

School of Management

MMBA 519/CMSP 805 Human Resource Management

Trimester 2, 2013

COURSE OUTLINE

Names and Contact Details

COURSE COORDINATOR

Dr Geoff Plimmer

Room: RH1007, Rutherford House

Phone: 463 5700

Email: geoff.plimmer@vuw.ac.nz

Website: www.vuw.ac.nz/vms

Programme Administrator:

Linda Walker

RH1004, Rutherford House

463 5367

linda.walker@vuw.ac.nz

Trimester Dates

Teaching Period: Monday 15 July – Friday 18 October

Study Period: Monday 21 October – Thursday 24 October

Examination Period: Friday 25 October – Saturday 16 November (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 26 July 2013.
2. The standard last date for withdrawal from this course is Friday 27 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

Monday 17.40 – 19.40

Government Building GBLT3

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. Students are expected to read assigned readings before class and be prepared to answer questions.

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. Students are expected to do the week's readings before class.

Prescription

An overview of human resource management. Specific areas include: strategy, international HR, recruitment and selection, training and development, remuneration, performance management and careers.

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 Content

This course focuses on human resource management practices in contemporary organizations. 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 develop the ability in students to think about the trade-offs involved in HR decisions

Readings

Students are advised to purchase at least one of the two course texts:

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

Nankervis, A., Compton, R., Baird, M. and Coffey, J. (2011). *Human Resource Management: Strategy and Practice*, 7th Edition. South Melbourne: Cengage Learning.

The core texts should be helpful throughout your studies. They are; however, only starting points. You are expected to read more widely around the course topic areas drawing on academic journal articles, books, reports and case studies.

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>

Wilton, N. (2011). *An introduction to human resource management*. London: Sage.

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
- Compensation and Benefits Review
- Human Resources
- Human Resource Management
- Human Resource Management Review
- Human Relations
- International Journal of Human Resource Management

WEEK	TOPICS	Reading
1.	Introduction and Context of HRM	Macky Chapters 1 Nankervis Chapter 1
2.	Strategic human resource management	Macky Chapter 2 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	Macky Chapter 6 Nankervis Chapter 5 <i>Bakker, A. B., Albrecht, S. L., & Leiter, M. P. (2011). Key questions regarding work engagement. European journal of work and organizational psychology, 20(1), 4-28.</i> <i>Shippmann, J. S., Ash, R. A., Batjtsta, M., Carr, L., Eyde, L. D., Hesketh, B., et al. (2000). The practice of competency modeling. Personnel Psychology, 53(3), 703-740.</i>
4.	Recruitment & Selection	Macky Chapters 7 & 8 Nankervis Chapters 6 & & <i>Mello, J. A. (2006). Strategic human resource management: Chapter 8 pp 343 – 393. Thomson/South-Western, Mason, Ohio.</i> 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.
5.	Performance management	Macky Chapter 9 Nankervis Chapter 9 <i>Shields, J. (2007). Performance review and development. In Managing employee performance and reward. Chapter 8 (pp. 200 – 226). Cambridge.</i>
6.	Performance management	Latham, G. P., J. Almost, et al. (2005). "New Developments in Performance Management." <i>Organizational Dynamics</i> 34(1): 77-87. <i>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. Personnel Psychology, 58(1), 33-66.</i>

7.	Remuneration	<p>Macky Chapter 11</p> <p>Nankervis Chapter 10</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><i>Risher, H. (2008). Adding merit to pay for performance. Compensation & Benefits Review, 40(6), 22.</i></p> <p>Brown, D., & Purcell, J. (2007). Reward management: on the line. <i>Compensation and Benefits Review, 39(3), 28.</i></p>
9.	Training and development	<p>Macky – Chapter 10</p> <p>Nankervis - Chapter 8</p> <p><i>Noe, R. (2009). Chapter 4. Learning: Theories and program design (pp. 122 – 165). Employee training and development. McGraw Hill.</i></p>
10.	Training and development	<p><i>Cascio, W. F., & Aguinis, H. (2005). Applied psychology in human resource management. Chapter 15. Training and development: Considerations in design. (pp. 379 – 407).</i></p>
11.	Career development and outplacement	<p>Noe, R. (2007). Chapter 11. Careers and career management (pp. 405 – 434). <i>Employee training and development</i>. McGraw Hill.</p> <p>Ibarra, H. (2005). Reworking your career identity. <i>Training Journal, June, 34 - 37.</i></p>
12.	Synthesis and revision	
13.	Supplementary Readings	<p>Bryson, Jane and Rose Ryan (2012). Chapter 4. HRM and the new workplace (Geoff Plimmer). <i>Human Resource Management in the Workplace</i>, pp 91 – 124</p> <p>Milkovich, G, NewMan, J and B Gerhart (11th Ed). Chapter One. The Pay Model. <i>Compensation</i>, pp 3 – 37. McGraw Hill.</p> <p>Jackson, S, Schuler, R, S Werner (2012). Chapter 8. Training and Developing a Competitive Workforce, pp 268 – 309. South-Western.</p> <p>Plimmer, G, Norman, R and D Gill (2011). Chapter 10. Skills and People Capability in the Future State: Needs, Barriers and Opportunities, pp 281 – 305. Edited by Bill Ryan and Derek Gill.</p>

Assessment

Method of assessment	Due Date	Percentage
Group presentation	Start week 3	10%
Proposal	5 August	5%
Individual case study	7 October	35%
Final examination	Exam period	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. For some weeks, questions such as those at the end of the chapters in the Macky text will be used as discussion points. Further details will be provided in course and on Blackboard.

Group presentation

From Week 3 a reading will be scheduled for class discussion the following week, and 2-6 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. These resources will be loaded on BB to assist other students.

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>

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 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

You will be required to select an organisation or firm and critically analyse three of its HRM practices in the context of the business issues facing the organisation/firm.

(b) Initial proposal - 5%: due on 5th august 2013 in class.

You are to write a two-page proposal indicating:

- which organisation or firm (a private, public or voluntary sector one) you intend to study;
- the HRM practices and processes you intend to focus on and why – select **three** interconnected processes/practices (this will be explained further at the first class session)
- what sort of information you will collect and how you will collect it. Use, as appropriate, primary and secondary information sources, e.g. interviews, company reports, business and strategic plans, stock market information, company brochures, collective agreements, union newsletters, newspaper articles, available surveys, books, journals, case studies, etc. Report on the availability of those data sources for the organisation you intend to study.

(b) Detailed case study – 35%: due 7th October 2013 in class.

You are to prepare a case analysis Maximum 5,000 words (including references) case analysis that contains the following:

- A brief description of the organisation or firm and its context/environment.
- A brief description of the business strategy followed by the organisation or firm.
- An identification of the major business issues facing the organisation or firm and their current or potential impacts on it.
- A description of each of your selected HRM practices - this is a “current state” description.
- A brief analysis of the complementarity of the HRM practices i.e. how effective they are (or otherwise) in complementing/reinforcing each other.
- A detailed analysis of the effectiveness or otherwise of the HRM practices in contributing to (a) the overall business strategy and (b) addressing the business issues facing the organisation/firm.
- An outline of the implications of your findings for the organisation and recommendations (as appropriate) relating to addressing any HRM gaps.

In your analysis you should ensure that you include the material and topics covered in class including the applicable theories.

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Handing in assignments

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

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.

Penalties - for Lateness & Excessive Length of Assignments

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 10% of the marks available (marks available means what the assignment is worth e.g. 20 marks) for an assignment submitted after the due time on the due date for each part day or day late.** For example if an assignment is out of 20 and the assignment receives a mark of 14 i.e. 70% of 20, then one day late means the mark will be out of 18 and the student will receive 70% of 18). **Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Course Requirements**.
- (ii) Course Outlines provide a signal to students of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**.
- (iii) Students who know that they may be unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to the **Course Supervisor** or **Course Administrator**, providing documentary evidence of the reasons of their circumstances.

All such applications must be made **before** the deadline and be accompanied by documentary evidence, e.g. a medical certificate, or counsellor's report clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies. This can be applied retrospectively.

- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement or other exceptional events), that precludes an application in advance, students should make contact with the **Course Supervisor** or **Course Administrator** as soon as possible, and make application for waiver of a penalty as soon as practicable.

- (v) Specified word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic. **The penalty will be 10% of the grade for an assignment which is more than 200 words over the word limit.**

Use of Turnitin

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 submitted to Turnitin. A copy of submitted materials will be retained 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.

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 following period:

Friday 25 October – Saturday 16 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.

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

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.

Email Contact

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, e.g.

MGMT300_Smith_Pauline_3000223344_Ass1 Query

All students must use their VUW SCS email account and ID. Otherwise, email will be classified as Spam and will be dumped without being read. All emails with attachments will be dumped, unless requested by staff.

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.

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.

Student feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php

Link to general information

For general information about course-related matters, go to <http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Find out more about plagiarism: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Note to Students

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 academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.
