

## Victoria Management School

### **HRIR 301 STRATEGIC HUMAN RESOURCE MANAGEMENT**

Trimester Two 2009

### **COURSE OUTLINE**

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#### **Names and Contact Details**

##### **COURSE COORDINATOR**

##### **Dr Jane Bryson**

Room: RH1012, Rutherford House

Phone: 463 5707

Email: jane.bryson@vuw.ac.nz

Website: www.vuw.ac.nz/vms

##### **COURSE LECTURER**

##### **Dr Geoff Plimmer**

Room: RH1007, Rutherford House

Phone: 463 5700

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##### **ADMINISTRATOR**

##### **Tania Loughlin**

Room: RH1021, Rutherford House

Phone: 463 5358

Email: tania.loughlin@vuw.ac.nz

Teaching Period: Monday 13 July to Friday 16 October 2009

End of Year Study Period: Monday 19 October to Monday 26 October 2009

Examination Period: Tuesday, 27 October to Saturday 14 November 2009 (inclusive)

Note: Students who enrol in courses with examinations should be able to attend an examination at the University at any time during the formal examination period.

**Withdrawal dates:** Information available via

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

##### **Class Times and Room Numbers**

Lectures: Monday: 1.40pm to 2.30pm GB LT2

Friday: 1.40pm to 3.30pm GB LT2

##### **Course Content**

This course provides a critical analysis of competing models of SHRM and factors that impact on them. The course examines whether the strategic management of employees can contribute significantly to the acquisition of competitive advantage by organisations and to their capacity to sustain advantage over time. It interprets and explores SHRM as: a) a high level, multi-lensed view of HRM, b) the integration of HRM with business strategy, and c) dealing with issues of strategic or long term importance to organisations. The first 4 weeks of the course explore models of SHRM, and the subsequent 8 weeks focus on specific factors which influence and interact with the achievement of SHRM goals.

## Course-related Student Learning Objectives

- Analyse HR issues, with respect to external and internal influences (*assessed by the essay and exam*)
- Explain how organisational strategy, global competition, technological change workforce characteristics and government regulation influence HR decisions (*assessed by the test and exam*)
- Discuss the relationships between different HR policies and practice (*assessed by the essay and the exam*)
- Analyse and discuss case studies, research and academic articles (*assessed by the essay and the exam*)

## Course Delivery

**This course runs as a lecture and discussion programme.**

Monday sessions will comprise of traditional lecture and some open class discussion on a scenario or vignette. Friday sessions will feature focussed discussion on class reading questions (readings and questions are provided in the course readings) plus lecture and some practical exercises in class to bridge theory to practice.

**Please Note** we will not be supplying written answers to the readings questions (on BB or elsewhere) thus participation in the Friday discussion is important. You may wish to form a support group with other students to swap notes should you miss a session.

## Expected Workload

Students can expect the workload to be approximately 10 hours per week of student work, including both scheduled contact time (lectures, and discussions) and outside class (class reading, assignment and test/exam preparation).

## Readings

The **required** textbook is: Millmore, M, Lewis, P, Saunders, M, Thornhill A, and Morrow T. (2007). *Strategic Human Resource Management: Contemporary Issues*. Essex: Pearson.

There is also a book of **weekly course readings** which will be distributed to those enrolled in the class during Week 1.

## The Lecture & Discussion Programme

Week Begins	Lecture topic	Readings	Lecturer
1 13 July	Introduction and overview of SHRM	<b>Textbook: Millmore Chapter 1</b>	JB & GP
2 20 July	Classical SHRM	<b>Textbook: Millmore Chapter 2</b>  <b>Reading:</b> Macky, K. & Boxall, P. (2008). Employee experiences of high performance work systems: an analysis of sectoral, occupational, organisational and employee variables. <i>New Zealand Journal of Employment Relations</i> , 33(1): 1-18.	JB
3	How is work changing and	<b>Textbook: Millmore Chapter 3</b>	JB

27 July	where is it going?	<b>Reading:</b> Peel, S. (2003). The management of contractors: challenges for human resource management. Chapter 12 in R Weisner & B Millett <i>Human Resource Management: Challenges and future directions</i> . Australia: John Wiley.	
4 3 Aug	<b>Class Test</b> Evaluation & SHRM	<b>Monday - class test</b>  <b>Friday: Textbook: Millmore Chapter 4</b>	JB & GP
5 10 Aug	Culture - of nations, workplaces and HRM	<b>Textbook: Millmore Chapter 6</b>  <b>Reading:</b> Bryson, J. (2008). Dominant, emergent and residual culture: the dynamics of organisational change. <i>Journal of Organizational Change Management</i> , 21 (6), 743-757.	JB
6 17 Aug	Collectives - teams and groups	<b>Background reading:</b> Stevens, M.J. & Campion, M.A. (1994). The knowledge, skill and ability requirements for teamwork: implications for human resource management. <i>Journal of Management</i> 20 (2): 503-530.  <b>Readings:</b> Hackman, J.R. et al. (2000). Team effectiveness in theory and practice. In C Cooper and E Locke <i>Industrial and Organizational Psychology: Linking Theory with Practice</i> . Oxford: Blackwell Business.  Edmondson, A., Bohmer, R., & Pisano, G. (2001, October). Speeding Up Team Learning. <i>Harvard Business Review</i> , 79 (9), 125-132.	GP
24 Aug to 6 Sept		<b>Mid trimester break</b>	
7 7 Sept	Organisational Learning	<b>Textbook: Millmore Chapter 10</b>  <b>Readings:</b> Härtel, CEJ, Strybosch, V and Blyth, A (2006). The learning organisation. Chapter 13: In P. Holland & H. DeCieri (Eds.) <i>Contemporary Issues in Human Resource Development: An Australian perspective</i> , Pages 289 301. Australia: Pearson Education.  Instigating and sustaining radical change in the Dutch intelligence service (A) 2008-59.1 <i>Australian New Zealand School of Government</i> . Accessed from <a href="http://www.anzsog.edu.au">www.anzsog.edu.au</a> 11 June 2009.	JB
8 14	Power and Ethics	<b>Readings:</b> Moss Kanter, R. (1979). Power failure in management circuits. <i>Harvard Business Review</i> 57(4):	GP

Sept		65-75.  Greenwood, M.R. (2002). Ethics and HRM: A Review and conceptual analysis. <i>Journal of Business Ethics</i> , 36: 261-278	
9 21 Sept  <b>Essay Due</b>	Downsizing, stress and wellbeing	<b>Textbook: Millmore Chapter 14</b>  <b>Readings:</b> Ganster, D.C. & Murphy, L. (2000). Workplace interventions to reduce stress-related illness: lessons from research and practice. Chapter 2 in C. Cooper and E. Locke <i>Industrial and Organisational Psychology: Linking theory with practice</i> . Oxford: Blackwell.	GP
10 28 Sept	Career Strategies	<b>Readings:</b> Inkson, K. (2008). Are Humans resources? <i>Career Development International</i> , 13 (3): 270-279.  Lombardo, M. M. and R. W. Eichinger (2000). High Potentials and High Learners. <i>Human Resource Management</i> 39(4): 321.	GP
11 5 Oct	Gaining Influence	<b>Reading:</b> Purcell, J and Kinnie, N. (2007). HRM and business performance. Chapter 26 in Boxall, P., Purcell, J., and Wright, P. (eds) <i>The Oxford Handbook of Human Resource Management</i> . Oxford, UK: OUP.	GP
12 12 Oct	Revision	Review of key concepts from all readings and textbook	JB & GP

Additional textbooks available in the Commerce 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.

Boxall, P., Purcell, J. (2008). *Strategy and Human Resource Management*. UK: Palgrave.

Boxall, P., Purcell, J., and Wright, P. (eds) (2007) *The Oxford Handbook of Human Resource Management*. Oxford, UK: OUP

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

Useful Journals (available via library databases):

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

## Assessment Requirements

Assignment	Title	Weight	Date
1	One In-Class Test	15%	Monday 3 August 2009
2	One Individual Assignment - Essay	35%	12 noon, Monday 21 September 2009
3	Final Examination	50%	27 Oct– 14 Nov 2009
	<b>TOTAL</b>	<b>100%</b>	

### 1. In-Class Test

Date: Monday 3 August      Marks: 15%

The test will comprise of short answer questions based on lectures and readings in Weeks 1, 2 and 3.

### 2. Individual Essay

Due: 12 noon, Monday 21 September      Marks: 35%

Length: 2500 words + references

This assignment develops critical thinking and research skills about strategic HRM, so that cases for a more strategic approach to HRM in workplaces are well reasoned and persuasive. You should aim to develop, argue, and back up, your opinions about HRM and the topics in this course.

In the essay debate the following statement [using the process outlined in a), b) and c)]:

"HRM is often unstrategic, naïve, and it ignores wider factors such as the collective nature of organisational life, culture, and power. HRM could be more effective and strategic if it paid greater attention to these factors".

a) In your essay *focus on one HRM function that particularly interests you* (such as: recruitment & selection, HRD, employment relations, performance management, remuneration, HR planning).

b) Pick **two** factors (such as: culture, collectives, or power), and assess how they affect both the practice, and consequences, of HRM with a particular focus on the function that interests you.

For example: You choose recruitment & selection as your functional HRM area, and you choose culture and collectives as the factors of interest.

So, How does culture affect HR practice, and recruitment & selection in particular? How is culture influenced by HR – particularly by recruitment & selection practices? How do teams and group behaviour (collectives) affect HR – in particular recruitment & selection? And vice versa?

c) Then **compare and contrast these two factors** to build your argument. For example, where do factors (like culture and power) overlap, and where do they differ? What does each one say about good HR practice, and What does it all add up to? What are the implications of what you are saying for good (and bad) Strategic HRM?

The marking guide for the essay is provided on Blackboard.

### 3. Examination

The final examination for this course will be scheduled at some time during the period from Tuesday 27 October to Saturday 14 November 2009.

The examination is worth 50% of the total marks available for this course. It is closed book 3-hour examination. All book chapters and readings covered during the course are examinable.

## Handing in assignments

Assignments should be dropped in the relevant HRIR 301 **Box 13 on the Mezzanine floor** of Rutherford House (Pipitea Campus) in hard copy form by the due time on the due date. All completed assignments must have a cover sheet. **The cover sheet is in Annex A.** 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.

## Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- a. Sit the one In-class test;
- b. Submit the assignment within the allowable timeframe (see Penalties section) below (i)); and
- c. Obtain at least 40 per cent (i.e. 20 marks out of 50) of the final examination marks available.

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, regardless of whether the mandatory course requirements have been satisfied or not.

Notice of Failure to meet Mandatory Course Requirements will be posted on Blackboard.

## 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 (marks available means what the assignment is worth i.e. 20% or 20 marks)** for an assignment submitted after the due time on the due date **for each part day or day late.** (for example if an assignment is out of 20 and the assignment receives 50% then one day late means the mark will be out of 18 and the student will receive 50% of 18). **Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Course Requirements.**
- (ii) Course Outlines provide 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.

All such applications must be made **before** the deadline and be accompanied by documentary evidence, eg a medical certificate, or counsellor's report clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies. This can be applied retrospectively.

- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement or other exceptional events), 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.

## 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 tutors and fair to students. Students may ask for their written work to be remarked. A different tutor 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 B) 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 into the following place:-

- Pipitea Campus – the Reception Desk on Level 10 Rutherford House where your assignment will have the **time, date and signature** noted on the front cover by the person receiving it.

Allow 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.victoria.ac.nz/library/research/reference/referencingguides.aspx>

## 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.

## Email Contact

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

HRIR300\_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.

**For the following important information follow the links provided:**

**Academic Integrity and Plagiarism**

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

**General University Policies and Statutes**

<http://www.victoria.ac.nz/home/about/policy/academic.aspx>

**Faculty of Commerce and Administration Offices**

<http://www.victoria.ac.nz/fca/studenthelp/Contactus.aspx>

**Manaaki Pihipihinga Programme**

[http://www.victoria.ac.nz/st\\_services/mentoring/](http://www.victoria.ac.nz/st_services/mentoring/)



ANNEX A

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



**Victoria Management School**

**HRIR 301 Individual Assignment Cover Sheet**

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

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: \_\_\_\_\_

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI


**VICTORIA**  
 UNIVERSITY OF WELLINGTON

**Victoria Management School**
**HRIR 301**
**Request for re-examination of assessed work**

	<b>Assessment affected</b> <i>e.g. Individual Assignment, In-class Test</i>	
<b>Student ID</b>	<b>Name</b> <i>As it appears in your enrolment</i>	<b>Tutorial No/Tutor's name</b>
<b>Contact Details</b>	<i>Phone</i> _____ <i>Email</i> _____	

***Specify which section (criteria specified in the mark sheet) you wish to be re-examined***

*Note: requests to re-examine "all" criteria will not be considered.*

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**Clearly state why you believe each of these sections should be re-examined:**

*Note: "I think it is worth more," is insufficient.*

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In requesting a re-examination of my submitted work, I understand that the result may be an increase OR decrease in the mark obtained.

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 Signature Date