



APPLIES TO ACADEMIC YEAR 2012/2013

## ORG 1210 Organizational Theory and HRM

### Programme

Bachelor of Science in Business (2. year)

### Responsible for the course

Anders Dysvik

### Department

Department of Leadership and Organizational Behaviour

### Term

According to study plan

### ECTS Credits

7,5

### Language of instruction

Norwegian

### Introduction

Jeffrey Pfeffer's statement that the main explanation for sustainable competition advantage is the way organizations treat their employees, is no longer just a cliché. Several studies show that various measures of Human Resource Management (HRM) at the organizational level are positively related to organizations' performance in terms of both financial and non-financial indicators. In spite of this, it is not uncommon that many organizations' HR functions struggle with a lack of status and influence. Therefore, it is important that managers both within and outside the HR department acquire more knowledge of and insight into how to choose, frame and implement HR practices in order for organizations to achieve a competitive advantage. Accordingly, the course will provide the students with an introduction to and understanding of basic theoretical and empirical contributions of research related to Human Resource Management (HRM) at the individual, group, and organizational level of analysis. After having completed the course, the students should be able to apply obtained knowledge in work settings.

### Learning outcome

#### Acquired Knowledge

- Essential theories and perspectives within Organizational Theory and HRM.
- The most salient and robust research findings within HRM at the individual, group, and organizational level

#### Acquired Skills

- The students should be able to identify, analyze and understand what differentiates more effective and less effective HRM in different types of organizations

#### Reflection

The students should be able to critically assess organizations' HR practices in light of the most important and robust research findings within HRM at different levels of analysis.

### Prerequisites

ORG 3401 Organizational Behaviour and Leadership or equivalent

### Compulsory reading

#### Books:

Jacobsen, Dag Ingvar og Jan Thorsvik. 2007. Hvordan organisasjoner fungerer. 3. utg. Fagbokforlaget

#### Articles:

Arthur, J. B., & Boyles, T.. 2007. Validating the human resource system structure: A levels-based strategic HRM approach. *Human Resource Management Review*. 17. 77-92

Briner, R. B., & Rousseau, D. M. 2011. Evidence-Based I-O Psychology: Not There Yet. *Industrial and organizational psychology*. 4. 3-22

Collins, C. J., & K. G. Smith. 2006. Knowledge exchange and combination : the role of human resource practices in the performance of high-technology firms. *Academy of Management Journal*. 49(3). s. 544-560

Combs, J., Liu, Y., A. Hall & D. Ketchen. 2006. How much do high-performance work practices

matter? A meta-analysis of their effects on organizational performance. *Personnel Psychology*. 59 (3). s. 501-528

Harrison, D. A., D. A. Newman, & P. A. Roth. 2006. How important are job attitudes? Meta-analytic comparisons of integrative behavioral outcomes and time sequences. *Academy of management journal*. 49 (2). 305-325

Peterson, S. J. & F. Luthans. 2006. The impact of financial and nonfinancial incentives on business-unit outcomes over time. *Journal of applied psychology*. 91(1). 156-165

Pfeffer, J., & Sutton, R. I. 2006. Evidence-based management. *Harvard business review*. 84 (1). 62-75

Salanova, M., S. Agut, & J. M. Peiró. 2005. Linking organizational resources and work engagement to employee performance and customer loyalty : the mediation of service climate. *Journal of applied psychology*. 90 (6). 1217-1227

Wright, P. M., T. M. Gardner, L. M. Moynihan & M. R. Allen. 2005. The relationship between HR practices and firm performance: Examining causal order. *Personnel Psychology*. 58(2). 409-446 Collins, C. J., & Smith.

### Recommended reading

#### Course outline

- Evidence-based management and HRM
- Studying organizations
- Organizations as rational systems
- Organizations as natural systems
- Organizations and the environment
- HRM and organizational performance
- HRM and individual/group performance
- Ethics and work settings

### Computer-based tools

#### Learning process and workload

In order to give the students an opportunity to identify what they have learned, and what they need to improve on, they will be given previous examinations to discuss and give each other feedback on.

Students will be given guidance in the form of plenary lectures in which important aspects of writing assignments will be reviewed. Students are divided into smaller groups to work with curriculum articles. Each group is expected to deliver and to make a presentation of assigned article.

At the presentations class is divided into smaller groups and each group will be given about 15 min. to present their article. A summary of the presentation must be delivered in advance of the review, and lecturer will provide immediate feedback about the content, and how this can be linked to the rest of the curriculum and examinations, etc.

Students are responsible for obtaining access to the Internet, and to keep abreast of the content posted on the course website.

Recommended use of hours:

Activity	Use of hours
Participation in lectures and presentations	27
Preparation for the lecture / reading literature	46
Individual study and group work	122
Examination	5
<b>Recommended time in total</b>	<b>200</b>

### Use of hours

#### Examination

A five hour individual written examination concludes the course.

#### Examination code(s)

ORG 12101 . Written examination. Counts for 100 % towards the final grade in ORG 1210 Organizational Theory and HRM - 7,5 credits.

### Examination support materials

None

**Re-sit examination**

A re-sit examination is offered every term.

**Additional information**