Managing Human Resources

MHR-M-144

Faculty of Business, Computing and
Information Management

2008-2009, Semester 1

become what you want to be

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1   UNIT DETAILS

Unit title:	Managing Human Resources
Level:	M
Reference number:	MHR-M-144
Credit value:	1
Total study hours:	150
Contact hours:	46 hours (Full Time MBA cohort) 35 hours (Part Time MBA cohort)
Private study hours:	104 hours (Full Time MBA cohort) 115 hours (Part Time MBA cohort)
Prerequisite units:	None
Course:	MBA
Academic session:	2008-09, Semester 1
Unit Co-ordinator:	Piers Myers piers.myers@lsbu.ac.uk 020 7815 7890 (voicemail) Room L218
Subject area:	Human Resources and Management
Assessment:	Coursework 30% Exam 70%

2   SHORT DESCRIPTION

The Managing Human Resources unit introduces core theoretical and practical concepts central to understanding the management of people and strategic HRM. It establishes an appreciation of the complexities of understanding people and behaviour within organizations. The unit is rooted in the behavioural sciences, in particular sociology and psychology. It involves an exploration of organizational and managerial processes in the dynamic, changing context of organizations.

3   AIMS OF THE UNIT

Students should emerge from the unit with a more informed or sophisticated grasp of how people enter institutions of work (of a profit or not-for-profit type); participate in social networks of a formal and informal nature; become involved in the absorption of culture; seek to use power and authority in pursuit of a variety of goals; motivate, develop and reward others – all in the context of ongoing changes in the architecture of organizations in a complex global

environment. The unit is designed to develop this experience in the context of an awareness of emerging conceptual frameworks for strategic HRM.

4 LEARNING OUTCOMES

Knowledge and Understanding of:

➢ Frameworks for strategic HRM.

➢ Processes of individual learning and development, personal development planning, and organizational learning

➢ Power and leadership in organizations.

➢ Organizational structure and culture.

➢ Theories of workplace motivation and the impact of reward policy.

➢ International variation in organizational behaviour.

Intellectual Skills – able to:

➢ Analyse approaches to change management.

➢ Critically evaluate the effectiveness human resources management policies and practice.

➢ Link organizational behaviour theory with organizational practice.

➢ Examine and comment on a variety of contemporary issues in the management of people within organizations.

Transferable Skills – able to:

➢ Reflect on accomplishments, strengths and weaknesses and make effective plans for personal development.

➢ Develop a presentation within a team environment.

➢ Self-manage own time, behaviour, motivation, initiative and enterprise.

5 ASSESSMENT OF THE UNIT

30% of the final mark for the Unit will be awarded for coursework in the form of a personal development planning assessment (**⅓ of CW marks**) and individual presentations, on behalf of, and supported by, a learning set team (**⅔ of CW marks**). The latter assessment is based on four case studies specified in Section 8.1 and an aggregate team mark will be awarded.

70% of the final mark for the Unit will be awarded on the basis of an examination.

6 FEEDBACK

Feedback on written coursework will normally be given to students 15 working days after the submission of an assignment.

7   INTRODUCTION TO STUDYING ON THE UNIT

7.1   Overview of the main content

MHR themes will be explored alongside debates on the nature of managing human development; the organization in its environment; culture as a construct and conceptual tool, exploring culture formation and differentiation; group formation and team effectiveness; motivation theories and concepts; reward, effort and performance; the psychological contract; leadership and leader effectiveness; organizational design and architecture, from machine bureaucracy to the flexible virtual organization; change and change management; the concept of continuous improvement; cultural differentiation and its effects; the learning organization; and aspects of international HR.

7.2   Overview of types of classes

Lecture inputs will be based on 'HR-related' themes and issues; seminars will aim to embed learning through class exercises and discussion, case studies and individual development planning; and to prepare for the coursework and exam assessments.

A feature of the unit is the establishment of small learning set teams, each normally comprising 4 or 5 students. Much of your seminar work time on the unit and outside in self-managed hours will be spent in these teams. The learning set system will continue to be developed throughout the MBA and the early development of this team work orientation will provide a support base for stage 2 learning.

The main learning set roles during the Managing Human Resources unit will be:

1. To study pre-determined cases & readings and undertake research on tutor selected discussion topics.
2. Address set questions on all case studies to present findings to the larger seminar group the following week.
3. To work on a major case study in preparation for the examination on which it will be based.

7.3   Importance of student self-managed learning time

You should expect to engage you engage in more than 100 hours of private study for this unit. As well as set readings each week, case studies and discussion articles, there will be additional reading necessary to support your learning. You will also need to allow a lot of time to collaborate in preparation for the team presentations with your learning set colleagues, to consider, plan and write your individual assignments, and to prepare for the examination.

7.4 Employability

The unit aims to develop both general and specific skills that are relevant to the workplace including:

General
1. Interpersonal skills in an area of presentation, group discussion, teamwork, and appreciation of diversity.
2. Personal skills in self-management, continuous professional development, self-managed learning and decision-making.
3. Interpersonal skills in listening, comprehension and understanding, plus sensitivity to emotional, attitudinal and political aspects of organizational life.

Specific
4. An understanding of key elements of the employment relationship and the dynamics of organizational behaviour.
5. Core knowledge of strategic HR issues as they apply across a range of countries and sectors.

8 THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

The following textbooks underpin the learning programme. You must of course refer to other books and articles but it is suggested that, in the first instance, you focus on the set readings from these texts (as well as the case studies and discussion articles):

Claydon, T. & Beardwell, J. (2007) *Human Resource Management: A Contemporary Approach* (5th ed.). Harlow: FT Prentice Hall.

Boxall, P. & Purcell, J. (2008) *Strategy and Human Resource Management* (2nd ed.). Basingstoke: Palgrave Macmillan.

Bratton, J. & Gold, J. (2007) *Human Resource Management: Theory and Practice (4th edn)*. Basingstoke: Palgrave Macmillan.

Brooks, I. (2006) *Organisational Behaviour: Individuals, Groups and Organisations (3rd edn)*. Harlow: FT Prentice Hall.

Mullins, L. (2007) *Management and Organisational Behaviour (8th edn)*. Harlow: FT Prentice Hall.

Senior, B. & Fleming, J. (2006) *Organizational Change (3rd edn)*. Harlow: FT Prentice Hall.

8.1 Presentation case studies

Case 1 (Prep week 3, presentation week 4)
Charan, R. (2006) Home Depot's blueprint for culture change. *Harvard Business Review*, 84(4), 60-70.
    Themes: culture, change and employee involvement.

Case 2 (Prep week 5, presentation week 6)
Fryer, B., Milkovich, G. T., Thinnes, J. A., Yaffe, J. & Kokott, D. (2003) In a
world of pay. *Harvard Business Review*, 81(11), 31-40.
Themes: compensation & benefits, motivation and cultural differences.

Case 3 (Prep week 8, presentation week 9)
Huston, L. & Sakkab, N. (2006) Connect and develop: Inside Procter &
Gamble's new model for innovation. *Harvard Business Review*, 84(3),
58-66.
Themes: development, change, communication and structure.

Case 4 (Prep week 10, presentation week 11)
Thomas, D. A. (2004) Diversity as strategy. *Harvard Business Review*, 82(9),
98-108.
Themes: change management, motivation, diversity, employee
involvement.

8.2   Blackboard access

Once you are enrolled on the unit, you should find an automatic link to the unit
Blackboard site on your Blackboard homepage. It will look like this:

[MHR_M_144_1_0809: 08/09, Managing Human Resources, 1](#)

On the Blackboard site you will find copies of most of the handouts we
distribute, and also an extra copy of the unit guide, in case you mislay this one.

8.3   Schedule of classes, readings, and presentations

Note that the teaching programme may be altered as necessary in the light of how the unit progresses and the needs of the class.

	LECTURE	**SEMINAR**
<u>24 Sep</u>	**1. Introduction to HRM** Introducing the unit; setting the agenda; theory v. practicality; organization and the environment; organizational response to change. Defining HRM; individual and collective dimensions – linking HRM to business performance. Establishing seminar and presentation groups. <u>Reading</u>: Boxall & Purcell – chapter 1. Bratton & Gold – chapter 1. Claydon & Beardwell – chapter 1. Mullins – chapter 13.	
<u>1 Oct</u>	**2. HRM models** Strategic HRM: best practice or best fit? Trends and developments in strategic HRM. Resource based HRM as a possible long-term solution. <u>Reading</u>: Boxall & Purcell – chapters 3 & 4. Bratton & Gold – chapter 2. Claydon & Beardwell – chapter 2.	**Discussion based on Kotter article.** Pre-reading: Kotter, J. (1995) Leading change: Why transformation efforts fail. *Harvard Business Review*, 73(2), 59-67.
<u>8 Oct</u>	**3. Individual and organizational learning** Models of learning. The learning cycle, learning styles. HRD, Appraisal, goal-setting. Single and double loop learning. Organizational learning, the 'learning organization'. <u>Reading</u>: Claydon & Beardwell – chapter 8. Mullins – chapter 5.	**PDP Planning**

	LECTURE	**SEMINAR**
<u>**15 Oct**</u>	**4.** <u>**Culture & change**</u> Exploring perspectives on culture. The nature of culture and its role in organizations. Diagnosing culture as the first step in the process of cultural change. Cultures of change. <u>Reading</u>: Brooks – chapter 9. Mullins – chapter 19. Senior & Fleming – chapter 4	**Case preparation – Case 1 'Home Depot'**
<u>**22 Oct**</u>	**5.** <u>**Leadership**</u> The nature of leadership and leadership theory. Models of leadership. Differences between leadership and management. No "one best way" of leading – does leadership style and behaviour have to take account of circumstances? Assessing the compatibility of different leadership approaches with different types of organizational situations. <u>Reading</u>: Brooks – chapter 6. Mullins – chapters 10. Senior & Fleming – chapter 6	**Case <u>presentations</u>** **Case 1 'Home Depot'**

	LECTURE	SEMINAR
<u>**29 Oct**</u>	6. <u>**Motivation and reward**</u> Motivation theories, contract and progress and models in enhancing workplace motivation. Expectancy model & goal theory. Managers' role in motivating. Managing reward and morale. Relationships between reward, motivation and job design. <u>Reading</u>: Boxall & Purcell – chapter 7. Bratton & Gold – chapter 10. Brooks – chapter 3. Claydon & Beardwell – chapter 13. Mullins – chapter 7.	**Case preparation, Case 2 'World of pay'**
<u>**5 Nov**</u>	7. <u>**Teams**</u> Dynamics of team roles – formal and informal. The nature of teamwork. The place of teamwork in the organization. Realities and myths of group working. 'Virtual' teams. <u>Reading</u>: Brooks – chapter 4. Mullins – chapters 8 & 9.	**Case <u>presentations</u> Case 2 'World of pay'**
<u>**12 Nov**</u>	8. <u>**Power and change**</u> Unitary, pluralist and radical frames. Power. Understand the relationship between power, conflict and change and suggest ways of managing these. Lewin's model of change; overcoming resistance. <u>Reading</u>: Boxall & Purcell – chapter 6. Brooks – chapter 8. Mullins – chapter 18.	**Case preparation, Case 3 'Proctor and Gamble'**

	LECTURE	SEMINAR
<u>19 Nov</u>	**9. Structures** Organizational structures and types of structure. Rightsizing and outsourcing and understanding recent developments in structures used by organizations. Virtuality. Assessing the extent to which different types of organizational structures and forms can cope with and adapt to a variety of factors. Social networks and the informal organization. <u>Reading</u>: Brooks – chapter 7. Mullins – chapters 15 & 16. Senior & Fleming – chapter 3.	**Case <u>presentations</u> Case 3 'Proctor and Gamble'**
<u>26 Nov</u>	**10. Diversity** Equal Opportunity Diversity; Approaches to managing diversity Types of diversity Business case for managing diversity Trends in diversity management <u>Reading</u>: Claydon & Beardwell – chapter 7. Mullins – chapter 4.	**Case preparation, Case 4 'Diversity as strategy'**
<u>3 Dec</u>	**11. Global HRM** MHR in the global economy; convergence and divergence in management styles, and links to globalisation. Cross-cultural working. <u>Reading</u>: Bratton & Gold – chapter 3. Brooks – chapter 10.	**Case <u>presentations</u> Case 4 'Diversity as strategy'**
<u>10 Dec</u>	**12. Revision session** Note that past papers can be found at: http://www.lisa.lsbu.ac.uk/008_dbresources/exams(wam).htm	**Exam preparation.**

8.4   Coursework assessment (30% of total)

<u>Personal Development Planning</u>

The personal development planning assignment will count as ⅓ of your coursework mark. The submission date is in Week 6 of the semester, **Wednesday 29 October**. You should use the template in Appendix A (available as a Word document on the unit Blackboard site).

<u>Presentations</u>

You will work as a team with your learning set; normally there are 4 teams of 4-5 members in each seminar class. The teams will discuss all 4 cases. For each case, each team will be allocated a separate question or issue to focus on in their presentation.

An individual team member (or sometimes 2 team members) will deliver the team's response. Each presentation will receive individual feedback and a formative mark, but the actual presentation mark will be a **<u>team</u>** mark representing the average of the marks from all four of the individual case presentations. This will count as ⅔ of your coursework mark.

As you have been given the cases in advance, you are strongly advised to read them carefully well in advance, and spend the time available as a team on discussion of the key issues, particularly those pertinent to your team question. The tutor is available to assist during seminars but it is up to you to organise your team effectively.

The presentations should be about 10 minutes long, and the maximum time allowed will be 15 minutes.

8.5   Exam assessment (70% of total)

At the end of the unit there will be a **<u>2½-hour</u>** examination. It will normally comprise a 'Part A' based on a pre-seen case study, and an essay based 'Part B' with a choice of questions on topics related to the unit learning outcomes. The exam case study will normally be distributed not later than week 12.

9   LEARNING RESOURCES

Recommended books:

Boxall, P. & Purcell, J. (2008) *Strategy and Human Resource Management (2nd ed.).* Basingstoke: Palgrave Macmillan.

Bratton, J. & Gold, J. (2007) *Human Resource Management: Theory and Practice (4th edn).* Basingstoke: Palgrave Macmillan.

Brooks, I. (2006) *Organisational Behaviour: Individuals, Groups and Organisations (3rd edn).* Harlow: FT Prentice Hall.

Claydon, T. & Beardwell, J. (2007) *Human Resource Management: A Contemporary Approach (5th ed.)*. Harlow: FT Prentice Hall.

Mullins, L. (2007) *Management and Organisational Behaviour (8th edn)*. Harlow: FT Prentice Hall.

Senior, B. & Fleming, J. (2006) *Organizational Change (3rd edn)*. Harlow: FT Prentice Hall.

Journal articles:

Many academic and practitioner journals relevant to learning on this unit are available electronically through the university's library services:

www.lisa.lsbu.ac.uk

These include:

Academy of Management Journal

Academy of Management Review

Harvard Business Review

Human Relations

International Journal of Human Resource Management

Journal of Human Resource Management

Journal of Organizational Change Management

People Management

Personnel Review

Organizational Dynamics

Organization Studies

APPENDIX A: Personal Development Planning template

Part 1 Reflecting back

Q1 What do you consider were the three most important things (planned or unplanned) that you learned last year? Please also briefly describe how they were learned.

1

2

3

Q2 What have been the **tangible outcomes** of your professional development over the last 12 months and what aspects of your work have changed as a result?

Part 2 Moving forward

Q1 What are the three main areas or topics you wish to develop in the next 12 months and how will you achieve these? Include specific goals or milestones.

1

2

3

Q2 What are the key differences that you plan to make to your role/organization/clients/customers/career prospects in the next 12 months through this professional development?

APPENDIX B: Coursework Submission Regulations

Please bear in mind the following University Guidelines with respect to late coursework:

1. Unless you have obtained your Course Director's agreement to the late submission of your coursework in advance of the deadline date, coursework submitted late will receive a maximum mark of 50%. If it is more than two weeks late it will not be marked at all.

2. If you feel you need to hand your coursework in late and there are exceptional reasons why this is necessary, this is the process to follow:

    - Get a copy of the form for late submission from the Faculty Office.

    - Fill in Part A of the form, giving reasons why you cannot meet the existing deadline date.

    - Show the form to your Course Director and ask if they agree to the request. If they do agree, they will fill in Part B and return the form to you.

    - Inform your seminar tutor of the situation.

    - Attach the form to the front of your coursework when you submit it.

    The maximum extension is two weeks.

APPENDIX C: Presentation feedback form

Name of Student:

Topic:

Skill Area	Strengths	Points for improvement
1. CONTENT **60% weighting** ▪ Analysis of case and focus on question set ▪ Linking theory with practice ▪ Analytical standard ▪ Ability to engage with questions		
2. DELIVERY **20% weighting** ▪ Time management ▪ Manner and mannerisms ▪ Eye contact ▪ Voice: audibility and pace; clarity and emphasis		
3. USE OF VISUAL AIDS **20% weighting** ▪ Use of Power Point ▪ Use of written handouts ▪ Other		
GENERAL COMMENTS:		
Overall mark: **Tutor:** **Date:**		

APPENDIX D: Case studies and discussion article

<u>Case 1</u> (Prep week 4, presentation week 5)
Charan, R. (2006) Home Depot's blueprint for culture change.
Harvard Business Review, 84(4), 60-70.

<u>Case 2</u> (Prep week 6, presentation week 7)
Fryer, B., Milkovich, G. T., Thinnes, J. A., Yaffe, J. & Kokott, D.
(2003) In a world of pay. *Harvard Business Review*, 81(11), 31-
40.

<u>Case 3</u> (Prep week 8, presentation week 9)
Huston, L. & Sakkab, N. (2006) Connect and develop: Inside
Procter & Gamble's new model for innovation. *Harvard
Business Review*, 84(3), 58-66.

<u>Case 4</u> (Prep week 10, presentation week 11)
Thomas, D. A. (2004) Diversity as strategy. *Harvard Business
Review*, 82(9), 98-108.

<u>Discussion article</u> (pre-reading for week 2)
Kotter, J. P. (1995) Leading change: Why transformation efforts fail.
Harvard Business Review, 73(2), 59-67.