

School of Management

## **MMBA 519/CMSP 805 Human Resource Management**

Trimester 2, 2016

### **COURSE OUTLINE**

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#### **Prescription**

CMSP805:

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

MMBA519:

Current issues in the management of human resources in modern organisations from a functional perspective. Topics include: job design, recruitment, selection and orientation; career management, development, managing performance and remuneration, health and safety, and employee retention, exit and retirement.

#### **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 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

#### **Trimester Dates**

Teaching Period: Monday 11<sup>th</sup> July – Friday 14<sup>th</sup> October

Study Period: Monday 17<sup>th</sup> October – Thursday 20<sup>th</sup> October

Examination Period: Friday 21<sup>st</sup> October – Saturday 12<sup>th</sup> November (inclusive)

## Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 22<sup>nd</sup> July 2016.
2. The standard last date for withdrawal from this course is Friday 23<sup>rd</sup> September 2016 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 or [online](#).

## 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.victoria.ac.nz/som](http://www.victoria.ac.nz/som)

#### **Programme Administrator:**

#### **Nicky McInnes**

RH1004, Rutherford House

463 5367

## Class Times and Room Numbers

Monday: 17:40 - 19:30

Government Buildings GBLT3

## Course Delivery

WEEK	TOPICS	Reading
1.	Introduction and Context of HRM	Crawshaw et al. (2014), Chapter 1
2.	Strategic human resource management	Crawshaw et al. (2014), Chapter 2 <i>Plimmer, G. (2012). HRM and the new workplace. In J. Bryson &amp; R. Ryan (Eds.), Human resource management in the workplace (pp. 92 - 124). Auckland: Pearson.</i>
3.	Making jobs good - Job analysis and job design, engagement and workplace bullying	Bakker, A. B., Albrecht, S. L., & Leiter, M. P. (2011). Key questions regarding work engagement. <i>European journal of work and organizational psychology</i> , 20(1), 4-28. <i>Notelaers, G., De Witte, H., &amp; Einarsen, S. (2009). A job characteristics approach to explain workplace bullying. European Journal of Work and Organizational Psychology, 19(4), 487-504.</i>
4.	Hiring the right people - Recruitment & Selection	Crawshaw et al. (2014), Chapter 7 <i>Ollington, N., Gibb, J., &amp; Harcourt, M. (2013). Online social networks: an emergent recruiter tool for attracting and screening. Personnel Review, 42(3), 248-265.</i>

		<i>Mello, J. A. (2006). Strategic human resource management: Chapter 8 pp 343 – 393. Thomson/South-Western, Mason, Ohio.</i>
5.	Rewarding them so they stay, are motivated and develop - Remuneration –strategies and systems	Crawshaw et al. (2014), Chapter 10 <i>Risher, H. (2008). Adding merit to pay for performance. Compensation &amp; Benefits Review, 40(6), 22.</i> <i>Brown, D., &amp; Purcell, J. (2007). Reward management: on the line. Compensation and Benefits Review, 39(3), 28.</i>
6.	Training <b>[Assignment 1 due]</b>	Crawshaw et al. (2014), Chapter 9
		Mid term break
7.	Development	Crawshaw et al. (2014), Chapter 9 <i>Day, D. V., &amp; Harrison, M. M. (2007). A multilevel, identity-based approach to leadership development. Human Resource Management Review, 17(4), 360-373.</i>
8.	Performance management and: Course stocktake review	Crawshaw et al. (2014), Chapter 11 <i>Shields, J. (2007). Performance review and development. In Managing employee performance and reward. Chapter 8 (pp. 200 – 226). Cambridge.</i> <i>Lawler, E. E., Benson, G. S., &amp; McDermott, M. (2012). What Makes Performance Appraisals Effective? Compensation &amp; Benefits Review, 44(4), 191-200.</i>
9.	Performance management	Crawshaw et al. (2014), Chapter 10
10.	Workplace relations and regulation	Crawshaw et al. (2014), Chapter 12
11.	Career development and outplacement <b>[Assignment 2 due]</b>	Noe, R. (2007). Chapter 11. Careers and career management (pp. 405 – 434). <i>Employee training and development</i> . McGraw Hill. Ibarra, H. (2005). Reworking your career identity. <i>Training Journal</i> , June, 34 - 37.
12.	Synthesis and revision	

## **Readings**

Students are advised to purchase the course text:

Crawshaw, J., Budhwar, P., & Davis, A. (2014). *Human resource management: strategic and international perspectives*: Sage.

The core text should be helpful throughout your studies. It is, however, only a starting point. 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.

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

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.

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

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
- International Journal of Human Resource Management

Each week please read the relevant Crawshaw Chapter. Some weeks I will also load an extra reading for pre-class preparation, such as a case study.

**Mandatory course requirements**

In addition to achieving an overall pass mark of at least 50%, students must:

- (i) obtain at least 40 per cent of the final examination marks available.

This is to ensure that course graduates have knowledge across the HRM field.

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](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat)

<i>Pass/Fail</i>	<i>Grade</i>	<i>Normal Range</i>	<i>Indicative Characterisation</i>
Pass	A+	90%-100%	Outstanding performance
	A	85%-89%	Excellent performance
	A-	80%-84%	Excellent performance in most respects
	B+	75%-79%	Very good performance
	B	70%-74%	Good performance
	B-	65%-69%	Good performance overall, but some weaknesses
	C+	60%-64%	Satisfactory to good performance
	C	55%-59%	Satisfactory performance
Fail	C-	50%-54%	Adequate evidence of learning
	D	40%-49%	Poor performance overall, some evidence of learning
	E	0-39%	Well below the standard required

If you believe that exceptional circumstances may prevent you from meeting the mandatory course requirements, contact the Course Coordinator for advice as soon as possible.

If you cannot complete an assignment or sit a test or examination, refer to

[www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat)

## Expected Workload

### **Class participation**

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

For some weeks, questions **provided on Blackboard will be used as discussion points, and cases will be provided for advance reading.** Further details will be provided in course and on Blackboard.

### Assessment

The Assessment Handbook will apply to all VUW courses: see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

<b>Method of assessment</b>	<b>Due Date</b>	<b>Percentage</b>
Proposal	1 August	5%
Strategic HRM	15 August	10%
Individual case study	3 October	35%
Final examination	Exam period	50%

### 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. Your case study is divided into three separate assignments, each building on the previous one.

(a) **Initial proposal - 5%: due on 1<sup>st</sup> August 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;
- strategic issue facing the organisation
- the HRM practices and processes you intend to focus on – select **three** interconnected practices (this will be explained further at the first class session)
- how those three interconnected issues might relate to the strategic issue facing the organisation
- 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) **Strategic HRM – 10% - due 15 August 5.40 pm in class and Turnitin**

Building on your proposal analyse the strategic issue facing the organisation that you covered in your proposal (or choose another one if you wish). Then analyze it in terms of one of a strategic HRM theories.

(c) **Detailed case study – 35%: due 3<sup>rd</sup> October in class.**

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

- A brief description of the organisation or firm and its context/environment.

- An identification of the major business or strategic 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 and in addressing strategic/business goals.
- 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.

### **Handing in assignments**

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

### **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 21st October – Saturday 12<sup>th</sup> November (inclusive)

### **Penalties**

#### **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.

### **Student feedback**

Student feedback on the course is positive, but has identified a few areas for improvement. One concerned a group presentation and associated problems around fairness and value. This year I have removed the group project and replaced it with the individual strategic HRM assignment.

The second feedback I am acting on is that I am overly critical of the behaviours of some HRM professionals' behaviours. My intent this year is to be more nuanced.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

### **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**

Please check Blackboard regularly.

### **Link to general information**

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

### **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.

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