

Victoria Management School

**HRIR 301 STRATEGIC HUMAN RESOURCE  
MANAGEMENT**

Trimester Two 2010

**COURSE OUTLINE**

---

**Names and Contact Details**

**Course Coordinator**

**Dr Richard Norman**

Room: RH1011, Rutherford House

Phone: 463 5455

Email: [richard.norman@vuw.ac.nz](mailto:richard.norman@vuw.ac.nz)

Website: [www.vuw.ac.nz/vms](http://www.vuw.ac.nz/vms)

**Course Assistant**

**Diana Verhaart**

Phone: 027 3698212

Email: [verhaadian@myvuw.ac.nz](mailto:verhaadian@myvuw.ac.nz)

**Administrator**

**Tania Loughlin**

Room: RH1021, Rutherford House

Phone: 463 5358

Email: [rania.loughlin@vuw.ac.nz](mailto:rania.loughlin@vuw.ac.nz)

**Teaching Period:** Monday 12 July to Friday 15 October 2010

**End of Year Study Period:** Monday 18 October to Monday 22 October 2010

**Examination Period:** Tuesday, 22 October to Saturday 13 November 2010 (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:**

Your fees will be refunded if you withdraw from this course on or before **23 July 2010**

The last date for withdrawal from this course is the three-quarter point of the teaching period, i.e. **Friday 24 September**. After that date, permission to withdraw requires the permission of the Associate Dean (Students) as set out in section 8 of the Personal Courses of Study Statute <http://policy.vuw.ac.nz/Amphora!~~policy.vuw.ac.nz~POLICY~000000001743.pdf>

To apply for permission, fill in the Late Withdrawal form available from either of our Student Customer Service Desks.

**Class Times and Room Numbers**

Lectures:	Tuesday:	11.30am to 1.20pm	GB LT4
	Thursday:	11.3am to 12.20pm	GB LT4

## Introduction

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.

## Programme and Course Related Learning Objectives

Our Graduates will

- demonstrate application of critical and creative thinking skills to practical and theoretical problems.
- be effective communicators
- have a global and multicultural perspective
- recognise, support and display leadership
- develop specific knowledge and skills in at least one business, or public policy discipline area

## Course objectives

On successful completion of the course, students should be able to:

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

## Expected Workload

Students are expected to spend on average 10 hours per week preparing for class meetings, participating in the group project, working with peers in study groups and working on the course assignments. This time is likely to be divided between reading and researching, preparing two weekly contributions to the on-line community of practice, searching for information on the Internet or preparing for the group presentation. Most class sessions will be interactive rather than run in a passive lecture format. Such learning requires that students pre-read relevant materials and come ready to engage in discussion and debate. Pre-readings are defined below in terms of chapters, additional readings and key concepts which will be applied through class discussion.

## Group Work

A feature of the course is the opportunity to 'learn by doing' by being an active member (or leader) of a project group. The group work provides a way to build your understanding of SHRM theory and develop skills in written and oral presentation, project management and teamwork. This learning will be assisted by active contributions to learning blogs during the course. Regular attendance at class is critical for discussion based learning, **so a roll will be taken at the Thursday class, with attendance at 9 or more classes required to pass terms.**

## Course Content

Week Beginning	Topics	Core Concepts (drawn from Millmore et al. unless otherwise stated).
12 July	<b>Introduction, course overview and overview of Strategic Human Resource Management (SHRM).</b>	<b>Ch1:</b> Strategy Types Classical Evolutionary Processual Systemic Resource based theory Core Capabilities
19 July	<b>SHRM – a vital contributor to organisational success?</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.  <b>Opening blog due by Monday 5 p.m.</b>	<b>Ch2:</b> SHRM Universal models Matching (closed) Matching (Open) Porters Organisational strategies Individualism/ Collectivism Pfeffer's key practices High performance work systems (from Macky and Boxall)
26 July	<b>How is work changing and where is it going?</b>  <b>Reading: (to discuss in preparation for August 3 guest).</b>  Building the New Generation National Library (A) 2009-80.1 <i>Australian New Zealand School of Government</i> . Building the New Generation National Library (B) 2009-80.1 <i>Australian New Zealand School of Government</i> .  <b>Guest Speaker:</b> Shaun McCarthy, Human Synergistics	<b>Ch3:</b> Multinational companies Inter-unit linkages External Function Ethnocentric Polycentric Geocentric Management competencies for global managers
2 August	Evaluating SHRM – why bother and does it really matter?  Also: Strategic recruitment and selection.  <b>Guest Speaker:</b> Peter Rowlands, HR Manager, National Library  <b>Lecturer for Thursday August 4 and week of August 9 will be Dr Eric Chong.</b>	<b>Ch4:</b> Evolutionary Strategic HRM Human capital reporting Balanced scorecard Action research Interviews Questionnaires <b>Ch8:</b> Human resource planning Person specification Selection validity

9 August	<b>Culture - of nations, workplaces and HRM</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.	Ch9: Performance measurement Balanced scorecard Productivity Vertical, horizontal integration Skills, behaviour, attitudes Psychological contract Bryson, J: Dynamics of Organisational change.
16 August	<b>Collectives - teams and groups</b>  <b>Background reading:</b> Edmondson, A., Bohmer, R., & Pisano, G. (2001, October). Speeding Up Team Learning. <i>Harvard Business Review</i> , 79 (9), 125-132.  <b>Guest Speaker:</b> Catherine Taylor, General Manager, HR, Kiwibank	Ch6: Organisational, national cultures Hofstede Trompenaars and Hampton-Turner Structural views of culture Competing values Cultural web Cultural alignment Edmondson et al: Team learning
<b>23 Aug to 5 Sept</b>	<b>Mid trimester break</b>	
6 September	<b>Strategic Human Resource Planning – the weakest link?</b>  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. Leading culture change at New Zealand Police (A) 2008-82.1 <i>Australian New Zealand School of Government</i> . Read in preparation for guest speaker, September 14.  <b>Guest Speaker:</b> Ross McMillan, HR Manager, Medical Assurance.  <b>Individual Reports Due at beginning of Tuesday class.</b>	Ch7: Hard and soft HR planning Scenario and contingency planning  Ch10: Strategic Human Resource Development Organisational learning Knowledge management
13 September	<b>Strategic reward management</b>  <b>Readings:</b> Moss Kanter, R. (1979). Power failure in management circuits. <i>Harvard Business Review</i> 57(4): 65-75.  Greenwood, M.R. (2002). Ethics and HRM: A Review and conceptual analysis. <i>Journal of Business Ethics</i> , 36: 261-278	Ch11: Strategic reward management Paying for performance <ul style="list-style-type: none"> <li>- Individual</li> <li>- Team</li> <li>- Organisational</li> <li>- competence</li> </ul>

	<b>Guest Speaker:</b> Wayne Annan - General Manager: Human Resources & General Manager: Public Affairs, Police National Headquarters	
20 September	<p><b>Downsizing, stress and wellbeing</b></p> <p><b>Guest Speaker:</b> Dr Dale Nelson, Thought Partners</p> <p>Initial revision using multiple choice questions created with 'peerwise' software due.</p>	<p><b>Ch12:</b> Employment relationship Unitarism Pluralism Participant Psychological contract Commitment</p> <p><b>Ch13:</b> Diversity Management</p> <ul style="list-style-type: none"> <li>- Equality</li> <li>- Discrimination</li> <li>- disability</li> </ul>
27 September	<p><b>Gaining influence</b></p> <p><b>Readings:</b> Inkson, K (2008). Are Humans resources? <i>Career Development International</i>, 13 (3):270-279.</p> <p>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.</p> <p><b>Guest Speaker:</b> Paul Hellyer, HR Manager, IBM New Zealand Ltd.</p>	<p>Purcell and Kinnie: Problem of method Problem of performance Problem of theory Role of line managers Inkson: Humans as resources?</p>
4 October	<p><b>Class presentations:</b> Each group of 4-6 to present a few major strategic issues to emerge from individual reports. Issues in common – interesting differences?</p>	
11 October	<p><b>Revision</b> Review of key concepts from all readings and textbook Final blog (300 words review of learning) to be completed by 5 p.m. Monday.</p>	

### 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.

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

	Title	Weight	Date
1	Blog Contributions Marks are deducted at the rate of 2 for each missed blog.	10%	Weekly Contributions. Two marks deducted if contributions are not made by 5 p.m. on Monday.
2	Opening and closing blog entries – up to 300 words each, contributed to the ‘whole of class’ forum – 4 marks each	8%	Opening introduction by 5 p.m. Monday July 19. Closing blog due by 5 p.m., Monday, October 11.
3	Creation of two multiple choice questions from each class member, based on topics to be allocated.	2%	By 5 p.m. September 20.
4	Individual Assignment – Report 2000 words	30%	At beginning of class, Tuesday, September 7 <sup>th</sup>
5	Final Examination 2 hours	50%	22 October to 13 November
	<b>TOTAL</b>	<b>100%</b>	

### 1. Blog Contributions

The purpose of these is to enable you to consolidate your learning and check your understanding with others in your theme group each week. Only two blogs, both to be captured in the full class blog, will be given a mark. Each of these should be no more than 300 words.

#### Opening blog.

Briefly introduce yourself and identify a sector and preferably a specific organisation you wish to use as the focus for your report and for applying the strategic HR concepts of the course. These introductions will be used in week two and three to help form peer support tutorial groups with 8-12 people in each. In your introduction please describe skills, knowledge and experience you could offer to a group for one of these three roles:

- Learning co-ordinator. This role will give the holder experience with a critical area of HR, of encouraging participation, learning, and providing feedback about progress with group learning to the course coordinator.
- Presentation coordinator (2 roles). These roles will involve planning early for the presentations scheduled for October 4, when insights developed in individual reports will be presented in a 5-7 minute presentation for the class and invited guests. Presentations provide a way of sharing learning with the whole class and excellent practice in communicating powerfully and succinctly. There will be no formal mark for this presentation – this work carries the important intrinsic reward of applause from your classmates and feedback about your presentation.

#### Weekly blogs.

These are open ended in format but should be at least a decent paragraph in length. Specific topics will be suggested, but in general this is a learning reflection diary in which you identify issues in current reading that you would like explained; insights you have gained from class lectures, discussions and guest speakers and ideas which can assist individual report writing and the group presentations. Please do regularly provide comments to other blogs.

**Final blog.**

Up to 300 words reflecting on your end-of-term understanding of strategic human resource management. What has become clearer about this subject as a result of the study? Be specific about the concepts or insights from practitioners that have informed your understanding. Comment on ways in which the course has contributed to your learning.

**3. Individual Report**

Due: 11.30 a.m., Tuesday, 7 September      Marks: 30%

Length: Up to 2000 words excluding references and executive summary.

This is an opportunity to apply theories about Strategic Human Resource Management to a work place of particular interest to you. Your report should review the extent to which the human resource management strategies of the organisation are aligned with expectations of key stakeholders and conditions in the sector in which the organisation operates. Demonstrate your ability to use published sources of information to describe the strategies and context of the organisation, and demonstrate your new knowledge of HR strategy by analysing the level of alignment. Drawing on concepts in the textbook by Millmore et al, or the readings book, use at least 500 words of your report to demonstrate your ability to apply up to two of the major lenses through which HR strategy can be viewed.

**Criteria are:**

	Mark- ing (out of 30)	Excel lent	Very Good	Good	Satis- factory	Unsatis factory
How well does an executive summary of no more than 200 words show at a glance the key elements of the report?	3					
Understanding of the strategic issues of the organisation? How well does the report use available information to identify the major strategic issues?	7					
Understanding of the major strategic HR issues? How well does the report identify HR issues likely to be of priority concern to senior managers?	7					
Understanding and application of strategic HR concepts? How well are the concepts summarised and applied to this organisation under study?	7					
How well structured is the report? E.g. clear organisation of headings, logical flow of information.	3					
Technical features e.g. accurate referencing, spelling, punctuation, grammar, sentence construction.	3					

**4. Examination**

The final examination for this course will be scheduled at some time during the period from 22 October to Saturday 13 November 2010. The examination is worth 50% of the total marks available for this course. It is closed book 2-hour examination. All book chapters and readings covered during the course are examinable.



Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period.

### 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. 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.

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

### Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- a. Attend at least 9 of the 12 Thursday sessions, which will involve tutorial style interaction that cannot work effectively without maximum attendance.
- 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



**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 As it appears in your enrolment</b>	<b>Tutorial No/Tutor's name</b>
<b>Contact Details</b>	<b>Phone</b> _____ <b>Email</b> _____	

*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.*

---

---

---

---

---

---

---

---

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

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

---

---

---

---

---

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

.....  
 Signature

.....  
 Date