

**School of Government**

**PADM 509**

**APPROVED PERSONAL COURSE OF STUDY**  
**(24 Points)**

**(Taught with MMPM 505**  
**HUMAN RESOURCE MANAGEMENT)**

**Trimester 1 / 2013**

**COURSE OUTLINE**

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**Names and Contact Details**

**Course Coordinator:**      **Dr Richard Norman**  
Room RH 1011, Level 10, Rutherford House, Pipitea Campus  
Telephone: (04) 463 5455  
Fax: (04) 463 5084  
Email: [richard.norman@vuw.ac.nz](mailto:richard.norman@vuw.ac.nz)

**Administrator:**          **Darren Morgan**  
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Telephone: (04) 463 5458  
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Email: [darren.morgan@vuw.ac.nz](mailto:darren.morgan@vuw.ac.nz)

**School Office Hours:**      8.30am to 5.00pm, Monday to Friday

**Trimester Dates**

Friday 22 February – Wednesday 12 June 2013

**Withdrawal from Course**

Formal notice of withdrawal must be in writing on a Course Add/Drop form (available from either of the Faculty's Student Customer Service Desks or from the course administrator). Not paying your fees, ceasing to attend lectures or verbally advising a member of staff will NOT be accepted as a formal notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before **Friday 8 March 2013**.
2. The standard last date for withdrawal from this course is **Friday 17 May 2013**. 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. The application form is available from either of the Faculty's Student Customer Service Desks.

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

|                      |                            |                 |
|----------------------|----------------------------|-----------------|
| <b>Module One:</b>   | Wednesday 27 February 2013 | 8.30am – 6.00pm |
| <b>Module Two:</b>   | Wednesday 24 April 2013    | 8.30am – 6.00pm |
| <b>Module Three:</b> | Wednesday 12 June 2013     | 8.30am – 6.00pm |

Breaks: Morning – 10.30am – 11.00am, Lunch – 12.30pm – 1.30pm, Afternoon – 3.30pm – 4.00pm

**Attendance is required at all three modular teaching days**

**Locations:** Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to each module by email. The timetable is also available to view on the Victoria University website ([www.victoria.ac.nz/timetables/](http://www.victoria.ac.nz/timetables/)).

### **Course Learning Objectives**

This paper provides an overview of how the elements of Human Resource Management (HRM) relate to and affect organisational strategies. The focus will be on the strategic contribution of HRM rather than the development of operational skills. The paper will explore the policies and practices which need to be considered if the frequently-used phrase “people are our greatest asset” is to ring true for members of an organisation.

Objectives are:

- To apply strategic HRM models to dilemmas likely to be experienced by public sector managers, drawing in particular on experiences of class participants.
- To identify potential strengths and weaknesses of different strategies in the areas of employee influence, recruitment and selection, performance management, rewards and the design of work.
- To apply insights from theory and research to case examples of public sector practice and to your own organisation.

PADM candidates are expected to achieve these learning outcomes at a level that reflects the fact that this is a 24 point course. Moreover, in terms of learning outcomes, students are expected to engage at a level appropriate for senior managers in the NZ public sector (e.g. a strategic rather than operational focus; oriented towards whole-of-government rather than a single work unit or organisation; demonstrating synthesis, contextuality and multidisciplinary in thinking), and will accordingly be assessed on that basis.

## Course Content

Our time together consists of three very full days, a total of 22.5 teaching hours. Each module has preparatory work designed to help foster interaction, and help a diverse group of public sector managers debate issues they face, rather than spend time listening to lecture-based knowledge. The aim is to create classes which are fast paced, interactive, varied, and which will motivate your reading and application between modules. To help achieve this, the course is based on one of the most effective 'real life' learning techniques for managers, the teaching case study. During this course you will work with recent New Zealand cases, and learn how to develop and write a case relevant to your work.

One of the lessons of human resource management research is that tasks that get rewarded and noticed are more likely to be carried out than those that don't. In keeping with this principle, there are small rewards at each session for pre-reading, to ensure people come with a common knowledge base.

Near the beginning of each session, there will be a 20-minute closed book quiz, worth five marks consisting each time of 15 questions which seek short answers about major themes in the text. Marking of the quiz will help shape discussion for the day, identifying topics that are well understood and those which create difficulty. Questions will be focused on the core concepts contained in Macky (2008), as listed at the end of the course outline.

You will need to attend class to take this test. In the interests of fairness to the whole class; individual sittings following the class will not be available. Should absence because of illness be an issue regarding a pass/fail grade, there will be an opportunity to consider an aegrotat grade based on marks for other tests and assignments.

Blogs and discussions which used the university's "Blackboard" system will be a feature of the course between modules, to enable exchange of learning. To ensure contributions, there will be a small 'incentive' for contributions

### BEFORE MODULE ONE

To ensure module time is used as productively as possible, **a short written assignment is sought by the Friday before the first module** – due by email – to [richard.norman@vuw.ac.nz](mailto:richard.norman@vuw.ac.nz) by 4.00pm on **Friday 22 February 2013** so these can be assessed and incorporated into module one on the following Wednesday.

### MODULE ONE READINGS

Chapters 1 – 3 of Macky. Questions for the test will be drawn only from these chapters, and particularly chapters one and two which cover key concepts of human resource management. My hope is you'll enjoy the readings in the course booklet, and find them so useful for the case study work, that the 'incentive' of the review test isn't needed! More detail about the most critical sections of Macky and Johnson, and key concepts which you should have mastered by the end of the course, are provided in Appendix One.

#### Readings

- Macky, Keith (ed) Managing Human Resources
  - Chapter 1: Introduction to Human Resource Management
  - Chapter 2: Strategic Human Resource Management
  - Chapter 3: The international context of Human Resource Management

### Readings booklet

- Hendry, Storey, Legge, Fisher et al, Beer et al, Gratton, Pfeffer, Ulrich
- CASE: Transforming New Zealand's Legal Aid system

### **MODULE TWO**

Brief presentations of dilemmas and research issues identified in Assignment Two

As far as possible, presentations will be clustered into these HRM topics which are covered in Macky Chapters 4 – 8:

- Managing employee diversity
- Employment relations
- Job Analysis
- Human Resource Planning and job analysis
- Recruitment
- Selection

### Readings

- Macky and Johnson, Chapters 4 – 8
- Leenders, Christensen, Ghoshal, Norman (tensions from a model of the 1980s)
- CASE: Building the New Generation National Library

### **MODULE THREE**

Brief presentations of a selection of reports based on Assignment Three will be sought during this module

Topics from the textbook to be specifically covered are:

- Performance management and appraisal
- Training and development
- Rewards and remuneration

### Readings

- Macky and Johnson, Chapters 9 – 13
- Behn (2003)

### **Course Delivery**

This course is delivered in a modular format, which includes a minimum of 24 hours contact. The 24 hours are broken up into three separate days of eight hours each (a 'module'). There are three modules in the course with approximately six weeks between each module. **Attendance is required at all three modular teaching days (8.30am – 6.00pm).**

### **Expected Workload**

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first day of the course and regular learning is also necessary (students who leave everything to the last moment rarely achieve at a high level).

Expressed in input terms, on average, the time commitment required usually translates to approximately 240 hours for a 24-point course.

## **Readings**

The course textbook is *Managing Human Resource. Contemporary perspectives in New Zealand*, edited by Keith Macky, McGraw Hill, 2008.

Also provided is a book of readings that focuses particularly on links between organisational and human resources strategies and provides ideas about other books and articles you might consult. For the most recent material, search the University Library's book collection under the subject term of 'personnel management'.

## **Assessment**

**The information in this section may be modified for PADM students. The course coordinator will confirm the assessment requirements.**

The purpose of assessment is three-fold: to ensure that you have met the standard of work required by the course; to give you feedback on your performance to assist you with your future study; and to provide the teaching staff with feedback on the progress of the class. Meeting assignment deadlines is particularly important for an interactive course like this. Assignments are sought before each module, to make it possible to give you fast feedback and incorporate learning into discussions.

## **Assignments**

Assessment aims to provide a framework to think critically and creatively about a significant Human Resource Management problem, challenge or opportunity. You can choose to focus on your current work or a new area of interest, or if studying full-time, focus on past work experience, or an organisation you aspire to work for. The best possible topic is one that will engage your interest, and give scope to develop insights and skills for a challenge during the next year or two.

The three stage assignment seeks analysis of a human resources management dilemma in progressively more depth during the course. The end result will be an objective, descriptive case study, and a 'research note' in which you draw on at least twelve readings, to provide yourself with relevant theory and research evidence to help you tackle the dilemma. Examples of such cases are included in the booklet of additional readings.

Writing a case involves a different discipline from writing an analytical essay, and is a valuable skill for becoming an evidence-based and reflective practitioner. The case you choose should be about an issue or set of issues which have no easy, obvious solution as is the case with so much organisational and managerial work. Accurate, objective diagnosis, covering the 'facts of the case' along with viewpoints from parties involved, is the first step towards effective action. Use the case to record the concrete, 'real world' challenge, and the research note to analyse and theorise about how this challenge might best be tackled.

Your course coordinator hopes that some of the cases developed during this course can be revised for publication through the Australia and New Zealand School of Government, so they can be used with subsequent MPM classes. There is a high demand for topical, New Zealand-based cases. If

you choose to quote anyone in your case study, please assure your informant/s that work is at this stage solely for class purposes, and if there is the possibility of publication, the work will be checked back with sources for accuracy and fairness.

There are three assignments, each of which has to be completed and handed in **BEFORE** the class meets. It is important that you keep to the word limits for the body of the case or the research note, but it is acceptable to provide supporting evidence in a limited number of appendices. Appendices will not be marked in detail, but used as supporting evidence for the important core material.

Before Module One

Provide an overview of no more than one page (400 words maximum) of a human resource management dilemma (5 marks)

Deadline: **4.00pm, Friday 22 February 2013**

Before Module Two

Write about the dilemma described in assignment one in the following sections:

- a) 1,500 word case study, describing the challenges and choices faced by the stakeholders involved in this dilemma (20 marks). Avoid using references to theory - focus on providing the context and facts.
- b) 1,000 words providing an overview of the management theory and research you expect to apply in more depth for the third and final phase of the assignment (15 marks)

Deadline: **4.00pm, Wednesday 17 April 2013**

Before Module Three

- a) Prepare a revised and final case study of no more than 2,000 words (15 marks)
- b) A revised research note of no more than 2,000 words in which you analyse the case narrative and reflect on the options for decisions and/or actions (20 marks)

Deadline: **4.00pm, Wednesday 5 June 2013**

Class Revision Tests

Five marks per module

Blogs between Modules One and Two, and between Modules Two and Three

Five marks per module – expected minimum contribution is three comments, each of a paragraph in length, and two comments on contributions from other participants. These marks will be based on quantity and quality!

**Summary of marks schedule**

|                         | Module One | Module Two | Module Three | TOTAL |
|-------------------------|------------|------------|--------------|-------|
| Case study development  | 5          | 35         | 35           | 75    |
| In class revision tests | 5          | 5          | 5            | 15    |
| Blogs                   |            | 5          | 5            | 10    |
|                         | 10         | 45         | 45           | 100   |

**Assignment One (5 marks)**

An overview of no more than one page (400 words maximum) of a human resource management dilemma.

Please describe a human resource management dilemma of interest to you as a focus for case development and research. Management tasks frequently require the reconciling of opposing claims for time or resources, and the short description of dilemmas by Charles Hampden Turner, below, will hopefully trigger ideas for you about possible dilemmas. The challenge for this overview is to briefly document an issue which provides a concrete example of Human Resource Management in action and comment on steps you expect to take in researching the dilemma during the course.

### Identifying dilemmas

Extracts from 'Charting the Corporate Mind' by Charles Hampden-Turner. Free Press, New York, 1990.

(p6) "Dilemma is from Greek meaning "two propositions". These seemingly "opposed" propositions are converging upon us simultaneously. If we give exclusive attention to either one in the pair, the other is likely to impale us.

(p7) While all of us need to reconcile value dilemmas as a part of daily living, those who lead groups or organisations are beset by many dilemmas, stemming from the opposing demands and claims made upon them. Confronting dilemmas is both dangerous and potentially rewarding. ... to resolve these same tensions enables the organisation to create wealth and outperform competitors. If you duck the dilemma you also miss the resolution. There is no cheap grace.

### (p17) THE ROCK AND THE WHIRLPOOL

In early Greek mythology those sailors who tried to navigate the straits of Messina were said to encounter a rock and a whirlpool. If you were too intent upon avoiding the rock you could be sucked into the whirlpool. If you skirted the whirlpool by too wide a margin you could strike the rock.

These twin perils had markedly contrasting natures: the first was hard, static, visible, definite, asymmetrical, and an object; the second was liquid, dynamic, hidden, indefinite, symmetrical, and a process. Now anyone with a bias toward regarding either peril as more important puts lives and ship in danger. The notion that only rocks matter because they can be easily seen and touched is as perilous as believing that a feel for the pull of the whirlpool is of paramount importance."

Another book<sup>1</sup>, gives example of 'dilemmas of leadership'. "You are supposed to inspire and motivate yet listen, decide yet delegate, and centralize business units that must have locally decentralized responsibilities. You are supposed to be professionally detached yet passionate about the mission of the organization, be a brilliant analyst when not synthesizing others' contributions, and be a model and rewarder of achievement when not eliciting the potential of those who have yet to achieve. You are supposed to develop priorities and strict sequences, although parallel processing is currently all the rage and saves time. You must enunciate a clear strategy but never miss an opportunity even when the strategy has not anticipated it. Finally, you must encourage participation while not forgetting to model decisive leadership."

Public organizations invariably face many dilemmas because of competing views from stakeholders about organizational priorities. Choose a dilemma which will capture your interest and prompt you to research relevant literature. Use the following criteria to organize your page:

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<sup>1</sup> 21 Leaders for the 21st Century. Fons Tompenaars & Charles Hampden-Turner, McGraw-Hill, 2002, p2.

|   | Marks<br>Allocati | Excel-<br>lent | Very<br>Good | Good | Satisfa-<br>-<br>ory | Unsatis<br>factory |
|---|-------------------|----------------|--------------|------|----------------------|--------------------|
| How clearly stated is the dilemma – the managerial or policy decision, the parties involved, the context?   | 2                 |                |              |      |                      |                    |
| How much information is provided about the likely availability of sources of information for completion of the case for module two?                                 | 2                 |                |              |      |                      |                    |
| Provide a one paragraph project plan for developing the case and exploring the literature. The mark will be based on how well potential difficulties are addressed. | 1                 |                |              |      |                      |                    |

### **Assignment Two (35 marks)**

#### **a) Draft case study (20 marks). Ideas to help with case writing are in Appendix 2**

| <i>Criteria below are drawn from Leenders et al, (a course reading)</i>   | Marks<br>Allocati | Excel-<br>lent | Very<br>Good | Good | Satisfa-<br>-<br>ory | Unsatis<br>factory |
|---|-------------------|----------------|--------------|------|----------------------|--------------------|
| How well does the opening paragraph capture the essence of the dilemma in this case?  | 4                 |                |              |      |                      |                    |
| How well is organisation background presented?  | 4                 |                |              |      |                      |                    |
| How well is the specific problem or decision described, so that it can be seen to link to one or more themes emerging in the draft research note? | 4                 |                |              |      |                      |                    |
| How well does the case communicate? How effectively does it convey to an outsider the essence of the issues in the organisation?                  | 4                 |                |              |      |                      |                    |
| Written communication - structure and expression and technical features such as accurate referencing, spelling, punctuation, grammar.             | 4                 |                |              |      |                      |                    |

**b) Draft research note (15 marks)**

|  | Marks<br>Allocated | Excel-<br>lent | Very<br>Good | Good | Satisfac-<br>-<br>ory | Unsatisfactory |
|--|--------------------|----------------|--------------|------|-----------------------|----------------|
| How well does the research note identify areas in which theory and research evidence might help tackle the dilemma?  | 5                  |                |              |      |                       |                |
| How well does this outline identify and briefly summarise the potential relevance of up to 6 'classic' references (drawn from references in the text book and the course reference list).        | 5                  |                |              |      |                       |                |
| How well does this outline demonstrate initial use of the university database, particularly ProQuest and Emerald, to identify up to 6 articles which are potentially relevant to the case topic? | 5                  |                |              |      |                       |                |

**Assignment Three (35 marks)**

**a) Revised and completed case study (15 marks) (up to 2000 words, excluding appendices)**

|   | Marks<br>Allocated | Excel-<br>lent | Very<br>Good | Good | Satisfac-<br>-<br>ory | Unsatisfactory |
|---|--------------------|----------------|--------------|------|-----------------------|----------------|
| Please provide a short covering note explaining how you have modified the case in response to feedback at Module Two  | 2                  |                |              |      |                       |                |
| How strongly does the opening paragraph establish the purpose of the case and draw the reader into the issue?   | 3                  |                |              |      |                       |                |
| How well does the case perform as an objective diagnosis of the management dilemma, providing a briefing which could potentially be used by all involved as a 'fair and accurate account' of the issues involved? | 5                  |                |              |      |                       |                |
| How well is the context described, so that readers can place themselves in the shoes of the person or management group facing the dilemma?  | 5                  |                |              |      |                       |                |

**b) Completed research note (20 marks) (Up to 2,000 words, excluding appendices)**

|  | Marks Allocation | Excellent | Very Good | Good | Satisfactory | Unsatisfactory |
|--|------------------|-----------|-----------|------|--------------|----------------|
| In an executive summary of up to one page, state the research goal, and conclusions about how the literature analysed is relevant to the case dilemma. | 4                |           |           |      |              |                |
| How well does the literature search identify 'classic' references relevant to the case?  | 4                |           |           |      |              |                |
| How well does the literature search demonstrate use of library databases to obtain recent relevant literature?   | 4                |           |           |      |              |                |
| How strongly does this research review relate to the concrete issues contained in the case? Is this the work of an effective reflective practitioner?  | 4                |           |           |      |              |                |
| Written communication - structure and expression and technical features such as accurate referencing, spelling, punctuation, grammar.                  | 4                |           |           |      |              |                |

**Definition of ratings**

| Rating         | Description   |
|----------------|---|
| Excellent      | The quality is performed to a very high level of proficiency, i.e. it is at a standard that makes it exceptional for the level of the class concerned.  |
| Very Good      | The quality is performed to a high standard. Students have reached a level which clearly exceeds "competency."  |
| Good/competent | The quality is clearly demonstrated without being exceptional in any way. Students can be thought of as competent in respect of this quality.           |
| Satisfactory   | The quality is demonstrated to a minimally acceptable level. There may be flaws but these are not serious enough to "fail" the student on this quality. |
| Unsatisfactory | The quality is absent or performed to a very low level, or the performance is seriously flawed in this respect.   |

**Please submit assignment 1 BY EMAIL to [richard.norman@vuw.ac.nz](mailto:richard.norman@vuw.ac.nz)**

**Please submit assignments 2 and 3 IN HARD COPY to:**

Post Experience Programmes,  
School of Government,  
Victoria University of Wellington,  
Level 8 Reception,  
Rutherford House,  
23 Lambton Quay,  
P.O. Box 600,  
Wellington 6140.

Assignments submitted by post are given two days grace to allow for delivery time, while assignments that are submitted in person should be placed in the secure box at School of Government reception (Level 8, Rutherford House, Pipitea Campus, office hours = 8.30am to 5.00pm, Monday to Friday) by the due date/time. The assignment box is cleared daily, and assignments will be date stamped.

**Students should keep a copy of all submitted work.**

### **Penalties**

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

If ill-health, family bereavement or other personal circumstances beyond your control prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. You should let your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

### **Mandatory Course Requirements**

In addition to obtaining an overall course mark of 50 or better, students must submit or participate in all pieces of assessment required for this course.

### **Communication of Additional Information**

Additional information may be provided in class, by post, by email, via Blackboard or via the internet-based blog.

**Blackboard** is Victoria University's online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the myVictoria student web portal.

To access the Blackboard site for this course:

1. Open a web browser and go to [www.myvictoria.ac.nz](http://www.myvictoria.ac.nz) .
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you've never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).
3. Once you've logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The "My Courses" section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

**NOTE:** Information emailed to you via Blackboard can only be sent to your @myvu.ac.nz email address (the free email address created for you when you enrol and accessed via the myVictoria student web portal). If you want to receive these emails at your preferred email address (e.g. your home or work email address), it is **essential** that you activate your @myvu.ac.nz email address before the start of the course and you modify the settings so all emails sent to it are automatically forwarded to your preferred email address. Please go to [www.victoria.ac.nz/its/student-services/FAQs.aspx#Email\\_Forward](http://www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward) for more information.

**You are recommended to ensure that your computer access to Victoria University's computer facilities, such as myVictoria, Blackboard and email, is working BEFORE your course starts.** If you have any problems, you should contact the ITS Service Desk on (04) 463 5050 or [its-service@vu.ac.nz](mailto:its-service@vu.ac.nz) . See [www.victoria.ac.nz/its/student-services/](http://www.victoria.ac.nz/its/student-services/) for more information.

## **School of Government Service Standards**

Good learning and teaching outcomes for students in School of Government courses depend on many factors, including open, transparent and accountable relationships between teaching and support staff, and students in their various activities. The following service standards indicate some of the key expectations that teaching staff and students can have of each other. In all cases, they represent what the School believes should be 'normal' practice; exceptional circumstances can and will be negotiated as required.

Please note that there are University-wide policies relating to assessment – including rights of review and appeal. Details may be found in the Assessment Handbook (which is reviewed and updated from time to time – [www.victoria.ac.nz/home/about/avcademic/publications/assessment-handbook.pdf](http://www.victoria.ac.nz/home/about/avcademic/publications/assessment-handbook.pdf) ).

In general terms, any concerns that a student or students may have should be raised with the course coordinator in the first instance. If that course of action is not appropriate, the School's programme support staff will direct you to the relevant Programme Director/Coordinator.

*Standards relating to staff timeliness of responses to email and phone queries:*

- Email or phone queries from students will be responded to in 48 hours

*Standards relating to availability of course materials:*

- Students on modular or intensive courses will usually have course materials at least 4 weeks before the course starts
- Students on weekly courses will usually have course materials available on the first day of the course

*Standards relating to attendance:*

- It is expected that students will attend all contact teaching sessions for a course. If a student is aware that they will be unable to attend part of a course prior to it commencing, they are required to advise the course coordinator. In such a situation, the student may be declined entry into the course.
- Where a course coordinator approves some non-attendance before the class commences, the course coordinator may set additional item(s) of assessment of learning and teaching objectives for the course for students unable to attend. Advice relating to the submission and assessment of any such additional assessment will be provided by the course coordinator.

*Variations to the assessment details provided in the course outline:*

- Any variation to the assessment details in the course outline will be formally agreed between the course coordinator and students at the earliest possible time, preferably at the beginning of the course.

*Standards relating to assignments – turnaround and feedback:*

- Unless otherwise agreed between students and the course coordinator, items of assessment will be marked within 15 working days of submission.
- Comments on pieces of assessment will allow students to understand the reasons for the mark awarded, relative to the teaching and learning objectives specified in the course outline, and will usually include advice on how the student can improve their grades in future assignments.

## **Academic Integrity, Plagiarism, and the use of Turnitin**

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet

- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for *all* material in any work submitted for assessment unless it is a ‘fact’ that is well-known in the context (such as “Wellington is the capital of New Zealand”) or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people’s intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website ( [www.victoria.ac.nz/home/about/policy/students.aspx](http://www.victoria.ac.nz/home/about/policy/students.aspx) ). You could fail your course or even be suspended from the University.

Plagiarism is easy to detect. The University has systems in place to identify it.

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine [www.turnitin.com](http://www.turnitin.com) . Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website [www.victoria.ac.nz/home/study/plagiarism.aspx](http://www.victoria.ac.nz/home/study/plagiarism.aspx) .

If in doubt, seek the advice of your course coordinator.

**Plagiarism is simply not worth the risk.**

### **Link to General Information**

For general information about course-related matters, go to [www.victoria.ac.nz/vbs/studenthelp/general-course-information](http://www.victoria.ac.nz/vbs/studenthelp/general-course-information) .

### **Note to Students**

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 academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

## Appendix One: Key concepts and terms from Macky (2008), for the class tests

### **Ch 1. Introduction**

Competitive advantage  
Decentralisation  
Devolution  
Employment relations  
Fit  
Human capital  
Outsourcing  
Personnel  
Pluralism / Unitarist  
Retention management

### **Ch 2. Strategic Human Resource Management**

Best fit or contingency  
Best practice or universalist  
Black box problem  
Core competencies  
External or vertical fit  
Harvard framework  
Internal or horizontal fit  
Path dependence  
Psychological contract  
Resource based view of the firm  
Social legitimacy

### **Ch 3. The international context of Human Resource Management**

Cultural intelligence  
Culture shock  
Globalisation  
Host country nationals  
Polycentric  
Regiocentric  
Third country nationals

### **Ch 4. Managing Employee Diversity**

Affirmative action  
Discrimination  
Equal employment opportunities  
- liberal, radical and reactionary perspectives

Quotas  
Social responsibility  
Work-life balance

### **Ch 5. Employment relations**

Collective bargaining  
Conflict frame of reference  
Employment Court  
Employment Relations Act  
Employment Relations Authority  
Fixed term employment  
Good faith  
Individual contracts  
Mediation  
Personal grievance  
Probationary agreements  
Unions

### **Ch 6. Human Resource Planning and Job Analysis**

Competencies  
Dual labour market  
Internal labour market  
Job description  
Overstaffing  
Person specification  
Succession planning  
Work intensification

### **Ch 7. Employee Recruitment**

Realistic job preview  
Recruitment channel  
Recruitment message  
Selection ratio  
Threshold competencies

### **Ch 8. Employment Selection**

Behavioural interview  
The 'Big Five'  
Construct validity  
Criterion-related validity  
Inter-rater reliability

Motivation  
Person-organisation-fit  
Predictive validity  
Reliability  
Structured interview

### **Ch 9. Performance Management**

Appraisal errors – strictness, leniency, central tendency, halo  
Critical success factors  
Goal setting  
Management by objectives  
Multi-source appraisal  
Performance equation  
Performance feedback  
Procedural fairness  
Productivity ratios

### **Ch 10. Human Resource Development**

ADDIE  
Bloom's taxonomy of learning  
Boundaryless careers  
Coaching  
Contingent work force  
E-learning  
Groups and teams  
Kirkpatrick's four levels  
Learning organisations  
Leadership development  
Mentoring  
National context of HRD  
Needs assessment  
On-the-job training  
Organisational culture  
Socialisation

**Ch 11. Remuneration**

Base pay  
Benefits  
Benchmark jobs  
Broadbanding  
Discretionary effort  
Equity theory  
Extrinsic rewards  
Incentive / variable pay  
Profit sharing  
Job evaluation  
Competency based pay  
Team based incentives

**Ch 12. Healthy and safe workplaces**

Accident Compensation Corporation (ACC)  
Epidemiology  
Ergonomics  
Occupational disease  
Occupational overuse syndrome (OOS)  
Psychosocial environments

**Ch 13. Evaluating HRM**

Effectiveness  
Efficiency  
Formative evaluation  
Outcome evaluation  
Process evaluation  
Summative evaluation  
Transaction costs

## **Appendix Two: Case writing format**

An extract from Leenders et al in the course reading provides more detailed information, but this summary, prepared by Janet Tyson, editor for the Australia and New Zealand School of Government Case Programme, is a helpful checklist.

### **The Case Planning Pyramid**

#### **Opening paragraph (OP)**

- Situation summary
  - Engage the reader
  - Key decision-maker with title, place, date – starting point
  - Dilemma or question – trigger point
- 

#### **Background – macro**

- Information for readers who do not know this organisation
  - Information about organisation
- Relativities: size, budget, staffing; usual/unusual; new/routine
  - Political and cultural aspects to be considered
- The aim is to provide sufficient information to enable discussion and analysis – and to dispense with material not relevant for this purpose.

#### **Background – more specific**

- History of incident / dilemma
  - Key people with some context e.g. length of experience; relationships with others
  - Key events: e.g. new legislation, natural disaster, official report
- 

#### **Dilemma or decision to be made**

- Circumstances
- Options, reasons for choice
- Data for analysis i.e. to amplify discussion over teaching points
- Colour material e.g. newspaper clippings or video coverage for presentation
  - Sequence of events

Note that in this format, no information should be included that is not known or available to the protagonists. If something happened later than the date of the case, it should go into an epilogue.

- Immediate actions/decisions
- 

#### **Conclusion: return to decision point**

- This is virtually a rework of the opening paragraph, brings case story full circle and can conclude with the same question.

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