

Student guide 2018

This course takes its point of departure in the link between HRM, strategy and competitive advantage, using the resource-based and knowledge-based views of the firm as theoretical foundations. This discussion continues into a focus on new ways of organizing to become more competitive, such as project-based forms of organizing, which creates a working-life that is increasingly characterized by project-based work. In relation to this, the course focuses on contemporary HRM challenges in project-based organizational contexts, as well as the roles of, and relations among, key players in the delivery of HRM practices.

Aim

After completion of the course, the student should on an advanced level be able to:

- ✓ Demonstrate an understanding of modern organizational forms, such as project-based organizations, as a context for human resource management on strategic as well as operational levels.
- ✓ Search for, collect, and compile relevant empirical data about a specific topic related to the course content.
- ✓ Develop an empirical description to communicate an issue that is theoretically and empirically relevant in relation to the course content.
- ✓ Assimilate literature within the main theoretical areas dealt with in the course and apply relevant theoretical frameworks in order to analyze an empirical case.
- ✓ After completion of the course, the student should have developed a critical and reflective attitude towards what they read and experience within the field.

Examination

The examination of the course consists of two main parts:

1. **Seminars, 2,5 ECTS (Pass/Fail)**

This part consists of three student-active seminars with a main focus on supporting your learning process in relation to the course literature.

Instructions for these seminars and required preparations will be presented throughout the course. Students need to pass two out of three seminars to pass the examination, whereof Seminar 3 is compulsory. The examination is individual, and the requirements to pass a seminar are:

- a. Submitting and passing the written assignment following the instruction for the seminar.
- b. Presence and active participation at the seminar.

2. **Teaching case and teaching note, 5 ECTS (Grade A-F)**

This is a written assignment that consists of a team assignment and a related individual assignment. The assignment is introduced in the beginning of the course, and students work with it throughout the course. Instructions for this examination can be found further down in this student guide.

- a. Teamwork (40% of grade): Developing a teaching case that illustrates a specific issue in relation to the course material. Students are required to collaborate in teams to conduct a minor field study and collect empirical data from various sources in order to develop the case. The case is presented and discussed at a case conference at the end of the course, and the presentation forms an important basis for the grading.
- b. Individual paper (60% of grade): Writing a "Teaching note" to the case, i.e. a manual to a presumptive instructor of the case. The manual should highlight and discuss the theoretical learning points of the case.

To pass the course, students need to:

- Pass at least two seminars, whereof Seminar 3 is one.
- Acquire at least ECTS grade E (Pass) on both the team assignment Teaching Case, and the individual assignment Teaching Note.

The course applies the ECTS grading system, A-F, and the total grade of the course will be a weighted sum of student's total performance of the examinations.

Feedback

During the course, students will get feedback orally as well as in written form.

Feedback is provided by teachers as well as by peer students.

- Feedback on the seminar work is provided orally by peer students and teachers through discussions and comments at the seminar.
- Feedback on the teaching case and teaching note is provided orally by peer students at the case conference through discussions and comments, and in written form by teachers assessing the submissions.

Further contents of the Student Guide:

1. An overview of the course contents week for week, including reading guide and information about the seminars.
2. Course literature
3. Detailed instructions for the teaching case and teaching note
4. Information about the course faculty

1. Overview of the course contents

The course has an overall structure based on a focus on building the theoretical foundations in the beginning of the course, explore the topic empirically in the middle of the course, and then apply relevant theoretical frameworks to analyze the empirical findings at the end of the course.

Week 1

Foundations of Strategic HRM and modern forms of organizing

Lecture 1 gives an introduction to the knowledge-based view of the firm (KBV) and the resource-based view of the firm (RBV) as a theoretical foundation for strategic HRM. This also includes an introduction to HRM as a research field and an area of practice.

Lecture 2 provides an introduction to developments in modern organizations, with a particular focus on the development of increasingly project-based organizations, and you will get an insight into state of the art research on HRM in project-based organizations combined with empirical illustrations.

Readings:

Bredin & Söderlund (2011)^a: Chapters 1-4

Suggested articles (key texts marked with*):

Texts on the resource-based view:

- *Barney, J. B. (1991).
- Wernerfelt, B. (1984).

Texts on the knowledge-based view:

- *Grant, R. M. (1996).

Texts on SHRM (linking RBV and KBV to HRM):

- *Beer, M., Boselie, P., & Brewster, C. (2015).
- *Boxall, P., & Purcell, J. (2000).
- *Wright, P. M., Dunford, B. B., & Snell, S. A. (2001)
- Wright, P. M., McMahan, G. C., & McWilliams, A. (1994).
- Lado, A. A., & Wilson, M. C. (1994).

Texts on projectification and project-based organizations:

- *Clark, K. B., & Wheelwright, S. C. (1992).
- *Hobday, M. (2000).
- *Sydow, J., Lindkvist, L., DeFilippi, R. (2004)
- Midler (1995)
- Whitley, R. (2006).

Texts linking HRM and project-/knowledge-based organizing

- *Cappelli, P., & Tavis, A. (2018)
- *Keegan, A., Ringhofer, C., & Huemann, M. (2018).
- *Swart, J., & Kinnie, N. (2014)
- Swart, J. and N. Kinnie (2010).
- Bredin, K., & Söderlund, J. (2011)^b.

Week 2

Managing human resources in modern organizations– perspectives from key players

Lecture 3 gives an insight into the roles of, and relations among, key managerial players in the delivery of HRM practices in project-oriented organizations. Focus will be on line managers, project managers and HR specialists, and how they act and interact in HR processes and practices.

Lecture 4 puts the individual in focus, and the content will center around challenges, opportunities and strategies for individuals in a working-life that is characterized by temporary and project-based work.

Readings:

Texts on key managerial roles:

- Bredin & Söderlund (2011)^a: Chapters 5-6, 8-9
- Keegan, A., Huemann, M., & Turner, J. R. (2011).
- Renwick, D. (2003).
- Medina, R., & Medina, A. (2014).
- Bahrami, H., & Evans, S. (1997).

Texts on the individual perspective:

- Bredin & Söderlund (2011)^a: Chapter 7
- Cicmil, S., Lindgren, M., & Packendorff, J. (2016)
- Bechky, B. A. (2006).
- Borg, E., & Söderlund, J. (2014).
- Kahnweiler, J. (2018). (HR magazine)

Seminar 1: Literature Workshop. This is a literature seminar in form of a workshop where we will work with a systematic literature overview of the course literature.

Preparations and submission: Studying the recommended literature is the only preparation needed. Make sure that you have covered literature for all four lectures. After the seminar you submit a brief reflection on your main take-aways from the seminar. Submit before **Thursday 17 May, 23.00**

Seminar 2: Meeting Practice. The week ends with an opportunity to get insights from a person with broad practical experience of project-based work – both as employee, as project manager and as line manager. We will have a seminar in the form of an interview with our guest, with a base in the challenges discussed in the course literature.

Preparations and submission: Suggest three questions that you would like to ask the guest. Let the literature studies inspire you to well-founded and relevant questions.

Post your questions on Lisam before **Wednesday 16 May, 17.15**

Week 3

Profound theoretical insights and start-up of minor field study

This week will be focused on formulating the idea for the teaching case, based on the theoretical insights gained within the field. Teams need to plan and start conducting the minor field study, to gather empirical material for a teaching case that is relevant for the topic of the course. Detailed instructions are available further down in the student guide. There will be two sessions to support these activities. In parallel you will need to continue your individual literature studies to make sure you have a solid theoretical base for your empirical work.

Session 1: We start-up the minor field study with a session on teaching cases and teaching notes, and the methodology behind it. You will get access to material to support your planning, and to give some inspiration.

Session 2: We work with your ideas for teaching cases, share experiences and give constructive feedback on the ideas.

Readings:

- Material on case writing
- Own literature studies based on the course literature and, if needed, additional literature relevant for the teaching case.

Seminar 3: The week ends with a literature seminar in the form of a round-table exercise to further your theoretical insights and abilities to discuss and critically examine the literature.

Preparations and submission: You will need to prepare analytical, open-ended questions, to further develop your understanding of the literature. These questions will form the base for the activities at the seminar.

Submit before **Wednesday 23 May, 10.00.**

Week 4

Teaching case and Teaching note WiP

This week is dedicated to your teamwork with the teaching case and start thinking about your individual teaching notes. There will be opportunities to meet with teachers to get some tutoring to support your work with the teaching cases.

The deadline for submitting the teaching case is at the end of the week.

Week 5

Completing teaching notes and finalizing the course

The final week is primarily focused on individual work with your teaching notes. The teaching notes are submitted for examination and grading, and the course is concluded with a final case conference where the cases will be presented and discussed. The seminar will also include a reflection and evaluation of the course and our joint learning activities.

2. Course literature – complete list of references.

These are a collection of sources that are central to get oriented in the field of study. As you can see in the overview of the course, some of these are more relevant certain weeks. Moreover, for the literature for the first week, which is intended to provide a solid base for the rest of the course, certain articles have been marked as key texts, and the others are suggestions to expand your knowledge within the area. In addition to the research articles, you will get suggestions for resources to support your work with the case.

Main course book:

Bredin, K., & Söderlund, J. (2011)^a. *HRM in project-based organizations: The HR quadriad framework*. Houndmills, Basingstoke Hampshire: Palgrave MacMillan.

Articles

Bahrami, H., & Evans, S. (1997). Human resource leadership in knowledge-based entities: Shaping the context of work. *Human Resource Management*, 36(1), 23-28.

Barley, S. R., & Kunda, G. (2001). Bringing Work Back In. *Organization Science*, 12(1), 76-95.

Barney, J. B. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99-120.

Bechky, B. A. (2006). Gaffers, Gofers, and Grips: Role-Based Coordination in Temporary Organizations. *Organization Science*, 17(1), 3-21.

- Beer, M., Boselie, P., & Brewster, C. (2015). Back to the Future: Implications for the Field of HRM of the Multistakeholder Perspective Proposed 30 Years Ago. *Human Resource Management*, 54(3), 427-438.
- Borg, E., & Söderlund, J. (2014). Liminality competence: An interpretative study of mobile project workers' conception of liminality at work. *Management Learning*.
- Boxall, P., & Purcell, J. (2000). Strategic human resource management: where have we come from and where should we be going? *International Journal of Management Reviews*, 2(2), 183-203.
- Bredin, K., & Söderlund, J. (2011)^b. The HR Quadriad: A Framework for the Analysis of HRM in Project-based Organizations. *International Journal of Human Resource Management*, 22(10), 2202-2221.
- Cappelli, P., & Tavis, A. (2018). HR GOES AGILE. *Harvard Business Review*, 96(2), 46-52.
- Cicmil, S., Lindgren, M., & Packendorff, J. (2016). The project (management) discourse and its consequences: on vulnerability and unsustainability in project-based work. *New Technology, Work & Employment*, 31(1)
- Clark, K. B., & Wheelwright, S. C. (1992). Organizing and Leading 'Heavyweight' Development Teams. *California Management Review*, 34(3), 9-28.
- Grant, R. M. (1996). Toward a Knowledge-Based Theory of the Firm. *Strategic Management Journal*, 17, 109-122.
- Hobday, M. (2000). The project-based organisation: an ideal form for managing complex products and systems? *Research Policy*, 29(7/8), 871-894.
- Kahnweiler, J. (2018). HAVE WE GONE TOO FAR IN PROMOTING COLLABORATION? All teamwork--and no individual play--can make for dull employees. *HR Magazine*, 63(2), 26-27.
- Keegan, A., Ringhofer, C., & Huemann, M. (2018). Human resource management and project-based organizing: Fertile ground, missed opportunities and prospects for closer connections. *International Journal of Project Management*, 36(1), 121-133.
- Keegan, A., Huemann, M., & Turner, J. R. (2011). Beyond the line: exploring the HRM responsibilities of line managers, project managers and the HRM department in four project-oriented companies in the Netherlands, Austria, the UK and the USA. *The International Journal of Human Resource Management*, 23(15), 3085-3104.
- 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.
- Medina, R., & Medina, A. (2014). The project manager and the organisation's long-term competence goal. *International Journal of Project Management*, 32, 1459-1470.

Midler, C. (1995). 'Projectification' of the firm: The Renault case. *Scandinavian Journal of Management*, 11(4), 363-375.

Renwick, D. (2003). Line manager involvement in HRM: an inside view. *Employee Relations*, 25(3), 262-280.

Swart, J., & Kinnie, N. (2014). Reconsidering Boundaries: Human Resource Management in a Networked World. *Human Resource Management*, 53(2), 291-310.

Swart, J. and N. Kinnie (2010). "Organisational learning, knowledge assets and HR practices in professional service firms." *Human Resource Management Journal* 20(1): 64-79.

Wernerfelt, B. (1984). A Resource-based View of the Firm. *Strategic Management Journal*, 5(2), 171-180.

Whitley, R. (2006). Project-based firms: new organizational form or variations on a theme. *Industrial and Corporate Change*, 15(1), 77-99.

Wright, P. M., Dunford, B. B., & Snell, S. A. (2001). Human resources and the resource based view of the firm. *Journal of Management*, 27(6), 701-721.

Wright, P. M., McMahan, G. C., & McWilliams, A. (1994). Human resources and sustained competitive advantage: a resource-based perspective. *International Journal of Human Resource Management*, 5(2), 301-326.

3. Instructions for the teaching case and teaching note

Teaching cases are used in higher education and executive education world-wide as a way to develop students' and practitioners' knowledge and abilities through a more participant-centered learning process, by working with and analyzing real-world scenarios to discover critical insights.

In this course, we will take case-based learning one step further, building on the pedagogic idea that "we learn the most when we teach others". Hence, we will work with creating teaching cases that could be used to develop students' knowledge about HRM for modern organizations.

The aim with this assignment is to address all the learning goals in the course through a comprehensive assignment that combines team work and individual performance, and that gives the opportunity to study course related issues in practice.

Creating the teaching case consists of two main parts: a) developing the case, and b) creating a teaching note.

a) Developing the case - Teamwork

- a. Finding a real-world problem or challenge that illustrates a complexity related to a certain learning point in the course.
- b. Collecting empirical data concerning this particular issue.
- c. Creating a story based on the empirical data that in a pedagogic way illustrates the problem or challenge at hand, and that allows for students to apply knowledge gained in the course to analyze the challenge and suggest solutions. Often a teaching case has a protagonist who needs to take action or make a difficult decision.
- d. Present the case at the final Case Conference, communicating both the actual case story, and the theoretical insights related to the course content that could be drawn from the case.

In this part of the assignment, you hence need to find sources to empirical data that can be used to create a teaching case designed for students to learn about a specific aspect of HRM in modern organizations. Let the course literature and the seminars guide you in finding real-world scenarios of relevant challenges.

The cases will be assessed based on their relevance, their potential for learning within the intended area, and their structure and design as tools for learning. Your presentation at the Case Conference will be significant to the assessment of the case.

Guideline: appr. 3000-5000 words

Submission: Friday 1 June, 23.15, Lisam

b) Creating a “Teaching note” – Individual assignment

A teaching note is a guide for presumptive instructors, which should explain what the students should learn through the case, and provide theoretical and pedagogical tools for the instructor to work with the case in class. A teaching note often includes:

- a brief synthesis of the case
- main learning objectives
- suggested topics/questions for students to analyze and discuss, and that will help them achieve the learning objectives.
- Input to an analysis of these questions, i.e, how could relevant theoretical frameworks/perspectives/contributions be used to further the understanding of these issues.
- references

Guideline: appr. 3000-5000 words

Submission: Wednesday 6 June, 23.15, Lisam

The teaching note will be assessed based on their relevance and usefulness, their quality in terms of analysis and foundations in relevant theories/models, and their structure and design as tools for teaching.

As with all assignments, you are as students responsible for the material that you submit for assessment and grading.

- Do not present anyone else’s wording or ideas as your own.
- Do not copy other texts without using quotation marks and providing source.
- Do not use sources that you have not read yourself.

4. Course Faculty

Karin Bredin, Associate Professor

Karin is a senior lecturer in Business Administration at Linköping University. She teaches on undergraduate, masters and postgraduate levels in business administration and human resource management. She has also experience from teaching on executive education programmes and from management positions in academia. Karin's research integrates issues on individuals and their knowledge as strategic resources, with issues on flexible organizations, projects, and knowledge integration. Her main interests are connected to human resource management (HRM) and modern forms of organizing

Email: karin.bredin@liu.se

Nandita Farhad, PhD Student

Nandita is a PhD student in Industrial Economy at Linköping University. Nandita's research is about sustainable supply chain management that are connected to social sustainability of human resources. Nandita is a SMIO alumni, who also has experience from being the SMIO program assistant. Currently, in combination with finishing her PhD, she teaches on bachelor and masters levels, among other things with supervision of bachelor theses in business administration. Her research interests are human resource management (HRM), human rights and organizational behavior management.

Email: nandita.farhad@liu.se