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School of Management

## HRIR 320 STRATEGIC HUMAN RESOURCE MANAGEMENT

Trimester Two 2013

### COURSE OUTLINE

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#### Course Coordinator

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#### Tutors

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#### Trimester Dates

Teaching Period: Monday 15 July – Friday 20 October 2013

Study Period: Monday 21 October – Thursday 25 October 2013

Examination Period: Monday 21 October to 17 November 2013

#### Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 26 July 2013.
2. The standard last date for withdrawal from this course is Friday 27 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. The application form is available from either of the Faculty's Student Customer Service Desks.

#### Class Times and Room Numbers

Wednesdays 8.30 a.m. – 11.20 am, GB LT 1

#### 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. These will be examined through researching a mixture of publicly available information and academic literature, and preparing for, and conducting interviews with a sample of people in your chosen sector.

## 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)<sup>1</sup> 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.

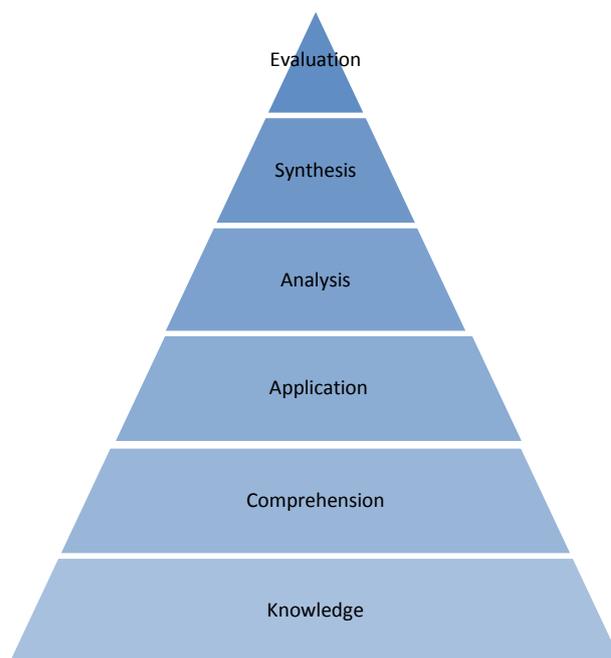


Figure 1. Bloom's Taxonomy of Learning

## Group Work

The 2013 course is different from previous years in providing a framework through which all class members will research the changing nature of work in the Wellington region. This project seeks to provide you with connections to workplaces and give real work experience that will help your CV and provide useful insights for policy makers who are grappling with the lack of economic growth and relatively high unemployment statistics of this region.

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 eight 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

<sup>1</sup> [http://en.wikipedia.org/wiki/Bloom%27s\\_Taxonomy](http://en.wikipedia.org/wiki/Bloom%27s_Taxonomy)

members who do not contribute sufficiently to their group to merit a group mark will be required to submit an individual report.

While the course has a tradition of study group collaboration, there are important elements in the assessment process that are strictly individual. Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of the assignment question. **Please do not work together to formulate a response and do not loan out your completed assignments.** You will be expected and encouraged to work in groups on in-term cases and assignments; however reports must be individual submissions.

### **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. A further 30 hours will be required revising during mid-trimester break and study week.

### **Lectures**

Lectures will be interactive and aim to engage participants individually and in groups. External guest speakers will 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.

<b>Week and lecture date</b>	<b>Assessment</b>	<b>Core concepts</b>	<b>Required reading – chapters from Truss <i>et al</i> and course materials (CM)</b>	<b>Milestones</b>	<b>Guest speakers</b>
<b>Week 1</b> 17 July		<ul style="list-style-type: none"> <li>○ Globalisation and global trends</li> <li>○ Supply chains</li> <li>○ Free-market capitalism</li> <li>○ Unitary ideology</li> </ul>	<p><u>Ch 1.</u> The global context of strategic human resource management.</p> <p>CM: Checklists about strategic HR (pages 1-6) and the founding text about key elements of HRM (Beer et al). The Harvard Map, The Four Cs – competence, cost effectiveness, commitment, congruence.</p>	Sector groups established and interview companies identified so invitations can be mailed and followed up by members of the groups.	
<b>Week 2</b> 24 July	Opening blog explaining the organisation you intend to study due Tuesday 23 July 12pm	<ul style="list-style-type: none"> <li>○ Approaching for the interview and interview techniques, probing etc.</li> <li>○ The changing context for SHRM.</li> </ul>	<p><u>Ch 2:</u> Emotional labour Aesthetic labour Workplace flexibility</p>	Interview training workshop. Training will be given in the lecture period, and throughout the rest of the day in smaller groups, preferably within sectors.	<b>Katie Dobinson-</b> professional market researcher will give advice on how to gain and conduct interviews.
<b>Week 3</b> 31 July	<b>Pre interview two page report due</b> at the beginning of class 31 July.	<ul style="list-style-type: none"> <li>○ Strategic Management.</li> <li>○ SHRM and performance.</li> <li>○ Readings Book:</li> </ul>	<p><u>Ch3:</u> Strategic management, Business strategy, Competitive strategy, Organisational structure Organisational culture, Strategic alignment, Resource-based view.</p> <p><u>Ch8:</u> High performance work practices, The ‘black box’, AMO model, HR Balanced Scorecard</p> <p>CM: The Human Equation by Jeffrey Pfeffer. Seven practices of successful organisations.</p>	<b>Pre interview two-page report</b> Everyone in the group will be able to view these via closed group on blackboard. The purpose of this is to allow for consolidation of findings and analysis in preparation for interviews.	<b>10.30 a.m. Fran Wilde,</b> Chair of the Greater Wellington Regional Council. A former Cabinet minister and former mayor of Wellington. How the research you are doing can contribute to regional decision making.
<b>Week 4</b> 7 August	Blog due Tuesday 6 August 12pm	<ul style="list-style-type: none"> <li>○ SHRM and human resource development.</li> <li>○ Talent Management</li> </ul>	<p><u>Ch 9.</u> Training and Development Learning / informal learning Organisation development Career development</p> <p><u>Ch 10.</u></p>	All students to have started approaches to prospective interviewees. Efforts to contact them to be recorded in the call log on Blackboard.	<b>Mentors (TBA)</b> (10-11.20am) 2-4 mentors to speak to whole group until 10.30am, then with their relevant sector groups

			Human capital Employer branding Talent management		
<b>Week 5</b> 14 August	Blog due Tuesday 13 August 12pm	<ul style="list-style-type: none"> <li>○ Employee engagement</li> <li>○ Knowledge Management and SHRM</li> </ul>	<u>Ch 12</u> Engagement strategies <u>Ch 13</u> Tacit and explicit knowledge Knowledge management Intellectual capital Knowledge work and knowledge workers Knowledge intensive firm Communities of practice Social networks	Continue to seek interviews.	<b>Mentors (TBA)</b>
<b>Week 6</b> 21 August		<ul style="list-style-type: none"> <li>○ Employee Relations</li> </ul>	<u>Ch 11</u> Perspectives on employment relations Choices in managing employment relations Volunteerism Employee voice	<b>Interviews take place</b>	<b>Mentors (TBA)</b>
<b>Break</b>					
<b>Week 7</b> 11 September	Blog due Tuesday 10 September 12pm – reflections on interviews	<ul style="list-style-type: none"> <li>○ Corporate social responsibility</li> <li>○ Management of Change</li> </ul>	<u>Ch 14:</u> Business ethics, Corporate social responsibility, Shareholder theory, Stakeholder theory <u>Ch 15</u> Transformational change, Incremental change Punctuated equilibrium, Change management Transition curve / coping cycle David Ulrich: Multiple roles in HRM CM: Dave Ulrich, The changing nature of human resources.	<b>Last week for interviews.</b>  <u>Post interview tasks</u>  Transcript entered into Qualtrics and sent to Jack	
<b>Week 8</b> 18 September	<b>Post interview report due 17 September at 4pm</b>	<ul style="list-style-type: none"> <li>○ The Strategic role of the HR Function</li> <li>○ The foundations of SHRM</li> </ul>	<u>Ch 4</u> Strategic partner, Outsourcing, Shared service centres <u>Ch 5</u> Universalist approaches, Contingency approaches, Horizontal fit or alignment Vertical fit or alignment	<b>Post interview report</b>	

			CM: Lynda Gratton. Living Strategy.		
<b>Week 9</b> 25 September	Blog due Tuesday 24 September 12pm	<ul style="list-style-type: none"> <li>○ Resource based and institutional perspectives on SHRM</li> <li>○ HR strategy</li> </ul>	<u>Ch 6</u> Resource based view of the firm New institutionalism Resource dependency theory <u>Ch 7</u> HR strategy content and process HR architecture, Devolution.		
<b>Week 10</b> 2 October	Blog due Tuesday 1 October 12pm	<ul style="list-style-type: none"> <li>○ New forms of SHRM</li> </ul>	<u>Ch 16</u> Scenarios for the future Competencies for HR professionals Private equity		
<b>Week 11</b> 9 October	Group presentation report and poster (10%)		Groups to present to sector mentors and industry representatives.	<b>Presentations</b> 4 page report on the sector to be handed in at the time as the presentation	
<b>Week 12</b> 16 October	Final blog due 15 October 12pm				
Study break	Follow up report (20%)			<b>Follow up report</b> Bring together all the findings from the group presentation work, especially commenting on the difference in analysis before and after their interview.	

**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/](http://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

	Assessment	Weight	Date
1	<b>Blog contributions</b> - 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 <b>12 noon on Tuesday</b> . One mark is deducted for 'minimalist' blogs.
2	<b>Pre interview report</b> - A two page report that brings together publicly available information on your chosen organisation's strategic human resource issues.	10%	Due at the beginning of class, i.e. <b>8.30am 31 July</b>
3	<b>Post interview report</b> - 2000 word maximum	25%	By <b>17 September at 4 p.m. to Box 16</b>
4	<b>Group project</b> – presentation and report.	15%	Allocated on the basis of presentation in Week 11.
5	<b>Follow up report</b> to be marked by Richard Norman – bringing together all your learning from the previous three assessments and how your perspectives have changed.	10%	By Friday <b>October 18, 4 p.m.</b> as an <b>electronic copy to Blackboard</b>
6	<b>Final Examination</b> - 2 hours	30%	TBA, between 26 October - 17 November 2013
	<b>TOTAL</b>	<b>100%</b>	

### Blog Contributions (10%)

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 the organisation you will 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. The word limit is 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.

### **Pre Interview Report (10%)**

Length: 1200 words in length, excluding reference page.

**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 the company that you intend on interviewing. 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 Resources 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.)*

### **Pre interview report marking criteria**

	<b>Marks</b>	<b>Excel lent</b>	<b>Very good</b>	<b>Good</b>	<b>Satisfac tory</b>	<b>Unsatisf actory</b>
How well does the report use available information to identify the major strategic issues? Is basic information about the business presented? (number of employees, revenue, company structure, target market etc.)	3					
Understanding of the major strategic HR issues? How well does the report identify HR issues likely to be of priority interest to senior managers?	3					
Understanding and application of strategic HR concepts? How well are the concepts summarised and applied to this organisation under study?	3					
How well structured is the report? E.g. clear organisation of headings, logical flow of information.	1					
Technical features e.g. accurate referencing, spelling, punctuation, grammar, sentence construction. (Marks deducted if unsatisfactory).						

### **Post interview report (25%)**

Length: 2000 words, excluding executive summary and references.

This report adds to your first report by adding insights and information learnt about your business and sector in your interview. The aim here is to show the value of your interview – what more have you learnt about how the strategic human resource issues of your chosen organisation? Your report should include a range of realistic recommendations to assist with your company's strategic human resource issues. Particular credit will be given to those that think outside the box while using recent academic research to back up their ideas.

### Post interview report marking criteria

	Marks	Excellent	Very good	Good	Satisfactory	Unsatisfactory
How well does the executive summary of no more than 200 words cover the main points of the report?	2					
How well has interview material been incorporated to the report? What discoveries have been made since meeting with the organisation?	6					
How well are strategic human resource issues integrated with interview findings?	5					
How well have academic research and SHRM concepts, theories and frameworks been integrated into the report?	5					
Are recommendations to help manage these SHRM issues creative but realistic? Are these backed up with recent academic evidence?	5					
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 (15%)

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.

### Follow up report (10%)

This is an opportunity to incorporate feedback from the previous assignments 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 2014 course.

This will be marked by Richard Norman. 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?

The aim of this follow up report is to reflect normal work place practice of staged work on reports. Your first report will have largely been an individual piece of work; the third stage provides an opportunity to look again at the report in the light of comments by the marker, but also insights gained from discussions with your sector group colleagues. This is a challenge to take a fresh look at the report and check that it communicates effectively for other students, and is of sufficient standard for you to provide the report to a senior representative of the organization you write about. The first report was for a university purpose; treat this final report as if it is supporting evidence for a job application, demonstrating how much you have been able to learn about the organization’s strategic issues. The core of the report is still expected to be 2000 words, excluding the executive summary and references. This time, as well as reviewing your report, please provide up to a page of reflections about changes you have made, and learning you have gained as a result of the revision. Please also finish the report with a set of recommendations based on your diagnosis.

**Marking criteria for follow up report:**

	Marks	Excel lent	Very good	Good	Satisfac tory	Unsatisf actory
Is this report of sufficient quality to provide to a senior representative of the organisation under study?	2					
How well does this follow up report incorporate feedback from previous reports and group work?	2					
How well does the one page reflection about changes made to the first draft demonstrate a readiness to use new information, response to feedback, and take the extra step of polishing a report which may already be excellent?	2					
How have recommendations changed from the post interview report and why?	2					
How realistic and achievable are the recommendations?	2					

**Final examination (30%)**

The final examination for this course will be scheduled during the period from Monday 21 October to 17 November 2013. 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;
- b. Submit the assignments within the allowable timeframe (see Penalties section) below (i);
- c. Obtain at least 40 per cent of the final examination marks available;
- d. Attend your allocated interview training workshop, held by your tutors; and
- e. Submit a full interview transcript via Qualtrics (instructions to be posted on Blackboard).

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**

The pre interview report is to be handed in at the beginning of class on 31 July. The post interview report is due at 4pm 17 September into **Box 16 on the Mezzanine floor** of Rutherford House (Pipitea Campus) in hard copy form. 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**

Late assignments are to be handed in at **Level 10 Reception, RH 1022**, during Reception Desk hours, **9am till 5pm Monday to Friday during term time**. An Administrator or Duty Receptionist will stamp the assignment with the date and time. Late assignments that do not have **the time and date and signed by** the Administrator for the course or Duty Receptionist, will incur late penalties from the time the Administrator receives it. Assignments left on the Reception Counter, or slid under the door of the Reception office will also incur penalties from the time and date they are recovered. Note that there is no provision to accept assignments on weekends or public holidays.

### **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.

For marks: 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.

For grades: If the grade differs by one grade then the highest grade is taken. If the grade differs by more than one grade then the assignment is marked by a third marker and the average grade is taken.

Experience from previous years is that almost all remarks are within 10% or one grade and where there is a change in mark or grade, half the assignments go up and half go down. Occasionally there is a significant shift in the mark or grade. Application for remarks must be made within 5 days after the assignments are available.

To apply for a remark, complete the request for re-examination of assessed work form 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 a minimum of 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>

## **Use of Turnitin**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <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 submitted to Turnitin. A copy of submitted materials will be retained 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.

## **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/](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: \_\_\_\_\_

