

## 723G63/723G64 HRM and Leadership

# Course description and student guide 2018

### Contents

Aim .....	2
Examination .....	3
Overview of examining elements.....	4
Course overview.....	5
Course literature .....	7
Course faculty.....	9

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## Course description and Student Guide 2018

Human Resource Management (HRM) and Leadership are two fields of research and practice that are intimately intertwined, and that are of great importance for students' abilities to succeed well in roles as managers or leaders. The overall aim of the course is to offer students basic knowledge about HRM and leadership by introducing central topics within the two fields of research, and by offering possibility to learn by practice.

The core content of the course includes classic as well as recent studies into HRM and leadership, also relating to how these dimensions in an organization relates to strategy as well as operative activities. The students will be introduced to central contributions within research on HRM and leadership, and they will also get the opportunity to apply some of this knowledge in practice. An increased knowledge and understanding of these two areas will provide students with greater possibilities to consciously and in a competent way manage their own future performance and career and also to, in the role as managers/leaders, take on the responsibility for managing and supporting the performance and careers of subordinates.

The course also includes elements with the aim of training students in analytical thinking and academic writing.

### Aim

After completion of the course, the students should be able to

- Account for key concepts, definitions and central themes within the field of HRM
- Account for key concepts and basic models related to leadership
- Discuss and reflect upon HRM and leadership in practice
- Write and analyze texts in which relevant literature and theories are applied and discussed in a way that shows an understanding for the content, as well as an ability to use scientific references in a relevant and correct way.
- Apply relevant literature to develop analytical models with the aim to learn from practical cases as well as to deepen the understanding of the applied theories.
- Develop, organize and lead learning sessions

## Examination

The examination is based on a number of examining activities during the course.

### 1. Activities and case days, 2 ECTS

This part consists of examining activities where preparations, active participation and performance give points that contribute to the final grade of the course. A large share is based on preparing for, leading, and managing case days in which peer students participate. Instructions for all activities will be presented throughout the course. In order to participate in a case day, you need to prepare by reading the assigned literature, the case, and by writing a Visualization Paper.

**N.B** If a student misses out on an activity/case day there are no complementary assignments to make up for this particular activity. During the course, there are several occasions available to collect the minimum of 15 points required to pass this part of the examination.

### 2. Papers 2,5 ECTS

- **Visualization Papers:** These are written assignments with different topics that you work with continuously throughout the course to process the literature, develop your analytical skills and improve your abilities in academic writing. These are all mandatory assignments, and they are also "entrance tickets" to participate in a case day. Separate instructions for the visualization papers are available on LISAM. (*Mandatory*)
- **Final paper:** One of these visualization paper assignments (picked in random) will be selected for revision and submission as the Final paper in the course. (*Mandatory*)
- *My reflections:* These are voluntary texts in which you reflect upon how each week's activities, texts, learning, in relation can be related to external events in the society/business world etc. This extra effort is a possibility to reach more profound learning. It might also help to reach a higher grade, if you at the end of the course are just below a cut. Points are only awarded if 1) the student has reached at least pass (E) on the course in total, 2) max 3 points are missing for a higher grade, 3) all reflections have been turned in on time, and 4) all reflections are of a high quality. Separate instructions for My reflections are available on LISAM. (*Voluntary*)

### 3. Written exam 3 ECTS

This final part of the examination includes a number of exam questions that aim to test students' ability to account for key concepts, definitions, models and central themes related to the fields HRM and leadership, as well as their ability to apply knowledge from the course to discuss/argue/describe/develop central issues related to the course.

## Overview of examining elements

<b>Activities and Case days, 2 ECTS</b>		<b>Pass/Fail</b> <i>min 15 p to pass</i>			
Workshop 2: Visualization		6 p			
Workshop 3: Feedback		5 p			
Case day – host		10 p <i>(max 10 p/student)</i>			
Case day – participation		3 p per case day <i>(requires submission of VP)</i>			
<b>Papers, 2,5 ECTS</b>		<b>Pass/Fail</b> <i>Pass and min 15 p to pass</i>			
Visualization Papers (VP) 1,2,3,4		Pass/Fail			
Final paper		max 30 p			
<i>My reflections (voluntary)</i>		<i>(max 3 p)</i>			
<b>Written exam, 3 ECTS</b>		<b>Pass/Fail</b> <i>min 20 p to pass</i>			
Questions and answers		max 40			
<b>Total course, 7,5 ECTS</b>		<b>VG/G/U, or ECTS A-F</b> <i>Pass on all examining elements and min 50/100 p to pass</i>			
A VG	B VG	C G	D G	E G	F U
90-100	80-89	70-79	60-69	50-59	0-49

**NB.** Students need to pass all examinations in the course (Activities and Case days, Papers, and Written exam) to pass the course. If students reach F/U, they need to retake the elements of the examination that they failed.

- Activities and case days are available for reruns the next time the course runs.
- Failed final papers can be revised to max 15 p. There are two opportunities for revision. If a paper is failed after the second revision, the student is welcome back the next time the course runs to complete their grade.
- The final exam has two retakes. See LiU's exam schedule for the exam dates, times and locations.

## Course overview

### **Week 1: Foundations of HRM and Leadership**

This first week includes introductory lectures about the course, and introduces the foundations in HRM and Leadership. The week has a set of articles to study.

*Visualization paper 1 (VP1):* The literature will be analysed and processed through a visualization paper. There is a workshop to introduce the assignment and guide the students in their work with visualizations and academic writing. After the workshop you submit your VP1 on Lisam.

*Case day 1:* The week ends with a case day, in which some students take responsibility for planning a case seminar and leading their peer students in this case seminar. To get points for participation in the case day, VP 1 needs to be submitted in time.

*My reflections 1:* Those students who wish, write and turn in a brief reflection of this week's learning, relating it to observations that they have done outside the course context, such as events in the business world, or own experiences.

### **Week 2: Competence provision - recruiting and developing human resources**

This week focuses on how to provide an organization with competence – from outside the organization as well as from the inside. There will be set articles to study and a lecture to get some additional insights in this topic. Students can sign up to get feedback on their VP1.

*Visualization paper 2 (VP2):* You work individually with the visualization paper based on the literature for Week 2. You meet in study teams to present and discuss your work, and give each other feedback and suggestions for improvements before the second visualization paper (VP2) is submitted.

*Case day 2:* The week ends with a case day, in which some students take responsibility for planning a case seminar and leading their peer students in this case seminar. To get points for participation in the case day, VP 2 needs to be submitted in time.

*My reflections 2:* Those students who wish, write and turn in a brief reflection of this week's learning, relating it to observations that they have done outside the course context, such as events in the business world, or own experiences.

### **Week 3: Managing performance and rewards**

The third week focuses on the topic of how to manage performance and rewards. There is a set of chapters and articles to study and a lecture to support the student's learning in the topic. There is also a workshop with focus on Feedback, which is an important part of this week's topic. Here, you will practice to give and take constructive feedback, and this will be done on the basis of VP2.

*Visualization paper 3 (VP3):* You work individually with the visualization papers based on the literature for Week 3. You meet in your study teams to present and discuss

your work, and give each other feedback and suggestions for improvements before VP3 is submitted.

*Case day 3:* The week ends with a case day, in which some students take responsibility for planning a case seminar and leading their peer students in this case seminar. To get points for participation in the case day, VP 3 needs to be submitted in time.

*My reflections 3:* Those students who wish, write and turn in a brief reflection of this week's learning, relating it to observations that they have done outside the course context, such as events in the business world, or own experiences.

#### **Week 4: Managing teams and groups under pressure**

This week has a focus on HRM and Leadership in pressured situations and/or crisis, and you will meet a researcher with extended competence within the area. There will be selected literature within the topic, and a lecture to support to students in their learning.

*Visualization paper 4 (VP4):* Within your study teams, you collaborate in giving each other feedback on the visualizations for Week 3, and you work individually with the visualization paper based on the literature for Week 4. You meet in your study teams to present and discuss your work, and give each other feedback and suggestions for improvements before VP4 is submitted.

*Case day 4:* The week ends with a case day, in which some students take responsibility for planning a case seminar and leading their peer students in this case seminar. To get points for participation in the case day, VP 4 needs to be submitted in time.

*My reflections 4:* Those students who wish, write and turn in a brief reflection of this week's learning, relating it to observations that they have done outside the course context, such as events in the business world, or own experiences.

#### **Week 5: Examination and final reflections**

The last week is mainly dedicated to your own preparations for the final exam, and for revising/improving your visualization papers - one of them will be submitted for grading as the final paper. We offer a voluntary Q&A session before the day of the written exam. At the exam day, you will also get information on which visualization paper to submit as your final paper, and you have some time to fine-tune it before submitting it on LISAM later on the same day.

*My reflections 5:* Those students who wish, write and turn in a brief reflection of this week's learning, relating it to observations that they have done outside the course context, such as events in the business world, or own experiences.

## Course literature

You can find and download the articles free of charge through the databases at LiU library website. Book chapters and articles with no full-text access at the library are marked (\*). These are either available at Lisam or provided a link to full-text online free of charge.

The cases are bought through <http://www.thecasecentre.org/students/>.

### **Week 1: Foundations of HRM and Leadership**

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- \*Wilkinson, A., Redman, T., and Dundon, T. (2017). Chapter 1 Human Resource Management: A contemporary perspective. In *Contemporary Human Resource Management – Texts and Cases*, pp. 4-20. Harlow: Pearson Education (Lisam)
- Wright, P. M., Dunford, B. B., and Snell, S. A. (2001). Human resources and the resource based view of the firm. *Journal of Management*, 27(6), 701-721.
- Goleman, D. (2000). Leadership that Gets Results. *Harvard Business Review*, 78: 78-90.
- Blanchard, K. H., and Hersey, P. (1996). Great ideas revisited. *Training & Development*, 50(1): 42-47
- Kellerman, B. (2007). What every leader needs to know about followers. *Harvard Business Review*, 85 (12): 84-91.
- Snowden, D. J. and Boone, M. (2007). A Leader's Framework for Decision Making. *Harvard Business Review*, 85 (11): 68-76.

**Case:** Fischer, Crawford and Boynton (2003). "Leadership in Action: To the South Pole." Published by IMD, Reference no. IMD-3-1340.

### **Week 2: Competence provision - recruiting and developing human resources**

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- Ployhart, R. (2006). Staffing in the 21<sup>st</sup> Century: New challenges and strategic opportunities. *Journal of Management*, 32 (6): 868-897.
- Breaugh, J.A. (2013). Employee Recruitment. *Annual Review of Psychology*, 64:389-416.
- Davis, J.H., Schoorman, F.D., and Donaldson, L. (1997). Toward a stewardship theory of management. *The Academy of Management Review*, 22(1):20-47.
- Lado, A.A. and Wilson, M.C (1994). Human resource systems and sustained competitive advantage: A competency-based perspective. *The Academy of Management Review*, 19(4): 699-727.
- Goffee, R. and Jones, G. (2007). Leading Clever People. *Harvard Business Review*, 85(3):72-79.
- Cappelli, P. (2013) HR for Neophytes. *Harvard Business Review*, 91(10): 25-27

**Case:** Prats, Quintanilla Alboreca and Mitchell (2008). "elBulli's Magic Recipe". Published by IESE, Reference no. E-0116-E.

### **Week 3: Managing performance and rewards**

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- \*Chiang, F.F.T and Birtch, T.A. (2017). Chapter 6 Reward Management. In Wilkinson, A., Redman, T., and Dundon, T. (ed) *Contemporary Human Resource Management: Text and Cases*, 5<sup>th</sup> edition, pp 159-175. Harlow: Pearson Education. (Lisam)
- Boselie, P., Dietz, G., and Boon, C. (2005). Commonalities and contradictions in HRM and performance research. *Human Resource Management Journal*, 15(3): 67-94
- Lewis, R. E. and Heckman, R.J. (2006). Talent Management: A critical review. *Human Resource Management Review*, 16:139-154
- Mintzberg, H. (2009). Rebuilding Companies as Communities. *Harvard Business Review*, 87(7/8): 140-143
- Fernández-Aráoz, C., Groysberg, B. and Nohria, N. (2011). How to Hang On to Your High Potentials. *Harvard Business Review*, 89(10): 76-83.
- Ancona, D., Malone, T.W., Orlikowski, W. and Senge, P.M. (2007). In Praise of the Incomplete Leader. *Harvard Business Review*, 85(2): 92-100.

**Case:** Pfeffer, J. (2003). "SAS Institute (A): A different approach to incentives and people management practices in the software industry". Published by Stanford, Reference no. HR6A.

### **Week 4: Managing teams and groups under pressure**

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- Blanchard, K. H., and Hersey, P. (1996). Great ideas revisited. *Training & Development*, 50(1): 42-47 (Yes, it is the same article as for Week 1)
- Mintzberg, H. (2001). Managing exceptionally. *Organization Science*. 12(6): 759-771
- \*Alvinus, A., Danielsson, E. and Larsson, G. (2010). Structure versus freedom of action: leadership during the rescue operation following the 2004 tsunami. *International Journal of Emergency Management*. 7(3-4): 304-322 (Link to full-text on Lisam)
- \*Himberger, D., Sulek, D., & Krill, S. (2007). When There Is No Cavalry no single authority can prepare for or respond to major disasters unilaterally anymore. To build the response to a hurricane, a terrorist attack, a pandemic, or any other crisis, it takes a megacommunity. *Strategy and Business*. (48):88-91. (Link to full-text on Lisam)
- Marks, M. L. (1999). Surviving a Merger. *Electric Perspectives*. 24(6): 26-35
- Case:** Dessain, V.; Margolis, J.; Sjomán, A. (2006) "Fritidsresor under pressure". Published by Harvard Business Publishing.
- (A): "The first 10 hours." Reference no. 9-407-007.
  - (B): "The first week". Reference no. 9-407-008.
  - (C): "After the tsunami". Reference no. 9-407-009.



## Course faculty

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