

Course Outline
GLMI 705: People, Performance and Well-being(15 POINTS)
Semester 1 2017

Course Prescription

Examines the employment relationship through tensions at the intersection of human resource management, organisational performance and employee well-being. Explores strategies associated with building, developing and motivating workforces and analyses ways of improving mutuality in employment relationships.

Programme and Course Advice

Restrictions: MGMT 711, 712

Designed for students with some knowledge about the management of organisation and people who are interested in learning more about creating and building a new model of employment relations by designing mutually beneficial human resource management practices/systems for both organisations and employees. The course introduces students to cutting-edge conceptual thinking and empirical findings through lecturing, reading, discussing, and experiencing. Students are encouraged to participate in all the activities designed for this course.

Goals of the Course

The course provides students with key ideas, models, and empirical evidences of human resource management practices/systems in promoting and facilitating mutual effects. Students learn not only the models, principles, and methods but the skills of using these frameworks and tools to evaluate, diagnose, and design HRM policies and practices. Transferable skills related to teamwork, problem identifying and solving, and communication are developed by working in a team to put the scientific knowledge into practices.

Learning Outcomes

By the end of this course it is expected that the student will be able to:

1. Demonstrate understanding of the relationships and mechanisms among human resource management practices/systems, employment relations, employee well-being, and organizational performance;
2. Demonstrate an understanding of frameworks explaining the functions or effects of human resource management practices for both organizations and employee well-being;
3. Critically evaluate different perspectives/conceptualizations/models in explaining the role of human resource management practices;
4. Diagnose or evaluate organization effectiveness through the application of chosen models or frameworks;
5. Design and develop human resource management systems for organizations by using relevant frameworks in order to improve both organisational performance and employee well-being.

Content Outline

Week	Date	Topic	Learning mode	Activities and Assessment
1	March 10	Introduction to the course HRM and performance.	<ul style="list-style-type: none"> Lecture Classroom discussion 	
2	March 17	HRM, well-being and performance	<ul style="list-style-type: none"> Lecture Reading assignment discussion 	Students will be invited to voluntarily share your opinions on reading the assignment
3	March 24	Building highly-performing work systems	<ul style="list-style-type: none"> Lecture Reading Case analysis and discussion 	Short case will be distributed. Students will be divided into groups with 4-5 members in each group
4	March 31	HRM and performance: The role of effective implementation	<ul style="list-style-type: none"> Lecture Online material Classroom discussion Team project will be assigned 	<ul style="list-style-type: none"> Team will be formed and project topic be finalised Guest speaker will give a lecture
5	April 7	Reconceptualising fit in strategic HRM	<ul style="list-style-type: none"> Lecture Online material 	<ul style="list-style-type: none"> Test 1: A 15 minutes open book test will be conducted. Individual essay will be assigned
	April 14	Mid-semester break		
	April 21	Mid-semester break		
	April 28	Mid-semester break		
6	May 5	Strategic HRM and Organisational behaviour: Multiple-level perspectives	<ul style="list-style-type: none"> Lecture Online material Reading assignment discussion 	5 students will be randomly invited to share your opinions on reading the assignment
7	May 12	Conceptualisation and measurement of human capital	<ul style="list-style-type: none"> Lecture Reading Online material 	Exercise: self-test
8	May 19	Measurement of HRM practices/systems	<ul style="list-style-type: none"> Lecture Reading Classroom discussion 	Topic for discussion: How to improve the measurement of HRM systems

9	May 26	Methodological issues in SHRM research	<ul style="list-style-type: none"> • Lecture • Online material • Case analysis 	5 students will be invited to share your analysis
10	June 2	Progress and prospects for HRM-performance research in SMEs.	<ul style="list-style-type: none"> • Lecture • Reading • Online material 	Team project report due on 2 June, no later than 5:00pm
11	June 9	A diagnostic model of HRM systems	<ul style="list-style-type: none"> • Teams present project report • Lecturer will provide feedback and comments about your presentation 	<ul style="list-style-type: none"> • Each team will have 15-20 minutes to present your project for the class. • Individual essay due, no later than 4:00pm

Learning and Teaching

This course engages students through a variety of learning modes. During the course you will:

1. Read five papers and two cases as assignments. You are expected to share your readings with other students in the class.
2. Attend presentations by lecturers, or guest speakers, and the test.
3. Participate in discussions and in-class activities.
4. Work as part of a team to complete a project.
5. Complete an individual essay.

Classes are scheduled on Fridays from 1:00 to 4:00pm in room 260-205.

Teaching Staff

Prof. James Sun

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Learning Resources

All course content will be provided online through Canvas, the University's learning management system, including reading papers, cases, and lecture slides (after the lecture).

Textbook: Students are not mandated to by a textbook but it is desirable to have a copy of the following book:

Jaap Paauwe, David E. Guest, & Patrick M. Wright (eds). HRM & Performance: Achievements & Challenges. Wiley 2012

Assessment

1. Class participation and discussion	Individual	Including assigned case analysis discussion	10%
2. Team project	Group	Written assignment	30%

3. In-class test	Individual		30%
4. Individual essay	Individual	Written assignment	30%
100%			

Further details on these assessments are provided in Canvas.

The relationship between these assessments and the course learning outcomes is:

Learning Outcome	Participation & discussion	Team project	In-class test	Individual essay
1	X		X	
2	X	X	X	
3	X			X
4	X	X		X
5	X	X		

Inclusive Learning

Students are urged to discuss privately any impairment-related requirements face- to-face and/or in written form with the course convenor/lecturer and/or tutor.

Student Feedback

This is the first year this course has been offered. At the end of the course students will be asked to complete a course evaluation to provide feedback for ongoing development of this paper.

Academic Integrity

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the World Wide Web. A student's assessed work may be reviewed against electronic source material using computerized detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerized review.