

Amrita School of Business
Amrita University, Coimbatore

PhD programme Course on

Frontiers and Intersections of Research in Human Resource Management

Resource Person: Dr. S Senthil Ganesh

Term : Winer term 2017

Draft Course Outline

Course Description:

The discipline of Human Resource Management is a multidisciplinary area which encompasses the field of economics, industrial relations, organizational behaviour, social and industrial / organizational psychology, the sociology of work and organizations, organizational theory and strategic management. HRM as a field of study has evolved over a century through Human Relations School, to the latest Strategic Human Resource Management School.

The ontology and epistemology of HRM indicate that the research trends in HRM area is predominantly driven through a positivist approach, as advocated by many US scholars, starting with the works of Frederic Taylor and associates (the scientific management) and Hawthorne experiments which led to the evolution of Human Relations school and the continuing trend of empirical approach to studying people phenomenon in organizations. The impact of such an approach of positivism could be traced to the recent research works on evidence based HR practices and firm performance. Thus systematic theory development in HRM discipline demands formulation of propositions, hypotheses and testing of the hypotheses through research methods that could be subject to statistical validation for generalizations. By either verifying or falsifying hypotheses, positivism attempts to validate the cause-and-effect relationship between variables as the right or correct approach to understand the HRM practices in organizations and advocate the best practices to people management problems.

On the other hand, interpretative paradigm has emerged as an alternative to positivism so far as it includes non-positivism and anti-positivism approaches that holistically integrate a wide range of philosophical and sociological thoughts to understand and explain people management practices in real world from the point of view of actors directly involved in the process. Interpretivists reject the over-simplification of cause-and-affect model of reality which is ambiguous, discontinuous, fragmented, compartmentalized and differentiated. Thus, the essential aspect of interpretative paradigm is that it celebrates subjectivity both in researchers as well as in their research subjects. Interpretivists often use qualitative research methods to

falsify accepted wisdom through various approaches such as naturalism, constructionism, and post-modernism and research methods such as ethnography, in-depth interviewing, and discourse analysis.

Student Learning Outcomes:

As a result of succeeding in this course, participants will be able to achieve the following the objectives.

- To know the distinct approaches to doing research in HRM area through positivism and interpretative paradigms.
- To learn the principles and techniques of carrying out research in HRM through qualitative as well as quantitative research methods
- To be able to identify relevant and contemporary people management problems in organizations and propose a conceptual framework based on review of existing literature and suggest appropriate research methodology for such research study.

Organization and Delivery of the Course:

The course is organized into several themes and each theme has several readings. It is expected that participants prepare the readings either before the class as a prerequisite for the session or after the class as supplementary reading. It is proposed that experience sharing, case analysis, visual episode analysis, lecturing, focus group discussions, research paper presentations and research paper writing would be used as pedagogies for achieving the above learning objectives.

Themes and Tentative Session Plan

Theme 01		Activity	Lecturing
Introduction to Research in HRM	Session 01	Article	McKenna, et al. (2008). " The Drunkard's Search: Looking for 'HRM' in all the wrong places. " <i>Management International Review</i> , 48.1: 115-136.

Theme 02 Multidisciplinary Approach to HRM Research	Session 02 & 03	Activity	Case Analysis, Experience Sharing and Lecturing
		Article	Ganesh, S. and Padhi, M. (Under Review) "Regulation and Governance of Employment Relations in Pre-Employment Phase: Towards A Conceptual Framework," <i>Economic & Political Weekly</i> .
Theme 03 Ethics and HRM	Session 04 & 05	Activity	Research Paper Review, Presentation and Lecturing
		Articles	Ardagh, D., & Macklin, R. (1998). Ethics and the human resource manager. <i>Business & Professional Ethics Journal</i> , 17(4), 61-78. Greenwood, M. R. (2002). Ethics and HRM: A review and conceptual analysis. <i>Journal of Business Ethics</i> , 36(3), 261-278. Jack, G., Greenwood, M., & Schapper, J. (2012). Frontiers, intersections and engagements of ethics and HRM. <i>Journal of business ethics</i> , 111(1), 1-12.
Theme 04 The Strategic Nature of HRM Research	Session 06, 07 & 08	Activity	Research Paper Review, Presentation, Focus Group Discussion, and Lecturing
		Articles	Barney, J. B. (1995). Looking inside for competitive advantage. <i>The Academy of Management Executive</i> , 9(4), 49-61. Pfeffer, J. (1994). Competitive advantage through people. <i>California management review</i> , 36(2), 9-28. Cappelli, P., & Crocker-Hefter, A. (1997). Distinctive human resources are firms' core competencies. <i>Organizational Dynamics</i> , 24(3), 7-22.
Theme 05	Session 09 & 10	Activity	Case Analysis, Research Paper Review, Presentation and Lecturing

<p>The Behavioural Perspective to HRM Research</p>		<p>Articles</p>	<p>Schuler, R. S., & Jackson, S. E. (1987). Linking competitive strategies with human resource management practices. <i>The Academy of Management Executive</i> (1987-1989), 207-219.</p> <p>Piercy, N. F., Low, G. S., & Cravens, D. W. (2004). Consequences of sales management's behavior-and compensation-based control strategies in developing countries. <i>Journal of International Marketing</i>, 12(3), 30-57.</p>
<p>Theme 06 The Systems Approach to HRM Research</p>	<p>Session 11 & 12</p>	<p>Activity</p>	<p>Case Analysis, Focus Group Discussion, Experience Sharing and Lecturing</p>
		<p>Articles</p>	<p>Gratton, L., et al. (1999). Linking individual performance to business strategy: The people process model. <i>Human Resource Management</i>, 38(1), 17-31.</p>
<p>Theme 07 The Sociological Approach to HRM Research</p>	<p>Session 13 & 14</p>	<p>Activity</p>	<p>Paper Review and Presentation and Lecturing</p>
		<p>Articles</p>	<p>Ganesh, S. S., & Joseph, J. (2011). Exploring perceived organisational formalisation and performance review system complexity as predictors of executive alienation in performance review systems. <i>IIMB Management Review</i>, 23(4), 197-207.</p> <p>Ofer, S. (2002). Engineering consent: overwork and anxiety at a high-tech firm. <i>Center for Working Families, University of California, Berkeley Working Papers</i>, 36.</p>
<p>Theme 08 Experimental Designs in HRM Research</p>	<p>Session 15 & 16</p>	<p>Activity</p>	<p>Paper Review and Presentation and Lecturing</p>

		Articles	<p>Madia, S. A. (2011). Best practices for using social media as a recruitment strategy. <i>Strategic HR Review</i>, 10(6), 19-24.</p> <p>A. Carrillat, F., et al. (2014). Leveraging social media to enhance recruitment effectiveness: a Facebook experiment. <i>Internet Research</i>, 24(4), 474-495.</p>
<p>Theme 09</p> <p>Functional Approach to HRM Research – Part A (Induction and Socialization)</p>	<p>Session 17 & 18</p>	Activity	<p>Paper Review and Presentation and Lecturing</p>
		Articles	<p>Adkins, C. L. (1995). Previous work experience and organizational socialization: A longitudinal examination. <i>Academy of management journal</i>, 38(3), 839-862.</p> <p>Daskalaki, M. (2000). Induction Programmes in the Age of " Corporate Culture": The " Sophisticated Subject". <i>Business & Professional Ethics Journal</i>, 19(3/4), 199-231.</p> <p>Ashforth, B. K., & Saks, A. M. (1996). Socialization tactics: Longitudinal effects on newcomer adjustment. <i>Academy of management Journal</i>, 39(1), 149-178.</p>
<p>Theme 10</p> <p>Functional Approach to HRM Research – Part B (Training, Learning and Development)</p>	<p>Session 19 & 20</p>	Activity	<p>Paper Review and Presentation and Lecturing</p>
		Articles	<p>Sleezer, C. M. (1993). Training needs assessment at work: A dynamic process. <i>Human Resource Development Quarterly</i>, 4(3), 247-264.</p> <p>Brandl, J., & Neyer, A. K. (2009). Applying cognitive adjustment theory to cross-cultural training for global</p>

			<p>virtual teams. <i>Human Resource Management</i>, 48(3), 341-353.</p> <p>Lenartowicz, T., Johnson, J. P., & Konopaske, R. (2014). The application of learning theories to improve cross-cultural training programs in MNCs. <i>The International Journal of Human Resource Management</i>, 25(12), 1697-1719.</p>
<p>Theme 11</p> <p>Functional Approach to HRM Research – Part B (Engagement, Attrition and Retention)</p>	<p>Session 21 & 22</p>	Activity	<p>Paper Review and Presentation and Lecturing</p>
		Articles	<p>Sheridan, J. E. (1992). Organizational culture and employee retention. <i>Academy of management Journal</i>, 35(5), 1036-1056.</p> <p>Steel, R. P., Griffeth, R. W., & Hom, P. W. (2002). Practical retention policy for the practical manager. <i>The Academy of Management Executive</i>, 16(2), 149-162.</p> <p>Saks, A. M. (2006). Antecedents and consequences of employee engagement. <i>Journal of managerial psychology</i>, 21(7), 600-619.</p> <p>Bhatnagar, J. (2007). Talent management strategy of employee engagement in Indian ITES employees: key to retention. <i>Employee relations</i>, 29(6), 640-663.</p>
<p>Theme 12</p> <p>Functional Approach to HRM Research – Part B (Diversity Management)</p>	<p>Session 23 & 24</p>	Activity	<p>Paper Review and Presentation and Lecturing</p>
			<p>Gordon, A. (1995). The work of corporate culture: Diversity management. <i>Social Text</i>, (44), 3-30.</p> <p>Gilbert, J. A., Stead, B. A., & Ivancevich, J. M. (1999). Diversity management: A new organizational paradigm. <i>Journal of business ethics</i>, 21(1), 61-76.</p> <p>Foster, C., & Newell, S. (2002). Managing Diversity and Equal Opportunities—Some Practical Implications. <i>Business & Professional Ethics Journal</i>, 21(2), 11-26.</p>

		Ollapally, A., & Bhatnagar, J. (2009). The holistic approach to diversity management: HR implications. <i>Indian Journal of Industrial Relations</i> , 454-472.
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Performance Assessment:

The course will have the following components for continuous assessment of learning of participants. The primary objective of these components is to evaluate conceptual, analytical, presentation and research writing skills of participants.

- a) Case Analysis (20%)
- b) Research Paper Review (20%)
- c) Research Paper Presentation (20%)
- d) Research Paper Writing (30%)
- e) Course Involvement (**± 10 Marks**)
