Course Outline 2019
GLMI 705: PEOPLE, PERFORMANCE AND WELL-BEING (15 POINTS)
Semester (1)

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.

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 the impacts of human resource management on organisations and employees. The course introduces students to cutting-edge thinking and empirical research in HRM and helps them prepare for management or HR specialist roles. Students participate in a range of learning activities designed for the course.

Goals of the course
This course is about understanding how human resource management affects employee performance and wellbeing. You will develop a critical appreciation of theory and research in this area while also building skills in how to analyse performance problems and problems in the quality of jobs. This is intended to enhance your ability to improve the quality of performance and well-being for yourself and for others you work with (for example, when you occupy a management or an HR specialist role).

Learning outcomes (LO)
By the end of the course, it is expected that students will be able to:

<table>
<thead>
<tr>
<th>#</th>
<th>Learning outcome</th>
<th>Graduate profile capability*</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>demonstrate an advanced understanding of the impact of HRM on organisational performance;</td>
<td>1. Disciplinary knowledge and practice 2. Critical thinking</td>
</tr>
<tr>
<td>LO2</td>
<td>demonstrate an advanced understanding of the factors that affect employee wellbeing;</td>
<td>1. Disciplinary knowledge and practice 2. Critical thinking</td>
</tr>
<tr>
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<td>Learning outcome</td>
<td>Graduate profile capability*</td>
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</tbody>
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| LO3 | demonstrate an advanced understanding of the interactions between performance and employee well-being across diverse work contexts and skills in analysing well-being and performance issues in particular organisations and occupations; | 1. Disciplinary knowledge and practice  
3. Solution seeking                                                                               |
| LO4 | demonstrate the presentation skills and quality of interaction needed for entry into management roles, including entry to the HR profession.                                                                                                    | 4a. Communication (Oral)  
4c. Engagement (Collaboration)                                                                 |

* See the graduate profile this course belongs to at the end of this course outline.

### Content outline

<table>
<thead>
<tr>
<th>Week / Module</th>
<th>Topic</th>
<th>Relevant learning resources/activities</th>
<th>Assessment due this period</th>
</tr>
</thead>
</table>
| Week 1 8 March | Introduction  
Tensions and trade-offs in HRM, performance and wellbeing        | Textbook Ch. 1  
Additional essential readings on CANVAS                                                              |                                                                |
| Week 2 15 March | Questions of performance: best fit versus best practice               | Textbook Ch. 3  
Additional essential readings on CANVAS                                                              |                                                                |
| Week 3 22 March | Employee wellbeing                                                    | Additional essential readings on CANVAS                                                              |                                                                |
| Week 4 29 March | Employee wellbeing and the quality of work                             | Textbook Ch. 5  
Additional essential readings on CANVAS                                                              | Individual presentation                                      |
| Week 5 5 April | HRM and sustained competitive advantage                                | Textbook Ch. 4  
Additional essential readings on CANVAS                                                              |                                                                |
| Week 6 12 April | The role of employee voice in improving well-being and performance   | Textbook Ch. 6  
Additional essential readings on CANVAS                                                              | Individual essay proposal and feedback                     |
|               | Mid-semester break                                                    |                                                                                        |                                                                |
| Week 7 3 May  | HR strategy in manufacturing organisations                             | Textbook Ch. 8  
Additional essential readings on CANVAS                                                              |                                                                |
<p>| Week 8 10 May | HR strategy in service organisations                                   | Textbook Ch. 9                                                                                      |                                                                |</p>
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<tr>
<td>Week 9 17 May</td>
<td>HR strategy in multinational firms</td>
<td>Textbook Ch. 11 Additional essential readings on CANVAS</td>
<td></td>
</tr>
<tr>
<td>Week 10 24 May</td>
<td>Future directions and next steps of HRM</td>
<td>Textbook Ch. 12 (pp.288-301) Additional essential readings on CANVAS</td>
<td></td>
</tr>
<tr>
<td>Week 11 31 May</td>
<td>Course review</td>
<td>Textbook Ch.12 (pp.274-288)</td>
<td>Group presentation</td>
</tr>
<tr>
<td>Week 12 7 June</td>
<td></td>
<td></td>
<td>Individual essay due on Tuesday 4 June, 5:00pm</td>
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**Learning and teaching**

The course involves a participative, seminar-based format. A variety of teaching and learning methods will be deployed, including individual and group presentations. Reading the relevant readings before each class is vital to getting the best out of each session.

**Teaching staff**

Professor James Sun, Department of Management and International Business  
Room 461, Business School  
Office hours: Thursday 2-3pm  
Telephone extension: 88388  
Email: james.sun@auckland.ac.nz

**Learning resources**

**Textbooks:**

Required:  

Recommended:  

**Online Readings:** Some essential readings are from sources other than the textbook. These readings can be accessed on the course Canvas page. Where there is a link to a
journal article, please download and read the full PDF version, which is better for the diagrams and for discussing the article in class.

Together, the key resources for the course are the required and recommended textbooks, the online readings and the weekly slides, including the links to useful videos. These are vital to your learning and your understanding of them will make a major impact on your performance. Students are encouraged to read beyond the essential resources to further their understanding.

**Assessment information**

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight %</th>
<th>Group and/or individual</th>
<th>Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual presentation</td>
<td>20%</td>
<td>Individual</td>
<td>Week 4</td>
</tr>
<tr>
<td>Group assignment</td>
<td>30%</td>
<td>Group</td>
<td>Week 12</td>
</tr>
<tr>
<td>Individual essay</td>
<td>50%</td>
<td>Individual</td>
<td>Week 7 &amp; Week 13</td>
</tr>
</tbody>
</table>

**Pass requirements**

It is not required to pass all the three assessment tasks but student should get 50% of the total marks in order to pass this course.

**Description of assessment tasks***

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Learning outcome to be assessed</th>
</tr>
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<tbody>
<tr>
<td>Individual participation: Preparation for each class and active participation in the class. Both listening and responding to others are encouraged. Contributions to the class are expected.</td>
<td>1-5</td>
</tr>
<tr>
<td>Individual presentation: This assessment involves a test of 1) Your preliminary understanding of the relationships between human resource management practices and organisational performance as well as employee well-being, and 2) You presentation skills and ability to respond to questions from your peers based on your presentation. The advanced knowledge of HRM and the ability to give an interesting presentation and respond to people's views is a fundamental competence for a graduate in management. After the presentation, your lecturer will give you individual feedback.</td>
<td>1,2,4</td>
</tr>
<tr>
<td>Group assignment: Groups will be formed in class and each group will be allocated a research project based on case analysis. Students are expected to work in groups on diagnosing the problems in the case and developing solutions to deal with these problems. Each group will have 15 minutes to present the assignment (including 3 minutes Q&amp;A)</td>
<td>1-4</td>
</tr>
<tr>
<td>Individual essay: A literature review based research article is required for each student. Students' viewpoints on evaluating the effectiveness of human resource management practices should be clearly</td>
<td>1-4</td>
</tr>
</tbody>
</table>
Assessment task

Learning outcome to be assessed

Presented and justified. No more than 3000 words in A4 paper size, following APA format for reference/citation.

*The details of all the assessments will be made available in class and on CANVAS

Inclusive learning

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

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 worldwide web. A student’s assessed work may be reviewed against electronic source material using computerised detection to provide an electronic version of their work for computerised review.

Student feedback

This course has been revised based on prior student feedback. Students may be asked to complete a course evaluation for ongoing development of the course.

In the event of an unexpected disruption

We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions, the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. In the event of a disruption, the University and your course coordinators will make every effort to provide you with up to date information via Canvas and the University website.

Graduate profile for

The following six themes represent the capabilities that the Business School seeks to foster in all of its graduates. The development of these capabilities does not come all at once, but rather is expected to build from year to year. Each course is not expected to contribute to all capabilities, but each course will have its own goals and learning outcomes that relate to the overall development of this profile.