

VICTORIA MANAGEMENT SCHOOL

HRIR 301: STRATEGIC HUMAN RESOURCE MANAGEMENT

Trimester Two 2008

COURSE OUTLINE

CONTACT DETAILS

COURSE COORDINATOR

Professor George Lafferty

Room: RH 1010, Rutherford House

Phone: 463 6923

Email: george.lafferty@vuw.ac.nz

Office Hours: Tuesdays 2.30-3.30 pm

ADMINISTRATION ASSISTANT

Tania Loughlin

Room RH1022, Rutherford House

Phone: 463 5358

Email: tania.loughlin@vuw.ac.nz

CLASS LOCATION AND TIME:

Lecture: Wednesdays 1.40-2.30 pm
RHLT2

Lecture/Seminar: Thursdays 1.40-3.30 pm
RHLT2

FINAL EXAMINATION: Three hour exam in the period 13-31 October 2008.

INTRODUCTION

This course has two central themes:

1. How human resource management policies and practices can be implemented and integrated in the strategic management of organisations, and
2. How to theorise, develop and reflect upon systematic, strategic human resource management policies in the context of organisational, social, legal, technical and global change.

PROGRAMME AND COURSE RELATED LEARNING OBJECTIVES

This course will provide students the opportunity:

- to develop oral, written and IT-related communication skills
 - through group work and the development of written reports- through formal and informal classroom discussion
- to develop critical and creative thinking skills
 - through exercises and assignments requiring analysis, evaluation, interpretation and synthesis
 - through group and classroom discussion

COURSE OBJECTIVES

This course is designed to enable students to:

- analyse HR issues, with respect to external and internal influences
- understand how organisational strategy, global competition, technological change workforce characteristics and government regulation influence HR decisions
- appreciate how different HR policies and practices relate to one another
- become proficient in case analysis and discussion.

To achieve these objectives, the course requires active participation from students during the lectures and seminar discussions.

Seminar groups will be allocated in Week 1. Discussion of case studies begins in week 2.

COURSE-RELATED STUDENT LEARNING OBJECTIVES

This course will provide students with opportunities:

1. To develop oral and written communication skills
 - through active participation in seminar and class discussion, and group case study work
 - through the development and presentation of written work
 - through formal and informal classroom debate.
2. To develop critical and creative thinking through application of relevant literature to case study analysis.
3. To develop research skills
 - through structuring independent study for your essay, seminar and group work, and exam preparation
 - through being a contributing member of the case group work and presentation
 - through fulfilling spokesperson duties, reporting on a group’s activities or ideas to the class in seminars.

EXPECTED WORKLOAD

As a guide, students can expect to spend a minimum of 9 hours per week including scheduled contact time (lectures, tutorials, workshops), group work and independent study outside class.

GROUP WORK

While the course encourages group study and discussion, the assessment items are to be completed on an individual basis.

LECTURE TOPICS

The following shows a broad outline of the topic sequence in the course:

| Week | Topic |
|------|------------------------|
| 1 | What is Strategic HRM? |

| | |
|----|---|
| 2 | The Current Context |
| 3 | External and Internal Labour Markets |
| 4 | Recruitment and Selection |
| 5 | Performance Management |
| 6 | Training and Career Development |
| 7 | Employment Law, Equity and Diversity |
| 8 | Empowerment, Teams and Commitment |
| 9 | Employee-Centred HRM |
| 10 | Integrating HR Policies |
| 11 | Change Management, Downsizing and Outsourcing |
| 12 | Conclusion: Overview and Future Issues |

COURSE READINGS

1. Recommended Text

The following text is recommended for the course. It will be used, in particular, as a source of case studies for discussion and analysis. You should use it selectively, as you consider appropriate, in conjunction with the other resources provided in the course and your own reading. The lectures will not follow the recommended text.

Millmore, M, Lewis, P, Saunders, M, Thornhill, A., & Morrow, T. (2007). *Strategic Human Resource Management: Contemporary Issues*. Essex: Pearson Education Limited.

A set of course readings will be handed out in the first session in week 1. These readings should also be used as resources, to be approached critically, in conjunction with other resources. You should also read more widely around the course topic areas drawing on academic journal articles, books, reports and case studies.

2. Weekly readings

The course lecturer will discuss the weekly reading in the second session each week.

Week 2

Andersen, K.K., Cooper, B.K. and Zhu, C.J. (2007) 'The effect of SHRM practices on perceived firm financial performance: some initial evidence from Australia', *Asia Pacific Journal of Human Resources* 45(2): 168-179.

Week 3

Baker, G. and Holmstrom, B. (1995) 'Internal labor markets: too many theories, too few facts', *The American Economic Review* 85(2): 255-259.

Week 4

Boswell, W.R., Roehling, M.V., LePine, M.A. and Moynihan, L.M. (2003) 'Individual job-choice decisions and the impact of job attributes and recruitment practices: a longitudinal field study', *Human Resource Management* 42(1): 23-37.

Week 5

Wiese, D.S. and Buckley, R. (1998) 'The evolution of the performance appraisal process', *Journal of Management History* 4(3): 233-249.

Week 6

Drost, E.A., Frayne, C.A., Lowe, K.B. and Geringer, J.M. (2002) 'Benchmarking training and development practices: a multi-country comparative analysis', *Human Resource Management* 41(1): 67-86.

Week 7

Beck, D. and Davis, E. (2005) 'EEO in senior management: women executives in Westpac', *Asia Pacific Journal of Human Resources* 43(2): 273-288.

Week 8

Macky, K. and Boxall, P. (2008) 'High-involvement work processes, work intensification and employee well-being: a study of New Zealand worker experiences', *Asia Pacific Journal of Human Resources* 46(1): 38-55.

Week 9

Edgar, F. (2003) 'Employee-centred Human Resource Management Practices', *New Zealand Journal of Industrial Relations* 28(3): 230-240.

Week 10

Guest, D. (2002) 'Human Resource Management, corporate performance and employee wellbeing: building the worker into HRM', *Journal of Industrial Relations* 44(3): 335-358.

Week 11

Roan, A., Lafferty, G. and Loudoun, A. (2002) 'Survivors and victims: a case study of organisational restructuring in the public health sector', *New Zealand Journal of Industrial Relations* 27(2): 151-168.

3. Additional textbooks available in the library which you may also find helpful:

Baron, J.N. and Kreps, D.M. (2000). *Strategic Human Resource Management: Frameworks for General Managers*. Brisbane: John Wiley & Sons.

Kirton, G. and Green, A.M. (2005). *The Dynamics of Managing Diversity; A Critical Approach* (2nd ed.). Burlington: Elsevier Butterworth-Heinemann.

Legge, K. (2005). *Human Resource Management: Rhetorics and Realities*. New York: Palgrave Macmillan.

Macky, K. and Johnson, G. (2003). *Managing Human Resources in New Zealand*, 2nd Edition. Auckland: McGraw Hill.

All these texts are on closed reserve in the Commerce Library

4. Useful Journals:

- Asia Pacific Journal of Human Resources
- Human Resources
- Human Resource Management
- Human Resource Management Review

- Human Relations
- International Journal of Human Resource Management

CASE STUDY ANALYSIS

The following case studies, all taken from Millmore et al, *Strategic Human Resource Management: Contemporary Issues*, will be discussed in groups and seminars:

1. Strategic Human Resource Management at Halcrow Group Limited (pp. 150-156).
2. Recruitment and selection at Southco Europe Ltd. (pp. 313-315).
3. Performance management at Tyco (pp. 347-349).
4. Making diversity an issue in leafy Elgarshire (pp. 493-496).
5. The demise of MG Rover cars (pp. 519-521).

You will be expected and encouraged to work in groups on in-term group case analysis; however, essays must be individual submissions. Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of the assignment question. When working on individual assignments please do not work together to formulate a response and do not loan out your completed assignments.

COURSE ASSESSMENT

Part A (25%) Case Study Essays (2 x 800 words = 1,600 words) Due: Monday, 1 Sept, 4pm.

This assessment item should be based on the weekly case study analysis conducted throughout the course – therefore, you should be writing up your reflections on the cases on a weekly basis.

Referring to at least two journal articles (which can include the course readings), you should write a short essay on each of these two case studies:

1. Strategic Human Resource Management at Halcrow Group Limited.
2. Recruitment and selection at Southco Europe Ltd.

Each brief discussion should include:

- Overview of the organisation concerned and its current HRM practices (around 150 words).
- Clear identification of the key issues and problems (around 300 words).
- A set of recommendations, based on your reading, observation and analysis, on how the organisation could resolve the issues you have identified (around 300 words).
- Your opinion on the value of the specific case study (around 50 words).

Part B (25%) Case Study Essays (2 x 800 words = 1,600 words) Due: Thursday, 9 Oct, 4pm.

This assessment item is also based on your weekly case study analysis.

Referring to at least two journal articles (which can include the course readings), you should write a short essay on each of these two case studies:

1. Performance management at Tyco.
2. Making diversity an issue in leafy Elgarshire.

As with the first assessment item, each brief discussion should include:

- Overview of the organisation concerned and its current HRM practices (around 150 words).
- Clear identification of the key issues and problems (around 300 words).
- A set of recommendations, based on your reading, observation and analysis, on how the organisation could resolve the issues you have identified (around 300 words).
- Your opinion on the value of the specific case study (around 50 words).

Part C (50%) Final Examination

The final examination is worth 50% of the total marks available for this course. It is a closed book 3-hour examination, made up of 2 parts. The first part consists of four short answer questions (value 20% of the course marks) relating to topics covered throughout the course. The second part is an analysis of a case study (value 30% of the course marks).

There will be a discussion of the final examination in week 12 of the course.

MANDATORY COURSE REQUIREMENTS

In addition to obtaining an overall course mark of 50% or more, students must:

1. Submit the case study assignments.
2. Achieve at least 40% in the final examination.

Students who fail to satisfy the mandatory requirements for this course but who obtain 50% or more overall, will be awarded a "K" grade.

Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark, whether or not the mandatory course requirements have been satisfied.

HANDING IN ASSIGNMENTS

Assignments 1 & 2

The completed assignments are to be submitted to the Assignment Box 13 (Mezzanine Floor of Rutherford House), by no later than 4pm on the due date.

The assignment must have a cover sheet. The cover sheet is in Annex B of this course outline.

Students must also keep an electronic copy of their work archived in case the original assignment goes missing. Failure to do so will jeopardise any claim by you that your work was submitted in the rare cases where your work goes astray.

PENALTIES - FOR LATENESS & EXCESSIVE LENGTH OF ASSIGNMENTS

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 2 of the marks available** for an assignment submitted after the due time on the due date **for each part day or day late. Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 10 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Course Requirements**.
- (ii) Course Outlines provides a signal to students of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**.
- (iii) Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to the Course Coordinator, providing documentary evidence of the reasons of their circumstances.

Where possible all such applications should be made **before** the deadline and be accompanied by documentary evidence, eg a medical certificate, or counsellor's report that indicates the degree of impairment, and for how long the student has been impaired. Please

be sure to ask at the time of consultation for the degree of impairment to be stated in any certificate you provide to support your case.

- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement), that precludes an application in advance, students should make contact with the Course Coordinator as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (v) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic. **The penalty will be 10% of the marks for an assignment which is 10% or more over the word limit.**

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other student or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website at www.vuw.ac.nz/home/studying/plagiarism.html

GRADING GUIDELINES

The following broad indicative characterisations of grade will apply in grading assignments and the exam:

| | |
|-------|---|
| A+ | excellent performance in all respects at this level |
| A | excellent performance in almost all respects at this level |
| A- | excellent performance in many respects at this level |
| B+ | very good, some aspects excellent |
| B, B- | good but not excellent performance at this level |
| C+, C | work satisfactory overall but inadequate in some respects |
| D | poor performance overall, some aspects adequate |
| E | well below the required standard |
| K | Failure to achieve mandatory course requirements and have achieved at least an average "C" over all the assessment. Note this is a failing grade. |

POLICY ON REMARKING

Every attempt is made to ensure that the marking is consistent across lecturers and fair to students.

Students may ask for their written work to be remarked. A different lecturer will do the remarking and provide comments. The original marking sheet is removed to ensure the process is independent. If the mark differs by 10% or less the two marks are averaged. If it exceeds 10% then it is independently marked by a third marker and the average of the two closest marks is taken. Experience from previous years is that almost all remarks are within 10% and where there is a change in mark, half the assignments go up and half go down. Occasionally there is a significant shift in the mark.

Application for remarks must be made within 5 days after the marks are available. To apply for a remark, complete the request for re-examination of assessed work form (Annex C) stating which sections (criteria listed in the mark sheet) you wish re-examined. Write on why you think the mark does not, in your view, fairly reflect the quality of your work. Hand this with your assignment at Reception Level 10. Allow for up to 5 days for remarks to be completed.

REFERENCING

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site (<http://www.vuw.ac.nz/library/resources/virtualref.shtml#style>).

COMMUNICATION

Information on course-related matters will be announced at class and posted on the **Blackboard** website at <http://blackboard.vuw.ac.nz/>. It will be crucial for you to regularly check Blackboard for messages, announcements and materials.

Course material will also be distributed in lectures. Material not picked up in lectures will be available from the Administrative Assistant on the 10th floor of Rutherford House.

EMAIL CONTRACT

Students wishing to contact staff by email should adhere to the following instructions:

Include the **Course Code**, your **Name**, your **Student ID** and the **Topic** in the subject area of the email, eg

HRIR301_Smith_Pauline_3000223344_Ass1 Query

All students must use their VUW SCS email account and ID. Otherwise, email will be classified as Spam and will be dumped without being read. All emails with attachments will be dumped, unless requested by staff.

FACULTY OF COMMERCE AND ADMINISTRATION OFFICES

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to www.vuw.ac.nz/policy.

For information on the following topics, go to the Faculty's website www.vuw.ac.nz/fca under Important Information for Students:

- Academic Grievances
- Academic Integrity and Plagiarism
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

MANAAKI PIHIPIHINGA PROGRAMME

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email manaaki-pihipihinga-programme@vuw.ac.nz or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.

Victoria Management School

HRIR 301 Individual Assignment Cover Sheet

Name: _____

Student ID: _____

Workshop stream leader: **Grant Herman**

Sarah Proctor-Thomson *(Circle as appropriate)*

Date Due: _____

Date Submitted: _____

Word Count: _____

*I have read and understood the university policy on Academic Integrity and Plagiarism.
I declare this assignment is free from plagiarism.*

Signed: _____

Extension of the due date (*if applicable*)

Please attach a copy of the note authorising your extension.

Date extension applied for: _____

Extension granted until: _____

Extension granted by: _____