

School of Management

HRIR 320 STRATEGIC HUMAN RESOURCE MANAGEMENT

Trimester Two 2012

COURSE OUTLINE

Course Coordinator

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Trimester Dates

Teaching Period: Monday 16 July – Friday 19 October 2012

Study Period: Monday 22 October – Thursday 25 October

(Monday 22 October is a public holiday Labour Day)

Examination Period: Friday 26 October – Saturday 17 November (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 27 July
2. The standard last date for withdrawal from this course is Friday 28 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 **9.30 a.m. – 12.20 pm,** **GLB 4,**
First floor, Old Government Buildings, Stout Street.

Tutorials: These will be incorporated into the weekly three hour meeting. Beginning in week three, you will be asked to sit alongside those who are studying organisations in the same sectors, e.g. tourism, public sector, finance, professional services, retail, manufacturing, exporting and regularly apply theory to practice in your assignments.

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

Course objectives

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

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

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

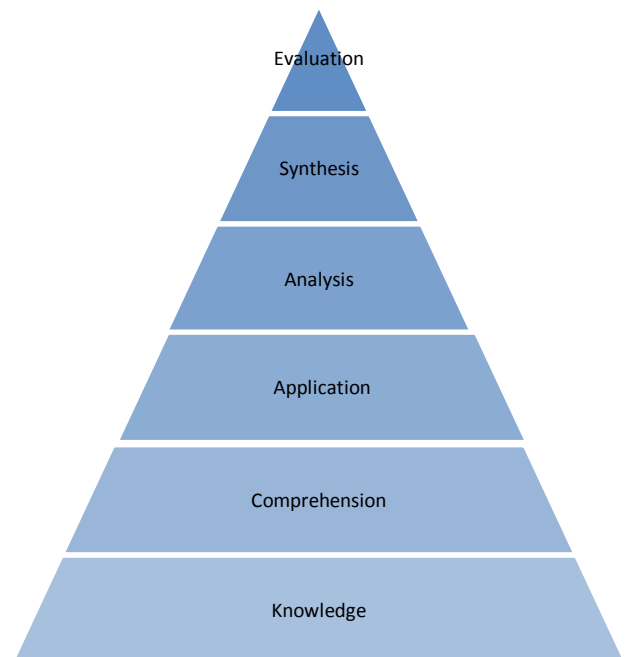


Figure 1. Bloom's Taxonomy of Learning

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

Group Work

During the course you will be part of a learning community which will sit together in lectures, discuss ideas in more depth via Blackboard and have frequent opportunities to hear from other learning groups. Most workplaces expect staff to be self-starting members of teams, and the group work aims to provide experience which will be valuable for your CV. There is an opportunity for approximately one in six class members to develop skills in project and team leadership 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**. Blackboard contributions are also given marks to encourage quality and to guard against free-riding which will undermine group effort. 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 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 contributions for the Blackboard-based community of practice, searching for information in the library or 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 and modified as needed via Blackboard.

Lectures

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.

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

Strategic Human Resource Management. By Catherine Truss, David Mankin, Clare Kelliher. Oxford University Press, 2012.

<p>Week Beginning</p>	<p>Textbook chapters and readings. Prepare in advance and come prepared to apply the concepts.</p>	<p>Core Concepts (drawn from Truss et al. unless otherwise stated). This knowledge base will be applied to cases during the course and be test in the examination.</p>	<p>Preparation for this week</p>
<p>Week 1. 18 July Two hours 9.30 – 12.20</p>	<p>Ch 1.The global context of strategic human resource management.</p> <p>Readings: Checklists about strategic HR (pages 1-6) and the founding text about key elements of HRM (Beer et al).</p> <p><u>Cases</u> 1. Planet Starbucks. To keep up the growth, it must go global quickly</p>	<p><u>Ch1:</u> Globalisation and global trends Supply chains Free-market capitalism Unitary ideology Readings: The Harvard Map, The Four Cs – competence, cost effectiveness, commitment, congruence.</p>	<p>Think about a specific organisation you might wish to work for. What strategic HR issues do they face?</p>
<p>Week 2. 25 July Two hours 9.30 – 12.20</p>	<p>Ch. 2. The changing context for SHRM.</p> <p><u>Cases</u> 1.Private sector organisation: Beca Group Limited 2. Older but willing to carry on 3. Third option for working population</p>	<p><u>Ch 2:</u> Emotional labour Aesthetic labour Workplace flexibility</p>	<p>Opening blog due by Tuesday 12 noon. Before writing your blog, read Chapter 1 and up to page 18 in the readings to help you be strategic about your choice of organisation and sector for the opening blog assignment.</p>
<p>Week 3 1 August Three hour sessions from here on</p>	<p>Ch 3. Strategic Management.</p> <p>Ch. 8. SHRM and performance. Readings Book: The Human Equation by Jeffrey Pfeffer. Seven practices of successful organisations.</p> <p><u>Cases</u> 1. Enron: A positive working environment alone is</p>	<p><u>Ch3:</u> Strategic management Business strategy Competitive strategy Organisational structure Organisational culture Strategic alignment Resource-based view. <u>Ch8:</u> High performance work practices The ‘black box’ AMO model HR Balance Scorecard</p>	<p>Blog due Tuesday 12 noon.</p> <p>Read Chapters 3 and 8 to prepare for this week’s session. What types of strategy as described in Chapter 3 do you see in the organisation you are studying? How well does the organisation you plan to study match against the practices recommended by Pfeffer?</p>

	<p>not the key to success</p> <p>2. Winning in the Turns: KiwiBank's organisational culture</p> <p>3. Management in Wonderland</p>		
<p>Week 4 8 August</p>	<p>Ch 9. SHRM and human resource development. Ch 10. Talent Management</p> <p><u>Cases</u></p> <p>1. From failure to success in selling: identifying the need for training and development in organisations 2. Many expat Kiwis want to work back home</p>	<p><u>Ch 9.</u> Training Development Learning / informal learning Organisation development Career development Ch 10. Human capital Employer branding Talent management</p>	<p>Blog due Tuesday 12 noon</p> <p>Read Chapters 9 and 10. Continue to research organisation of interest (Annual report, website, media information, statistics, news stories etc)</p>
<p>Week 5 15 August</p>	<p>Ch 12 Employee engagement Ch 13 Knowledge Management and SHRM</p> <p><u>Cases</u></p> <p>1. Public sector organisation: NZ Police 2. The new organisational wealth: Managing and measuring knowledge-based assets</p>	<p><u>Ch 12</u> Engagement strategies Ch 13 Tacit and explicit knowledge Knowledge management Intellectual capital Knowledge work and knowledge workers Knowledge intensive firm Communities of practice Social networks</p>	<p>Guest lecturer: Jenny McDonald</p> <p>Blog due Tuesday 12 noon Read chapters 12 and 13 for this week Continue to research your chosen organisation.</p>

<p>Week 6 22 August</p>	<p>Ch 11 Employee Relations <u>Cases</u> 1.The psychological contract & the partners: Managing the employment agreement</p>	<p><u>Ch 11</u> Perspectives on employment relations Choices in managing employment relations Volunteerism Employee voice</p>	<p>Guest Speaker 11.30-12.20: Lyn Provost, Controller and Auditor General. Strategic HR issues at NZ Police and the Audit Office.</p> <p>No blog required this week.</p> <p>By Friday August 24, 4 p.m. to Box Number 13 on the Mezzanine Floor. Assignment One, your organisational report.</p>
	<p>Mid trimester break</p>		
<p>Week 7 12 September</p>	<p>Ch 14 Corporate social responsibility Ch 15 Management of Change Readings: Dave Ulrich, The changing nature of human resources.</p> <p><u>Cases</u> 1. Management in Wonderland</p>	<p>Ch 14: Business ethics Corporate social responsibility Shareholder theory Stakeholder theory Ch 15 Transformational change Incremental change Punctuated equilibrium Change management Transition curve / coping cycle David Ulrich: Multiple roles in HRM</p>	<p>Guest speaker: Elene Panton, Regional Human Resources Management, Opus International Consulting</p> <p>Blog Due Tuesday 12 noon</p> <p>Read Chapters 14 and 15 and apply to current case examples.</p>
<p>Week 8 19 September</p>	<p>Ch 4 The Strategic role of the HR Function Ch 5 The foundations of SHRM Readings: Lynda Gratton. Living Strategy. <u>Cases</u> 1. From Pontiacs to Employment Placements: George Hickton and the New Zealand Employment Service</p>	<p>Ch 4 Strategic partner Outsourcing Shared service centres Ch 5 Universalist approaches Contingency approaches Horizontal fit or alignment Vertical fit or alignment. Gratton: Living strategy.</p>	<p>Blog due Tuesday 12 noon Read Chapters 4, 5 and Gratton.</p> <p>Each person to get two concepts to revise and apply to one or more cases to write up for the blog due in week 10.</p>

Week 9 26 September	Ch 6 Resource based and institutional perspectives on SHRM Ch 7 HR strategy <u>Cases:</u> Ministry of Foreign Affairs and Trade	<u>Ch 6</u> Resource based view of the firm New institutionalism Resource dependency theory Ch 7 HR strategy content and process HR architecture Devolution.	Guest speaker: Susan Blaikie, City Missioner, Wellington City Mission Blogs due Tuesday 12 noon. Read Chs 6 and 7. Discuss key findings from individual reports within your tutorial based teams in preparation for presentations in seek
Week 10 3 October	Ch 16 New forms of SHRM <u>Cases</u> 1. How are most admired companies different? They invest in people and keep them employed – even in a downturn	Ch 16 Scenarios for the future Competencies for HR professionals Private equity	Blogs due Tuesday 12 noon. Also, each person to have two concepts from the course to define and apply to help everyone with revision. Read: Ch 16 Work on presentations - half of lecture time allocated to this.
Week 11 10 October	Class presentations: Each group of 4-6 to present a few major strategic issues arising in the sectors you have studied. Compare strategies adopted in the organisations you have researched.		Class presentations
Week 12 17 October Two hours only. 9.30 – 11.20 a.m.	Revision: Review of key concepts from textbook and readings, drawing on blogs about terms.		Final blog (300 words review of learning) to be completed by 12 noon Tuesday. Revise for exam

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
- Millmore, M, Lewis, P, Saunders, M, Thornhill A, and Morrow T. (2007). *Strategic Human Resource Management: Contemporary Issues*. Essex: Pearson.
- Storey, J., Wright, P.M., Ulrich, D. (2008). *The Routledge Companion to Strategic Human Resource Management*. Routledge.

Useful HR web links

Human Resources Institute of New Zealand (HRINZ)

<http://www.hrinz.org.nz>

Australian Human Resources Institute (AHRI)

(restricted access unless a member)

www.ahri.co.au/

Chartered Institute of Personnel and Development (CIPD)

(Non-members are not able to access as much information as members but this is still a very useful website for current information on HR issues as well as fact sheets about key concepts)

<http://www.cipd.co.uk/>

Global HR News

<http://www.globalhrnews.com/home.asp>

Guide to HRM associations worldwide

<http://www.hr-guide.com/data/005.htm>

HR Magazine (UK)

<http://www.hrmagazine.co.uk/>

HRM Guide for International HRM issues and topics

<http://www.hrmguide.net/hrm/Links/main.htm>

Human Capital Magazine (Australia)

<http://www.hcamag.com/>

International Public Management Association for Human Resources (US)

<http://www.ipma-hr.org/>

Personnel Today

<http://www.personneltoday.com/Home/>

Society for Human Resource Management (US)

<http://www.shrm.org/Pages/default.aspx>

Journals available through ProQuest

- 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 12 noon 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 – 5 marks each	10%	Opening introduction by 12 noon, Tuesday July 24. Closing blog due by 12 noon, Tuesday, October 16.
3	Individual Report, stage one: 2000 words.	25%	By August 24, at 4 p.m. to <u>Box 16</u>
4	Group project - presentation.	10%	Allocated on the basis of presentation in Week 11.
5	Individual report, stage 2: Final, revised report, with comment about how it has changed as you have learned more about the subject.	15%	By Friday October 19, 4 p.m. as an <u>electronic copy</u> to Blackboard
6	Final Examination 2 hours	30%	26 October - 17 November
	TOTAL	100%	

Blog Contributions (20%)

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 project groups focused on industry sectors.

This is also an opportunity to apply for the following positions for your project group:

- Learning co-ordinator. The purpose of this role is to facilitate individual projects before the mid-term break, by encouraging a sharing of information about the sector under study. The person holding this role will be the first point of contact throughout the course for the lecturer and tutor. It is an opportunity to test out whether you might want a role as a tutor in future; also an opportunity to gain skills of research, group facilitation and project management
- Presentation coordinator. This role involves working with the Learning coordinator and taking the lead in planning for presentations scheduled for week 11. While most of this work will be after the mid-term break, ideas for presentations may emerge earlier. This is an opportunity to gain useful skills in presentation, team management and to demonstrate what effective lectures should look like.

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.

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 group presentations. Some weeks you will be asked to respond to a specific question. With guest speakers, reflections on key messages can help you and others 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.

Blogs lacking in substance or critical thinking, or appearing rushed, will have 1 mark deducted. 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 Stage One. (25%)

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 issues in human resources and industrial relations 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 theory/ies 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.)

Individual report marking criteria:

	Marks	Excel lent	Very good	Good	Satisfa ctory	Unsatisf actory
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 interest 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, expected to have 4-7 people, will only have up to eight minutes for presentation**, 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 with help from ratings provided by guest evaluators. Evaluators are likely to seek:

Effective use of the limited time

Content – succinct analysis of the strategic issues, demonstrating your research base

Process of delivery – the extent to which the presentation engages its audience and prompts a rethinking about the issues.

Conclusions – how memorable are the findings?

All members of the team are expected to play a 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.

Individual report, stage two: (15%)

This is an opportunity to incorporate feedback from marks in stage one of the assignment, and ideas gained from working with your group during the second half of the course. The aim is to build an electronic resource of analyses of organizations which can assist Victoria University career hunters. Initially your work will be held to assist students in the 2013 course.

This second phase of the assignment will be marked by the Course Co-ordinator. It is a ‘summative’ assessment, where the grade mark will be the only feedback to enable marking to be done sufficiently quickly so you know this mark before the exam.

Grades in the B+ and A range will celebrate assignments which are ready to be shared with other students.

B and B- grades will indicate a need for some revision.

C and D grades will signal that a report is not yet ready to share with others.

This final assignment must include a one page covering note which explains how the assignment has changed (or why it hasn't changed) as a result of the two stage process of writing. You should identify if there are reasons why the assignment should not be shared with other students, and explain how your learning during the course has influenced this final version. What were your stages of learning that lie behind this work?

Final examination (50%)

The final examination for this course will be scheduled during the period from 26 October to Saturday 17 November. It is a closed book 2-hour examination which will focus on applying concepts listed in this outline. 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 9 of the 12 lectures. Submit the assignment within the allowable timeframe (see Penalties section) below (i); and
- b. Obtain at least 40 per cent 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 into **Box 16 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.
- (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 achieve at least an average "C" in overall 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.

HRIR320_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 320 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: _____

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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