

Victoria Management School

HRIR 301 STRATEGIC HUMAN RESOURCE MANAGEMENT

Trimester Two 2011

COURSE OUTLINE

Course Coordinator
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Administrator
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Tutor:

Laura Chandler

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Trimester Dates

Teaching Period: Monday 11 July – Friday 14 October 2011

Study Period: Monday 17 October – Thursday 20 October

Examination Period: Friday 21 October – Saturday 12 November (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before 22 July 2011.
2. The standard last date for withdrawal from this course is Friday 23 September. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an 'Application for Associate Dean's Permission to Withdraw Late' including supporting documentation

Class Times and Room Numbers:

Wednesdays, 2.40 – 4.30pm, GBLT2 Lecture Theatre Two, Lecture block behind Old Government Buildings, Stout Street.

Tutorials: These will be held in weeks 3, 4, 5 and 6 before the mid-term break and weeks 8, 9 and 10 after the break. Tutorials times: Wednesday, 8.30 – 9.30 a.m.; Thursday, 8.30 – 9.30; 9.30 – 10.30; 10.30 – 11.30 a.m. Please sign-up to a tutorial group through S-cube. If you have been unable to sign up for a tutorial by Friday 22 July contact the Tutorial Coordinator (Garry Tansley).

Introduction

The focus for this course is ‘how can human resource management policies and practices align with and contribute to organisational strategy?’ In some organisations connections are deliberate and formally planned. In others, human resource management practices are administrative routines which may at times frustrate the implementation of strategies. The course will encourage students to examine the explicit and implicit policy choices made by specific organisations, and assess the effectiveness of these choices.

Programme and Course Related Learning Objectives

Our graduates will:

- 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

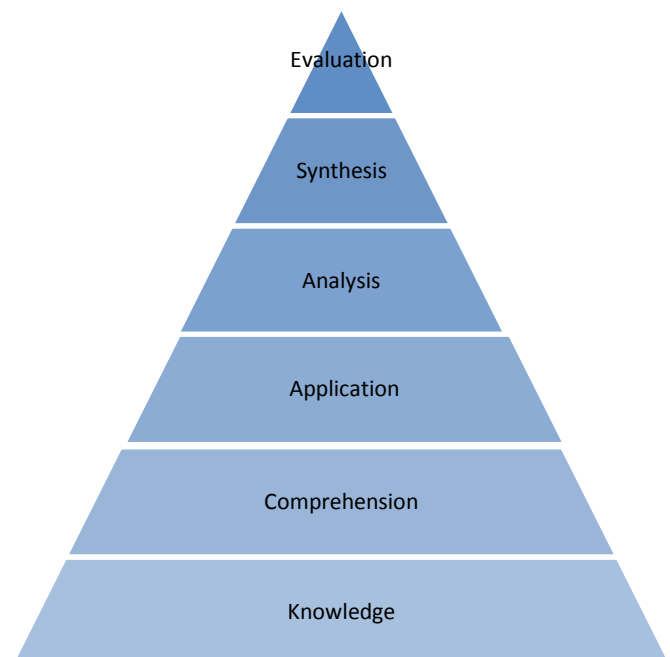
Course objectives

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 examination*)
- 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*)

Learning Style

This course aims to enable you to analyse HR issues from the perspective of a chief executive or General Manager of Human Resources. Understanding the strategic priorities of an organisation can give you a distinctive edge in the workplace, particularly in HR roles. Development of this skill will need your active engagement in learning, as a contributor to discussion in lectures, tutorials and via Blackboard. A model developed by Benjamin Bloom of educational outcomes (right)¹ is based on the idea that some types of learning require more cognitive processing than others. University courses at stages one and two tend to focus on knowledge, comprehension and application. This course aims to help you



¹ http://en.wikipedia.org/wiki/Bloom%27s_Taxonomy

Figure 1. Bloom's Taxonomy of Learning

integrate a variety of studies so you can confidently demonstrate skills of analysis, synthesis and evaluation, which employers particularly seek when hiring graduates.

Group Work

During the course you will be part of a learning community which will sit together in lectures, meet seven times as a tutorial group, communicate each week via Blackboard and have the task of summarising and presenting a selection of individual work to the whole class. Most workplaces expect staff to be self-starting members of teams, and the group work aims to provide experience which can be valuable for your CV. There is an opportunity for one in six class members to practice project management skills by taking on a role as a project group leader.

Learning communities need regular engagement to work effectively. Nothing undermines a learning community more quickly than one or two individuals who seek to free ride on group effort. To help these learning communities succeed, **there is a course requirement that you attend at least 9 of the 12 classes and at least 5 of 7 tutorials.** To emphasise the importance of group work, project leaders are asked to alert the course coordinator as early as possible if there are difficulties in obtaining sufficient commitment from a group member. Group members who do not contribute sufficiently to their group to merit a group mark will be required to submit an individual report.

Expected Workload

Students are expected to spend on average 10 hours per week during the 15 weeks of the course 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 project. Most class sessions will be interactive and seek discussion about pre-readings for that week. Readings for each class are listed on the course outline.

Lectures

A series of two hour lectures, on Wednesdays, will link with course reading material, discuss key theories and concepts, and provide case studies that help apply theories and models. Lectures will be interactive and aim to engage participants individually and in groups. External guest speakers provide case examples of strategic human resource management in action.

Tutorials

Seven tutorials each lasting one hour, will focus on major themes and readings, supplemented with case studies. Tutorials provide an opportunity to discuss topics in more depth and gain different perspectives from your tutor and other students. If you feel that you would like a particular topic or part of the course discussed at a tutorial, contact your tutor beforehand and let him or her know. Tutors will welcome advance notice of any issues or concerns you have so they can decide whether these are general and warrant use of tutorial time and, perhaps copies of additional material, or whether to arrange to discuss them with you personally.

Class representatives

Two class representatives will be sought during lecture two, and their names will be available to VUWSA, the course coordinator and the class. The representatives will provide a communication channel to liaise with the coordinator on behalf of students – an excellent opportunity to practice theories covered in the course.

Textbook

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

Week Beginning	Topics	Core Concepts (drawn from Millmore et al. unless otherwise stated).	Preparation
Week 1. 11 July	Introduction, course overview and overview of Strategic Human Resource Management (SHRM).	<u>Ch1:</u> Strategy Types (Classical, Evolutionary, Processual, Systemic) Resource based theory Core Capabilities Types of human resource strategy (opening readings) Harvard Map of the HRM territory. (Beer et al reading)	<ul style="list-style-type: none"> • Read Chapters 1 and 2 and opening readings in the booklet to prepare for next week. • Choose sector and organisation of interest • Prepare opening blog. Allow sufficient time to edit and proofread before posting.
Week 2. 18 July	SHRM – a vital contributor to organisational success?	<u>Ch2:</u> SHRM Universal models Matching (closed) Matching (Open) Porter’s Organisational strategies Individualism/ Collectivism High performance work systems Pfeffer’s key practices (The Human Equation – Readings booklet).	<ul style="list-style-type: none"> • Opening blog due by Tuesday 5 p.m. • Read Chapters 1 and 2 and opening readings in booklet (up to and including Beer et al). • Choose tutorial times for first meetings in week three. • Guest speaker: Lyn Provost, Auditor General. HR issues and public sector performance.
Week 3 25 July	Strategic Recruitment and Selection	<u>Ch8:</u> Human resource planning Competency profiles Person specifications Selection validity	<p>Blog due Tuesday 5pm</p> <ul style="list-style-type: none"> • Read Chapter 8 to prepare for this week’s session. • Prepare to discuss case ‘ANZ’s Asian Adventure’. • Guest Lecturer (whole session): Eric Chong, Victoria Management School
Week 4 1 August	Evaluating SHRM – and reviewing and applying concepts covered during the first three weeks.	<u>Ch4: Evaluating SHRM</u> Evolutionary Strategic HRM Human capital reporting Balanced scorecard Action research Interviews Questionnaires	<ul style="list-style-type: none"> • Blog due Tuesday 5pm • Read Chapter 4 and revise Chapters 1 and 2 for this session. • Start researching organisation of interest (Annual report, website, media information, statistics, news stories etc)

<p>Week 5 8 August</p>	<p>Organisational structure and culture</p>	<p><u>Ch5: Structure</u> Strategic integration High commitment High quality High flexibility Specialisation Standardisation Formalisation Centralisation Configuration Traditionalism <u>Ch6:</u> Organisational, national cultures Hofstede Trompenaars and Hampden-Turner Competing values</p>	<ul style="list-style-type: none"> • Blog due Tuesday 5pm • Read chapters 5 and 6 for this week • Continue to research organisation. • Guest speaker: Paul Hellyer, Human Resources Manager, IBM New Zealand Ltd.
<p>Week 6 17 August</p>	<p>Strategic Human Resource Planning</p>	<p><u>Ch7: Strategic Human Resource Planning</u> Hard and soft HR planning Scenario and contingency planning</p>	<ul style="list-style-type: none"> • Blog due Tuesday 5pm • Read Chapter 7 for this week • Read Case about Statistics New Zealand's graduate leadership programme. What issues of structure, culture and planning can you identify in this case? • Continue to research organisation and apply text book concepts.
<p>22 Aug to 4 Sept</p>	<p>Mid trimester break</p>		<ul style="list-style-type: none"> • Draft, edit and proof read individual report. • Read Ch9 of textbook
<p>Week 7 5 September</p>	<p>Performance management</p>	<p>Ch 9: Performance Management Balanced scorecard Vertical integration Horizontal integration Employee skills, behaviours, and attitudes Psychological contract</p>	<ul style="list-style-type: none"> • Blog Due Tuesday 5pm • Individual Reports Due Wednesday 7 September at the beginning of the class. • Read Chapter 9, Performance management for this class. How might these concepts apply to a bank such as Kiwibank? • Class coordinator: Geoff Plimmer • Guest speaker: Catherine Taylor, General Manager,

			Human Resources, Kiwibank.
Week 8 12 September	Strategic human resource development and reward management	Ch10: Strategic Human Resource Development Learning culture Systematic Human Resource Development Knowledge management <u>Ch11:</u> Strategic reward management Paying for performance Individual Team Organisational competence	<ul style="list-style-type: none"> • Blog due Tuesday 5pm • Read Chapters 10 and 11 • Prepare to discuss case study about LINZ and the development of Land-on-Line. • Each person to get two terms to revise and apply for the blog due on September
Week 9 19 September	Managing the employment relationship: strategic rhetoric and operational reality	<u>Ch12:</u> Employment relationship Unitarism Pluralism Participant Psychological contract Commitment Multiple roles of human resource specialists (Ulrich)	<ul style="list-style-type: none"> • Blogs due Tuesday 5pm • Read Ch12 and Human Resource Champions by David Ulrich (Readings booklet) • Discuss key findings from individual reports within your tutorial based teams in preparation for presentations in seek • Guest speaker: Tusha Penny, Strategic HR change at New Zealand Police
Week 10 26 September	Strategic HR Bringing together the themes from individual case studies.	The Human essence of HR strategy (Lynda Gratton)	<ul style="list-style-type: none"> • Blogs due Tuesday 5pm – each person to have two concepts from the course to define and apply to help everyone with revision. • Read: Living Strategy by Lynda Gratton (Readings booklet) • Work on presentations - half of lecture time allocated to this.
Week 11 3 October	Class presentations: Each group of 4-6 to present a few major strategic issues to emerge from individual reports. Issues in common – interesting differences?		<ul style="list-style-type: none"> • Class presentations

Week 12 10 October	Revision: Review of key concepts from textbook and readings, drawing on blogs about terms.	<ul style="list-style-type: none"> • Final blog (300 words review of learning) to be completed by 5 p.m. Tuesday. • Revise for exam
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Readings: 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
- J Storey, P.M. Wright, D. Ulrich (2008). *The Routledge Companion to Strategic Human Resource Management*. Routledge.

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. You start the trimester with the entire 10 marks; however 2 marks are deducted for <u>each</u> missed blog.	10%	Weekly Contributions. Two marks deducted if contributions are not made by 5 p.m. on Tuesday. One mark is deducted for 'minimalist' blogs.
2	Opening and closing blog entries – up to 300 words each, contributed to the 'whole of class' forum – 2.5 marks each	5%	Opening introduction by 5 p.m. Tuesday July 19. Closing blog due by 5 p.m., Tuesday, October 11.
3	Individual Assignment: Report, 2000 words.	25%	At beginning of class, Wednesday, September 7 or in the assignment box by 2.30 p.m.:
4	Team presentation.	10%	Allocated on the basis of presentation in Week 11.
6	Final Examination 2 hours	50%	21 October - 12 November
	TOTAL	100%	

Blog Contributions (15%)

Blog contributions are an opportunity to reflect on the course content and communicate with your peers.

Opening Blog

This is an opportunity to introduce yourself to the class and identify 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 tutorial groups and sector focused specialities within those tutorials.

It is also an opportunity to apply for the following positions for your tutorial group:

- 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 tutor and course coordinator.
- Presentation coordinators (two for each tutorial): This role will involve planning early for the presentations scheduled for week 11. The content of these presentations is elaborated on below.

Outline the relevant qualities, skills, knowledge and experience you have to offer for these positions, as you would for a real job application. These blogs will be marked for their effectiveness in introducing yourself (a critical job search skill), so please edit before posting. Word limit = 300 words. Worth 2.5 marks.

Weekly Blogs

These aim to provide a learning reflection diary through which you identify issues from your reading; insights you have gained from class lectures, discussions and guest speakers and ideas which can assist individual report writing and the group presentations. With guest speakers, reflections on key messages can help you and your tutorial group retain and apply new ideas. Blogs should be 200 – 400 words in length. Feel free to add links to YouTube clips, articles and pictures to help get your point across. Each quality blog submitted will give your learning community more opportunity to learn, clarify and remember the key concepts of SHRM. Please do regularly provide comments to other blogs.

Please note that blogs lacking in substance or critical thinking, or appear rushed, will have 1 mark deducted. This is to ensure all team members are providing useful and beneficial contributions. Each late or missing blog entry will cause a loss of 2 marks.

Closing Blog

Up to 300 words reflecting on your end-of-term understanding of strategic human resource management. How would you define 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.

Individual Report (25%)

Due: Wednesday September 7th 2011.

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

Write a report which identifies the major strategic issues and HR issues facing an organisation. Use HR concepts to analyse the level of alignment between HR strategies and the goals of the organisation's key stakeholders.

This is an opportunity to research a workplace of interest to you. Demonstrate your ability to use published sources of information to describe the current strategic issues facing the organisation, and the context of the organisation. Use your new knowledge of strategic human resource management to analyse the HR strategies and practices and assess how well these are aligned to the strategic direction the owners and stakeholders of the organisation wish to pursue.

Draw on HR concepts in the textbook, Course Reader or personal research to apply the most relevant Strategic Human Resource Management theory to the organisation of your choice.

(The 'questions for developing human resources strategy' by Chris Hendry, on page one of the readings, and the 'Harvard Map of the HRM' territory in Beer et al (course readings) provide effective starting points from which to identify one or more concepts that relate strongly to your chosen organisation.)

(Optional focus): Major strategic and HR issues arising for organisations affected by the Christchurch earthquake.

This report would have the same format as one focused on an organisation of your choice, with the difference being that your focus will be on responses to the strategic challenges that the Christchurch earthquake has created for the organisation you study. Please identify through your blog in week two which organisation you might study, so those interested in this theme can work together in one tutorial group. The earthquake has created major challenges for organisations in all sectors, including those delivering government services such as education, social development, health and housing, retailers who have Christchurch branches, tourist organisations, engineers, architects and engineers and insurance organisations to name but a few.

The aim of a focus on this important strategic topic is to provide an opportunity similar to an internship, of contributing up-to-date thinking to senior executives who have responsibility for rebuilding Christchurch. Your report and presentation will hopefully be a contribution towards a seminar planned for Tuesday, October 18. This seminar is initiated by the Rotary Club of Wellington, with support from the Human Resources Institute of New Zealand, and aims to give a special opportunity to network with potential employers and Human Resources specialists.

Individual report marking criteria:

	Marks	Excel lent	Very good	Good	Satisfa ctory	Unsati sfactor y
How well does an executive summary of no more than 200 words show at a glance the key elements of the report?	2					
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.	2					
Technical features e.g. accurate referencing, spelling, punctuation, grammar, sentence construction. (Marks deducted if unsatisfactory).						

Group Project & Team Presentation (10%)

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.

The team presentation involves presenting 2-3 strategic issues which emerged from your individual reports to classmates and guest judges during lecture time. **Each team will only have about 7 - 10 minutes maximum**, so effective time management is essential. Look for issues in common as well as interesting differences. Make sure you leave time to draw succinct and well thought out conclusions.

These will be marked using the average ratings from our guest judges, who are likely to be esteemed HR professionals, and myself. Things we will be looking for include; timeliness, how well you apply SHRM theory to your findings, creativity, coherence, flow and overall effectiveness of your presentation. The grades awarded across these sections will be averaged, and the overall grade awarded to each member in your team.

To ensure fairness, all members of the team must play some part (this could include writing speeches, editing speeches, speaking, coordinating the flow of the presentation, designing a role-play, building the PowerPoint slides, creating visual aids etc). If “free riding” is a concern, project group leaders are asked to alert the course coordinator and / or tutor.

Final examination (50%)

The final examination for this course will be scheduled 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.

Mandatory course requirements

To meet Mandatory Course Requirements, students are required to:

- a. Attend at least 5 of the 7 tutorials. Tutorials involve class 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.

Handing in assignments

Assignments should be handed in at class or 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.

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, e.g. 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.
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- (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.
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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, e.g.

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/



Victoria Management School

HRIR 301 Individual Assignment Cover Sheet

Name: _____

Student ID: _____

WORD COUNT: _____

Date Due: _____

Date Submitted: _____

*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: _____



Victoria Management School

HRIR 301

Request for re-examination of assessed work

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

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