 20(1), 4-28.</p> <p>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.</p> |
| 4. | Recruitment & Selection                                       | <p>Mello, J. A. (2006). <i>Strategic human resource management: Chapter 8</i> pp 343 – 393. Thomson/South-Western, Mason, Ohio.</p> <p>Taylor, M. S., &amp; 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., &amp; 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. &amp; 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 &amp; Benefits Review</i>, 40(6), 22.</p> <p>Brown, D., &amp; 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            | Cascio, W. F., & Aguinis, H. (2005). Applied psychology in human resource management. Chapter 15. Training and development: Considerations in design. (pp. 379 – 407).   |
| 11. | Career development and outplacement | Wilton – Chapter 12 (pp. 337 – 362).<br>Noe, R. (2007). Chapter 11. Careers and career management (pp. 405 – 434). <i>Employee training and development</i> . McGraw Hill.   |
| 12. | Synthesis and revision              |  |
|     | Additional Readings                 | Anonymous. (2003). Fixing these mistakes will improve your training value <i>HR Focus</i> , 80(12), 3.<br><br>Ibarra, H. (2005). Reworking your career identity. <i>Training Journal</i> , June, 34 - 37.<br><br>Brown, D. (2008). Measuring The Effectiveness Of Pay And Rewards: The Achilles' Heel Of Contemporary Reward Professionals. <i>Compensation &amp; Benefits Review</i> , 40(5), 23. |

## Assessment Requirements

| Method of assessment  | Due Date       | Percentage |
|-----------------------|----------------|------------|
| Class participation   |                | 5%         |
| Group presentation    |                | 10%        |
| Individual case study | 28th September | 35%        |
| Final examination     | TBC            | 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.

Students are expected to work in diverse groups to enhance their learning experience. Students who are confident in the subject can expect to gain a deeper understanding through explaining concepts to their group, some of which may be relevant to the exam.

Please go to the Commerce Faculty web site's 'Group work' resource for advice on group skills. In particular, look at the student resources on time management, meeting agendas, and project timelines for ideas on group skills. <http://www.victoria.ac.nz/fca/teaching/group-work/studentsection>

To ensure that each group member contributes to the project, group members' individual marks may be adapted according to the contribution that they have made. If there are issues within your groups, the lecturer will be available to assist. However, you are asked to make a reasonable attempt to resolve the issue before you approach the lecturer.

Students are expected to maintain trust and effective working relationships with team members. Students may also be required to leave the group and to submit a complete assignment on their own, or may be allocated a mark that differs from other group members where their level of contribution also differs. Lecturers may take the views of other team members into account when making this decision.

## **Individual case study (*due Tuesday 25 September in class*)**

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

### **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 26 October – Saturday 17 November 2012 (inclusive). The examination will be based on the lecture material, the readings and case discussions.

### **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>

Mello, J. A. (2006). *Strategic human resource management*: Thomson/South-Western.

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 FCom programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

### **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.

### **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.

### **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details 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.

### **Use of Turnitin (if applicable)**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

### **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.



**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](http://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](http://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](http://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](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx)

**Faculty of Commerce Office**

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

**Te Putahi Atawhai**

**Maori and Pacific Mentoring Programme**

<http://www.victoria.ac.nz/tpa/>

## CMSP 805

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**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 | <b>E</b> | <b>VG</b> | <b>G</b> | <b>Ad</b> | <b>P</b> | Lacks clear structure |
|-----------------------|----------|-----------|----------|-----------|----------|-----------------------|

|                   |  |     |  |    |  |  |
|-------------------|--|-----|--|----|--|--|
| Reasonable length |  | Yes |  | No |  |  |
|-------------------|--|-----|--|----|--|--|

**Issue analysis/discussion – est 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 |
|-----------------------------------|----------|-----------|----------|-----------|----------|--|

|   |  |  |  |  |  |   |
|---|--|--|--|--|--|---|
| Strategic issues facing organisations are well identified |  |  |  |  |  | Strategy is not identified or neglected |
|---|--|--|--|--|--|---|

|   |          |           |          |           |          |   |
|---|----------|-----------|----------|-----------|----------|---|
| 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 issues or is not well explained |
|---|----------|-----------|----------|-----------|----------|---|

|  |          |           |          |           |          |  |
|--|----------|-----------|----------|-----------|----------|--|
| Links between firm strategy and HR are clear | <b>E</b> | <b>VG</b> | <b>G</b> | <b>Ad</b> | <b>P</b> | Disjointed or weak links horizontally and vertically |
|--|----------|-----------|----------|-----------|----------|--|

|  |          |           |          |           |          |  |
|--|----------|-----------|----------|-----------|----------|--|
| Issue analysis effectively uses a model (helps provide explanation or prediction). | <b>E</b> | <b>VG</b> | <b>G</b> | <b>Ad</b> | <b>P</b> | Inadequate analysis, no use of model, (too descriptive or no attempt to understand, explain or predict). Information is not tied to model. |
|--|----------|-----------|----------|-----------|----------|--|

|   |          |           |          |           |          |   |
|---|----------|-----------|----------|-----------|----------|---|
| Clear conclusion to issue analysis (including 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 – est 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 – est 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:**