**University of Management and Technology**

**School of Business and Economics**

**Department Name: Management**

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| Course TitleCourse Code | HR Systems and PracticesHR-681 |
| Program | MS Management/SHRM |
| Credit Hours | 3 |
| Duration | Fifteen (15) sessions |
| Prerequisites (If any) | Core Courses of Management |
| Resource Person and Position  | Dr. Muhammad UmerAzeemAssistant Professor, SBE |
| Counseling Timing(Room# 4 – N3/8) | Monday (by appointment), Tuesday (3pm – 6:30pm ), Wednesday (3pm – 6:30pm)Thursday (2pm – 3pm), Friday ( by appointment ) |
| Contact no. | umer.azeem@umt.edu.pkTel: (042) 35212801 – 10, Ext. 3390 |
| Course Code | MG – 681 |

**Chairman Program Signature…………………………………. Date…………………..**

**Course Description**

The strategic outlook of human resource management (HRM) and the systems approach of designing human resource (HR) practices have become an important area of study for the strategic HRM researchers. This new strategic, macro, HRM perspective explores the impact of HR configurations or systems rather than isolated individual HR practices on organizational performance and competitiveness.HR system is referred as “a set of distinct but interrelated activities, functions, and processes that are directed at attracting, developing, and retaining a firm's human resources”.This course aims to identifyand address several theoretical and methodological issues related to HR systems i.e. what these systems are;which practices comprise these systems; how these systems work/operate;how these systems should be designed; and how they should be studied. It would also be explored as how HR systems are translated into integrated individual HR practices that developand make use of organizational core competencies and how HR systems, if poorly designed, can destroy these competencies

**Program Objectives**

1. To hone participants’ abilities through a well-developed and diversified program designed to equip graduates with essential leadership skills
2. To produce graduates who have well-rounded entrepreneurial skills - who not only have great ideas, but can also make things happen by starting their own ventures
3. To prepare participants for steering an organization through the difficult and turbulent global environment and enable the development of an implementable strategic business plan
4. To develop participants’ expertise in order to increase their resourcefulness
5. To inculcate skills for evidence based decision making in participants
6. To enhance the proficiency of the graduates and groom them to deal with the complex business situations

**Course Objectives**

1. To understand the shift from isolated individual HR practices to HR systems and integrated HR practices
2. To understand the role of various HR configurations or systems and practices in organizational effectiveness and sustained competitive advantage
3. To explore the genre and theoretical grounds of HR systems and practices
4. To analyze unique contextual challenges to design and execute appropriate HR systems
5. To understand the relationship of human resource systems in the organizational design

(i.e., systems to select, motivate, evaluate and compensate its people) with successfulachievement of its strategic objectives.

1. To understand and use contemporary theories and concepts that are shaping research in strategic human resources management and HR systems
2. To identify potential research gaps in areas of strategic HRM in general and HR system in particular and explore innovative theoretical frameworks and methodologies to fill up those gaps

**Teaching Methodology**

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| --- | --- |
| * Interactive Lectures
 | * Research articles
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| * Discussion
 | * ReserchProjects& International component
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**ReccommendedText Books in this course:**

# 21 Tomorrows :Hr Systems In The Emerging Workplace Of The 21st Century (2000). [Robert Stambaugh](http://www.amazon.com/Robert-Stambaugh/e/B00JN58Y7E/ref%3Ddp_byline_cont_book_1). Ihrim

# Perspectives On Organizational Fit (2009):  Cheri Ostroff, Timothy A. Judge. Taylor And Francis

* Human Resource Management In The Knowledge Economy: New Challenges, New Roles, New Capabilities (2002). Mark L. Lengnick-Hall, Cynthia A. Lengnick-Hall. Berrett-Koehler
* People Management In Turbulent Times **(2009).** [Adrian Furnham](http://www.amazon.co.uk/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Professor+Adrian+Furnham&search-alias=books-uk&text=Professor+Adrian+Furnham&sort=relevancerank). Palgrave Macmillan

**Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

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| --- | --- | --- |
| **Assessment Tool** | **Assessment Detail** | **Marks %age** |
| Assignments | Assignments relating to the outcomes of the topics covered will be turned in periodically. **Grading:** 15 Marks/assignment. [Distribution: Assignment structure, Content and analysis (10), Conclusion, value addition, and referencing (5)] | 15% |
| Literature Review | Literature review will be submitted in 8th week as Mid-term exam. **Grading:** 15 Marks. [Distribution: Literature content & arguments (10), Plagiarism (5)] | 15% |
| Class Participation (Paper Reviews and Reflections) | Positive, healthy and constructive class participation will be monitored for **each class**. Proactively and vocally participating in the discussions and the way in which concepts are carried forward will constitute to good class participation. Quality rather than quantity will be graded. Quality class participation will be based upon i) Relevance, ii) Advancement, iii) Fact based, iv) Logic, and V) Originality. | 15% |
| Term/Research Paper (Group- Once in whole course) | A final project of term paper will be completed and submitted in session 14**Grade Distribution:** Project report 25, Presentation 5. | 30% |
| Final exam | Final exam constitutes topics covered throughout the course. It will comprise of scenario basedquestions, questions from the research articles (discussed in the class), and application template. | 25% |
| Total |  | 100% |

**Course Content and Reading Material (Subject to minor change during the course)**

**Module 1 & 2**

**Strategic HRM and HR Systems**

**Readings:**

1. Bowen, D. E., &Ostroff, C. (2004). Understanding HRM–firm performance linkages: The role of the “strength” of the HRM system. *Academy of Management Review, 29*(2), 203-221. 20
2. **Related Readings**
3. Lepak, D. P., Liao, H., Chung, Y., & Harden, E. E. (2006). A conceptual review of human resource management systems in strategic human resource management research. *Research in personnel and human resources management, 25*, 217-271. 55
4. Arthur, J. B., & Boyles, T. (2007). Validating the human resource system structure: A levels-based strategic HRM approach. *Human Resource Management Review, 17*(1), 77-92. 16

**Module 3:Understanding Systems Perspective in Organization**

**Readings:**

1. Beer, M., &Huse, E. F. (1972). The impact of HR practices on the performance of business units. *Human Resource Management Journal, 3*(3),

**Related Reading**s

1. Kast, F. E., &Rosenzweig, J. E. (1972). General systems theory: Applications for organization and management. *Academy of Management Journal, 15*(4), 447-465.
2. Yuchtman, E., & Seashore, S. E. (1967). A system resource approach to organizational effectiveness. *American Sociological Review*, 891-903.
3. Folke, C. (2006). Resilience: The emergence of a perspective for social–ecological systems analyses. *Global environmental change, 16*(3), 253-267.

**Module 4: HRM for Complex Adaptive Systems**

1. Colbert, B. A. (2004). The complex resource-based view: Implications for theory and practice in strategic human resource management. *Academy of Management Review, 29*(3), 341-358.

**Module 5: HR Systems and Firm Performance**

1. Barney, J.B. (1991) Firm Resources and Sustained Competitive Advantage. Journal of Management, 17(1): 99–120
2. Guest, D., & Conway, N. (2011). The impact of HR practices, HR effectiveness and a ‘strong HR system on organisational outcomes: a stakeholder perspective. *The International Journal of Human Resource Management, 22*(8), 1686-1702.
3. Arthur, J. B. (1994). Effects of human resource systems on manufacturing performance and turnover. *Academy of Management Journal, 37*(3), 670-687.
4. Wright, P., Dunford, B. & Snell, A. (2001), Human resources and the resourcebased view of the firm, Journal of Management, 27 (6) pp. 701-721.

**Module 6: Mid-Term Exams**

Literature Review Submission

**Module 7& 8: Designing and Aligning HR Systems**

**Readings:**

1. Miles and Snow (1984) Designing Strategic Human Resource Systems, Organizational Dynamics. Vol. 13, Iss. 1; p. 36.
2. Kepes, S., &Delery, J. E. (2006). Designing effective HRM systems: The issue of HRM strategy. *The human resources revolution: Why putting people first matters*, 55-76.
3. Teo, S. T., Le Clerc, M., &Galang, M. C. (2011). Human capital enhancing HRM systems and frontline employees in Australian manufacturing SMEs. *The International Journal of Human Resource Management, 22*(12), 2522-2538.
4. Chang, S., Gong, Y., Way, S. A., &Jia, L. (2013). Flexibility-oriented HRM systems, absorptive capacity, and market responsiveness and firm innovativeness. *Journal of Management, 39*(7), 1924-1951.

**Module 9: Designing High Performance Work Systems**

**Readings:**

1. Boxall, P., &Macky, K. (2009). Research and theory on high‐performance work systems: progressing the high‐involvement stream. *Human Resource Management Journal, 19*(1), 3-23.
2. Della Torre, E., &Solari, L. (2013). High-performance work systems and the change management process in medium-sized firms. *The International Journal of Human Resource Management, 24*(13), 2583-2607.
3. Kehoe, R. R., & Wright, P. M. (2013). The impact of high-performance human resource practices on employees’ attitudes and behaviors. *Journal of Management, 39*(2), 366-391.

**Module 10: HR Strategy and Planning**

**Readings:**

1. Chuler, R. S., & Walker, J. W. (1990). Human resources strategy: Focusing on issues and actions. *Organizational Dynamics, 19*(1), 5-19.
2. Boxall, P. (1998). Achieving competitive advantage through human resource strategy: towards a theory of industry dynamics. *Human Resource Management Review, 8*(3), 265-288.
3. Chuler, R. S., & Walker, J. W. (1990). Human resources strategy: Focusing on issues and actions. *Organizational Dynamics, 19*(1), 5-19.
4. Zhu, C. J., & Dowling, P. J. (1994). The impact of the economic system upon human resource management practices in China. *Human Resource Planning, 17*(4), 1-21.

**Module 11: HR Systems and employees’ Performance**

**Readings:**

1. Jiang, K., Lepak, D. P., Han, K., Hong, Y., Kim, A., & Winkler, A.-L. (2012). Clarifying the construct of human resource systems: Relating human resource management to employee performance. *Human Resource Management Review, 22*(2), 73-85. 14
2. Lado, A. A., & Wilson, M. C. (1994). Human resource systems and sustained competitive advantage: A competency-based perspective. *Academy of Management Review, 19*(4), 699-727.30
3. Huselid, M. A. (1993). The impact of environmental volatility on human resource planning and strategic human resource management. *Human Resource Planning, 16*, 35-35.
4. Lam, S. S., &Schaubroeck, J. (1998). Integrating HR planning and organisational strategy. *Human Resource Management Journal, 8*(3), 5-19.
5. Hwang, N.-C. R., &Kogan, K. (2003). Dynamic approach to human resources planning for major professional companies with a peak-wise demand. *International journal of production research, 41*(6), 1255-1271.

**Module 12: HR Systems and Competitive advantage**

**Readings:**

1. Cabrera, D., Colosi, L., &Lobdell, C. (2008). Systems thinking. *Evaluation and program planning, 31*(3), 299-310.
2. Mingers, J., & White, L. (2010). A review of the recent contribution of systems thinking to operational research and management science. *European journal of operational research, 207*(3), 1147-1161.
3. Lei, D and Slocum, Jr J.W., (2005)Strategic and organizational requirements for competitive advantage, Academy of Management Executive, Vol. 19, No. 1.

**Module 13: HR Systems; an integral part of organizational culture**

**Readings:**

1. Lau, C. M., & Ngo, H. Y. (2004). The HR system, organizational culture, and product innovation. *International business review, 13*(6), 685-703.
2. Chow, I. H. S., & Liu, S. (2009). The effect of aligning organizational culture and business strategy with HR systems on firm performance in Chinese enterprises. *The International Journal of Human Resource Management, 20*(11), 2292-2310.
3. Li, X., Frenkel, S. J., & Sanders, K. (2011). Strategic HRM as process: how HR system and organizational climate strength influence Chinese employee attitudes. *The International Journal of Human Resource Management, 22*(9), 1825-1842.

**Module14& 15: Final Term Paper: Presentations, Peer Review Evaluation and Final Exam**

**STUDENTS ARE REQUIRED TO READ AND UNDERSTAND ALL ITEMS OUTLINED IN THE PARTICIPANT HANDBOOK**

**Class Policy: -**

* Be on Time

You need to be at class at the assigned time. After 10 minutes past the assigned time, you will be marked absent.

* Mobile Policy

**TURN OFF YOUR MOBILE PHONE!** It is unprofessional to be texting or otherwise.

* Email Policy

**READ YOUR EMAILS!** You are responsible if you miss a deadline because you did not read your email.

Participants should regularly check their university emails accounts regularly and respond accordingly.

* Class Attendance Policy

A minimum of 80% attendance is required for a participant to be eligible to sit in the final examination. Being sick and going to weddings are absences and will not be counted as present. You have the opportunity to use 6 absences out of 30 classes. Participants with less than 80% of attendance in a course will be given grade ‘F’ (Fail) and will not be allowed to take end term exams. International students who will be leaving for visa during semester should not use any days off except for visa trip. Otherwise they could reach short attendance.

* Moodle

UMT –LMS (Moodle) is an Open Source Course Management System (CMS), also known as a learning Management System (LMS). Participants should regularly visit the course website on MOODLE Course Management system, and fully benefit from its capabilities. If you are facing any problem using moodle, visit <http://oit.umt.edu.pk/moodle>. For further query send your queries to moodle@umt.edu.pk

* Harassment Policy

Sexual or any other harassment is prohibited and is constituted as punishable offence. Sexual or any other harassment of any participant will not be tolerated. All actions categorized as sexual or any other harassment when done physically or verbally would also be considered as sexual harassment when done using electronic media such as computers, mobiles, internet, emails etc.

* Use of Unfair Means/Honesty Policy

Any participant found using unfair means or assisting another participant during a class test/quiz, assignments or examination would be liable to disciplinary action.

* Plagiarism Policy

All students are required to attach a “Turnitin” report on every assignment, big or small. Any student who attempts to bypass “TurnItin” will receive “F” grade which will count towards the CGPA. The participants submit the plagiarism report to the resource person with every assignment, report, project, thesis etc. If student attempts to cheat Turnitin, he/she will receive a second “F” that will count towards the CGPA. There are special rules on plagiarism for final reports etc. all outlined in your handbook.
* Withdraw Policy

Students may withdraw from a course till the end of the 12th week of the semester. Consequently, grade W will be awarded to the student which shall have no impact on the calculation of the GPA of the student.A Student withdrawing after the 12th week shall be automatically awarded “F” grade which shall count in the GPA.

* Communication of Results

The results of quizzes, midterms and assignments are communicated to the participants during the semester and answer books are returned to them. It is the responsibility of the course instructor to keep the participants informed about his/her progress during the semester. The course instructor will inform a participant at least one week before the final examination related to his or her performance in the course.