

Towards a critical pedagogy of Human Resources Management.

Dr. Shaun Ruggunan

Discipline of Human Resources
Management

School of Management, IT and
Governance

ruggunans@ukzn.ac.za

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Structure of presentation

- Prompts for the project
- Theorising HRM
- HRM Curriculum
- My emerging practice of assessment and curriculum change
- The future of the project

Prompts for the project

The personal: Reflexivity

- Personal: Shift from Labour Studies/Humanities to HRM/Commerce (Reflexivity) Literal and figurative shift
- The Weight of the World: Social suffering in contemporary society by Pierre Bourdieu (1999)

Broader Economic Social and Political issues: Global Financial Crisis

- Financialisation of the world
- Disembeds economy from society in a fundamentally different way.
- The rise of the quants in banking and business globally
- The lack of moral economy in the business world and HRM practice
- The stories emerging from Lehman brothers and other huge organisations of a complete lack of moral economy and ethics.
- Marikana and what it reveals about HRM and organisations

Broader Economic Social and Political issues: Global Financial Crisis

- Fear/Psychopathy/Sociopath behaviours in business world/senior executive managers
- Power/Bailouts/lack of accountability and narratives of austerity
- An emerging critique of business education, MBA's, HRM education and broadly the role of commerce and business education? Are business schools a major contributor to the financial crisis? What is going on in business education (HRM as part of this)? Beyond ethics.
- Lionisation of CEOs

Reflexivity

- What does this mean for me as an academic and human being in terms of my values and the values I transmit to my students?
- How do you manage the cognitive dissonance?

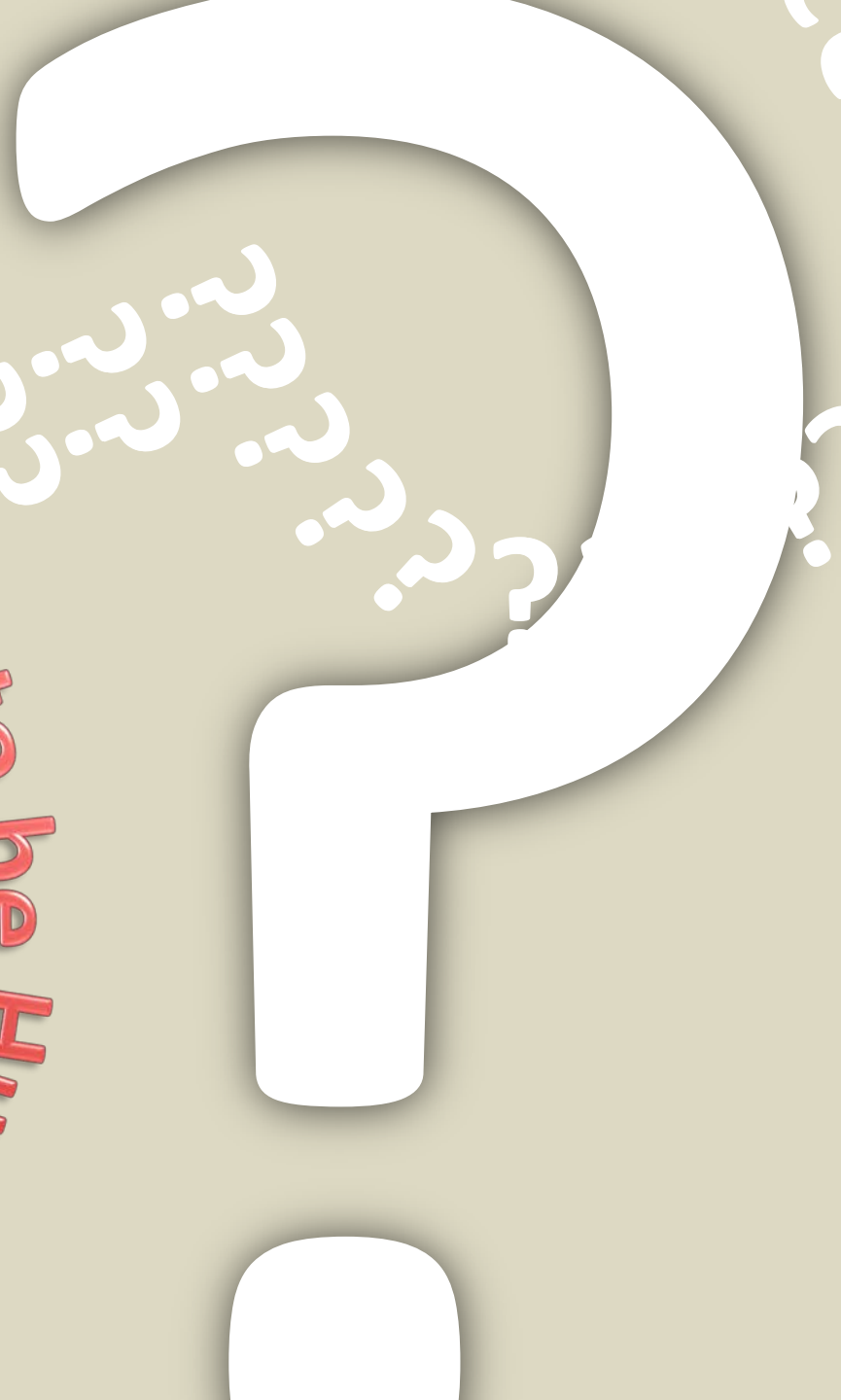
Reflexivity

- How do colleagues, students and HRM professionals critically reflect on this.
- Six focus groups with honours and UG students.
- Five interviews with Masters students.
- Five interviews with HRM academics
- 1 interview with professional body

Value Agents

- Disconnect between personal values of academics and values of curriculum.
- “...its always about bottomline”
- “We haven't changed in over 20 yrs”
- “I’m a good/religious/moral person”
- Train good workers. (to question is to train a bad worker?)
- We are a business science not a social science.

What does it mean to be Human



Reflexivity

- So I think critical pedagogy in practice requires this transformation at both a personal and political level. It operates from the premise that as academics we operate with a set of values implicit or not. That our disciplines are not value free or objective. Seems obvious/common sense but it's not. HRM, Finance, business is also a discursive practice.

Turning Reflection into practice

What is the intellectual project of HRM?

HR in Popular Culture



Myths at Work in HRM

- HRM as a we know it today is an outcome of a discursive practice of capital (JD Rockefeller), management apologists (Mayo) and the Harvard business school ('education sector).
- Based on a series of flawed experiments.
- Management creates the need for itself.
- IndustrialPsych/HRM is born

Myths at work/Mayo's Work

- The key premises from the curriculum globally and supported by the literature is that HRM views employees as irrational beings incapable of self-management hence the need for management to manage them. Workers are irrational whereas management is rational. Workers lack the rationality to participate in any significant manner in managerial decision making.
- Infinite human resourcefulness . Human subject is an endless source of performativity and excellence

Doing critical Management Studies

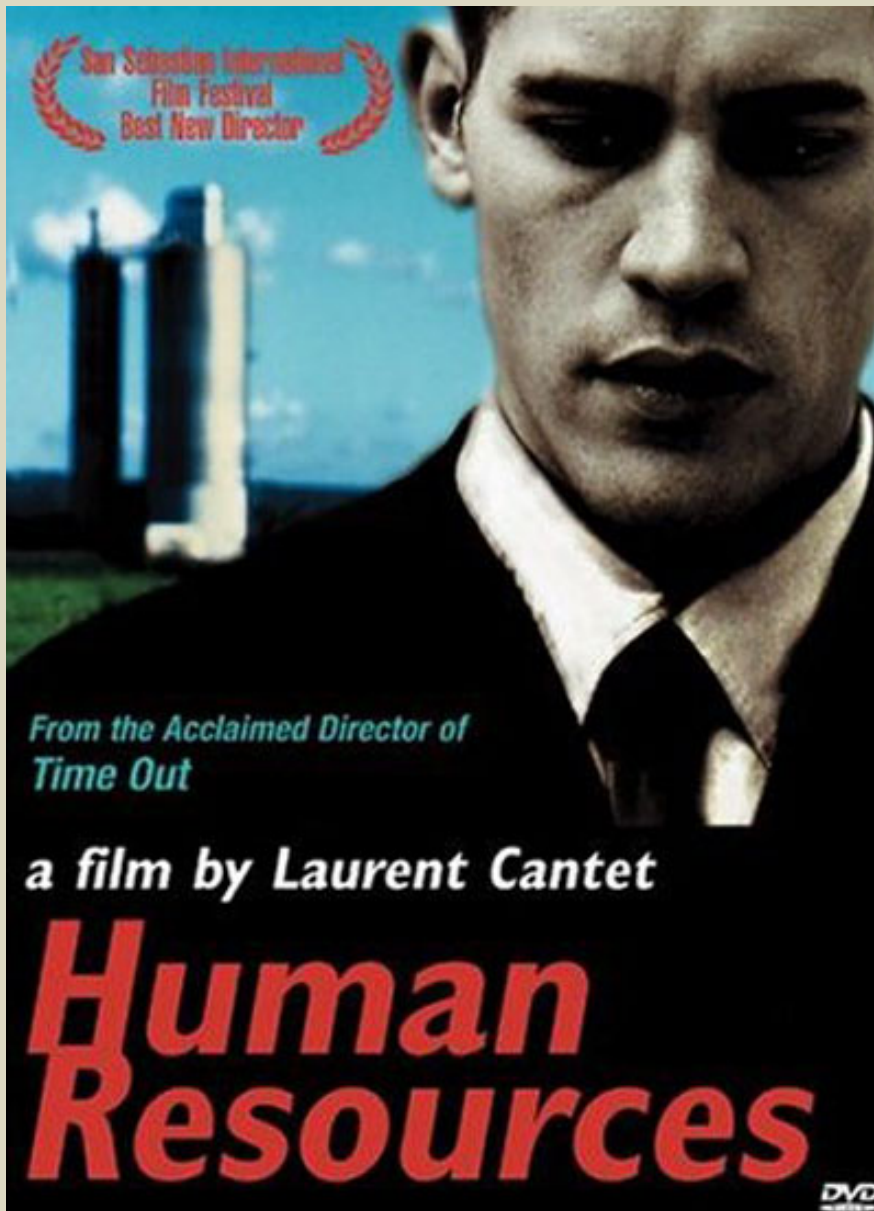
- Apply three central tenets of CMS to the way I read and teach HRM
- These tenets are Denaturalisation, anti-performativity and reflexivity.

Denaturalisation and Reflexivity

- Honours HRM 76 students
- We start of by asking students to write down what they understand HRM is, the role of the HRM manager, and where they think HRM came from. Free writing activity/word association. I then identify themes and we engage in a process of denaturalisation that create sense of discomfit with students.

Ender's Game





Human Resources

Assessment Strategy 2

- Workplace theatre and African Drumming

Moral Economy

(Bolton et al, 2012: 123)

1. By addressing both the under-socialised and over individualised conception of the person, by means of its display of the intermeshed nature of the economic and the social in institutions and communities.
2. By engaging with material tensions and contradictions of HRM practice evident in research findings and lived experience.
3. By restoring legitimacy to questioning the fundamental purpose of economy—its processes and outcomes, through moral economy's assertion that human well being is central to social and economic life.

The way forward

- UTLO Grant project.
- Empirical work at UKZN for now.
- PRME in SMIG
- Big question: Does a critical management studies make for critical managers?

Gratitude

- Prof Henry Wissink, Prof Sanjana Brijball, Prof Kriben Pillay, UTLO office, Dorothy Spiller, Rubeena Partab, and MY STUDENTS!!!