

School of Management

## **HRIR 320 STRATEGIC ISSUES IN HRIR**

Trimester 2, 2016

### **COURSE OUTLINE**

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#### **Names and Contact Details**

##### **Course Coordinator**

Dr Richard Norman  
Room: RH 1011, Rutherford House  
Phone: 463 5455  
Email: richard.norman@vuw.ac.nz

##### **Tutors**

Selbi Soylemezoglu, [selbiisabella@gmail.com](mailto:selbiisabella@gmail.com)  
Kate Hansen (assistance with field work)  
[katehansen2014@gmail.com](mailto:katehansen2014@gmail.com)

##### **Administrator**

Celine Ronze  
Room: RH1022, Rutherford House  
Phone: 463 5358  
Email: celine.ronze@vuw.ac.nz

##### **Undergraduate Programme Manager**

Garry Tansley  
Room: RH 1031, Rutherford House  
Phone: 463 6968  
Email: garry.tansley@vuw.ac.nz

#### **Trimester Dates**

Teaching Period: Monday 11th July – Friday 14th October  
Study Period: Monday 17th October – Thursday 20th October  
Examination Period: Friday 21st October – Saturday 12th November (inclusive)

#### **Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before Friday 22<sup>nd</sup> July 2016.
2. The standard last date for withdrawal from this course is Friday 23<sup>rd</sup> September 2016. 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*' form including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks or [online](#).

## **Class Times and Room Numbers**

Lecture: Thursday 2.40 p.m.– 4.30 p.m., GB LT 1

Tutorials:

<b>Room</b>	<b>Start</b>	<b>Day</b>
RWW125	14:40	Monday
RWW413	12:40	Tuesday
RWW314	13:40	Tuesday
RWW126	10:30	Wednesday
RWW126	11:30	Wednesday

## **Course Delivery**

### Lectures

There is one two hour lecture per week. This will be a mix of lecture, guest speakers and group work. Lecture slides will be posted on Blackboard before class in order to aid note taking in class. You will be expected to have read the relevant Truss chapter before each class and be ready to contribute.

This is a capstone course which enables participants to gain a major in HRIR. The course seeks to connect study with current workplace issues, and many industry people are volunteering time to assist. Please treat study as you would treat work and take part in all lectures and tutorials.

### Tutorials

The sign up for tutorials is through myAllocator. More information and the log on link is on this web page: <http://www.victoria.ac.nz/students/study/timetables/tutorial-sign-up>

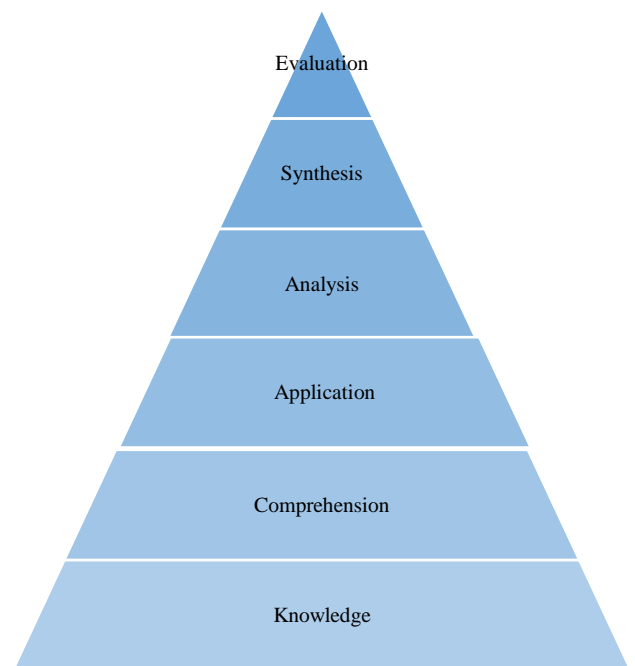
You will be advised by email when this is open and then you use your MyVictoria username and password to log on and then click on course link.

If you have not been able to sign up by the end of the first week of the course please contact the Undergraduate Programme Manager, [garry.tansley@vuw.ac.nz](mailto:garry.tansley@vuw.ac.nz).

Tutorials occur in seven of the 12 weeks and **there is a mandatory course requirement that you attend at least 6 of 7 tutorials**. These are an important component of your learning. You have the opportunity to further your understanding of key concepts and develop practical skills, such as interviewing, data analysis, as well as critical thinking. You will also work in your groups most closely in tutorials.

## Learning Style

This course aims to enable you to analyse strategic HR issues in the context of someone currently in a work role. 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 (below)<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.



## Group Work

While the course seeks 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.

This project seeks to provide you with connections to workplaces and give real work experience that will help you as you begin your career.

During the course you will be part of an action learning group of 4-7 people within your tutorial, which will sit together in lectures and work together to interview HR specialists and other workers in organisations, and prepare presentations based on these findings. Most workplaces expect staff to be self-starting members of teams, and the group work and industry contact aims to provide experience which will be valuable for your CV.

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. Group leaders are asked to discuss such problems as early as possible with course coordinator and those who are not contributing may be asked to deliver an individual assignment.

## 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.

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

### **Prescription**

An exploration of strategic issues in human resource management and industrial relations drawing on knowledge developed in other HRIR courses.

### **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; and
- engage in critical thinking.

### **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; and
- Analyse and discuss case studies, research and academic articles.

### **Textbook**

Truss, C., Mankin, D., Kelliher, C., (2012) Strategic Human Resource Management, Oxford University Press, Oxford.

## Course Content

DATE	TOPICS AND ACTIONS	READING	ASSESSMENT	GUEST SPEAKERS
Week 1 <i>14 July</i>	Course overview and introduction. The global context of strategic human resource management. The changing context for SHRM.	Truss et al Chapter 1		These will be updated via Blackboard. Belinda McArtney, Tertiary Education Commission
Week 2 <i>21 July</i> <b>Tutorial 1</b>	Sit in tutorial groups and form groups for interviewing. Topics: Interview skill building, interview techniques and advice; confidentiality agreement signed. Interviews allocated as far as possible.	Truss et al Chapter 2	Help with organising project groups in tutorials with Blog one, due the beginning of week three.	Kate Hansen, editor, writer, researcher to assist with interview skills.
Week 3 <i>28 July</i>	Strategic Management. SHRM and performance. Case examples of strategic HR	Truss et al Chapters 3 & 8  The Human Equation by Jeffrey Pfeffer. Seven practices of successful organisations (CM).	Blog due Monday 25 July, 3pm. This blog is a <b>mandatory course requirement</b> .	Careers NZ Research – Pat Cody
Week 4 <i>4 Aug</i> <b>Tutorial 2</b>	Strategic Management. SHRM and performance cont.	Truss et al, Chapters 3 & 8 cont.	Pre interview report due Monday, 1 August, 12 noon.	
Week 5 <i>11 Aug</i> <b>Tutorial 3</b>	SHRM and human resource development. Talent Management.	Truss et al Chapters 9 & 10		Jeremy Baker, Strategy and Research Manager, Wellington City Council
Week 6 <i>18 Aug</i>	Employee Relations. Employee engagement. Knowledge Management and SHRM.	Truss et al Chapters 12 & 13 Truss et al Chapter 11	Blog due Wednesday 17 August, 4 p.m. A focus on issues arising from fieldwork.	
	Mid trimester break			
Week 7 <i>8 Sept</i>	Corporate social responsibility.	Truss et al Chapters 14		

<b>Tutorial 4</b>		Dave Ulrich, The changing nature of human resources (CM)		
Week 8 <i>15 Sept</i> <b>Tutorial 5</b>	The Strategic role of the HR Function. The foundations of SHRM.	Truss et al Chapters 4 & 5  Lynda Gratton. Living Strategy (CM).	Interview transcripts due Thursday 15 September, 12 noon.	
Week 9 <i>22 Sept</i>	Management of Change. Resource based and institutional perspectives on SHRM. HR strategy.	Truss et al Ch. 15 Chapters 6 & 7	Post interview report due Monday 19 September, 12 noon.  Blog due Monday 19 September, 12 noon – executive summary of interview report and is a <b>mandatory course requirement.</b>	
Week 10 <i>29 Sept</i> <b>Tutorial 6</b>	New forms of SHRM.  Presentations in tutorials this week.	Truss et al Chapter 16		
Week 11 <i>6 Oct</i>	Preparation of selected group findings for industry people.		Blog due Wednesday October 5, 3 pm. A focus on major learning from the course and questions to be tackled at the final session.	
Week 12 <i>13 Oct</i> <b>Tutorial 7</b>	Synthesis and revision.			

## 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
- Cameron, Kim, and Quinn, Robert. (2011). *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework*. San Francisco: Jossey Bass.
- Florida, Richard. (2011). *The Rise of the Creative Class Revisited*. New York: Basic Books Company.
- Gratton, L. (2011). *The Shift: The future of work is already here*. Harper Collins.
- Legge, K. (2005). *Human Resource Management: Rhetorics and Realities*. New York: Palgrave Macmillan
- McAfee, A & Brynjolfsson, E. (2014) *The Second Machine Age- Work, Progress, and Prosperity in a Time of Brilliant Technologies*. W W Norton and Company.
- 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>
- **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

The Assessment Handbook will apply to all VUW courses: see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

The practical nature of this course and the group work involved means that we are careful to ensure those that put in extra effort are rewarded.

	<b>Assessment</b>	<b>Weight</b>	<b>Date</b>	<b>Marker</b>
1	<b>Blogs</b> – each blog will be posted on Blackboard.  Four blogs are sought with two as mandatory requirements to help tutorials and the whole class learn about progress with fieldwork. A mark out of 10 will be provided at the end of the course, with 2.5 deducted for any missing blog.	10%	As on the course outline	Tutor
2	<b>Pre interview report</b> - A 1200 word report that brings together publicly available information on strategic human resource issues relevant to the individuals and organisations you will interview	15%	Pre interview report due Monday, 1 August, 12 pm in hard copy to the HRIR320 box and to Turnitin on Blackboard.	Tutor
3	<b>Interview summaries submitted to Blackboard.</b> NB: please retain your recordings so that if there are any research questions we go back to them later.	5%	Interview transcripts due Thursday 15 September, 12pm to Turnitin on Blackboard.	Richard Norman
4	<b>Post interview report</b> - 2000 word maximum excluding executive summary, appendix and references.	25%	Monday 19 September, 12pm in hard copy to the HRIR320 box and to Turnitin on Blackboard.	Tutor
5	<b>Group project</b>	15%	Presentations in tutorials in week 10.	Richard Norman
6	<b>Examination</b>	30%		Richard Norman
	<b>TOTAL</b>	<b>100%</b>		

### **Blogs (10%) – instructions**

Blogs are an opportunity to reflect on the course content and interviews, and develop professional writing skills. Blogs should be 200 – 400 words in length.

*Opening Blog (week 2) – mandatory course requirement.* This is an opportunity to introduce yourself to the class and tutorial in particular and identify initial thoughts about interviewees and their organisations as allocated to different tutorials. 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 positions of leader and co-leader for a project group. These roles will provide highly relevant work experience of team leadership, research and presentation.

### *Blog (week 8) – mandatory course requirement*

This blog is the executive summary for your post interview report to enable others in the class to learn about themes which have most emerged from field work.



### **Pre Interview Report (15%)**

Length: 1200 words in length, excluding references. No executive summary required.

**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 organisation where your interviewee works. Given the focus for the interview on technology change, seek information relevant to this topic and the organization and work role of your interviewee. 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, provided via blackboard and the 'Harvard Map of the HRM' territory in Beer et al (course lectures in weeks one and two) provide effective starting points from which to identify one or more concepts that relate strongly to your chosen organisation.

*For searching companies in New Zealand make use of the university library's full text access to the major newspapers and magazines of New Zealand which unfortunately doesn't include The Listener, North and South or Metro.*

<http://www.knowledge-basket.co.nz/databases/newztext-uni/search-newztext/>

Marks  
 Excellent  
 Very Good  
 Good  
 Adequate  
 Poor

**Pre interview report marking guide**

<i><b>Explain your company</b></i>	<b>Background information</b> Shows excellent use of available information to identify major strategic issues. Understanding of the company, basic demographic information and business specific challenges.	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>	4							Poor understanding of company, little or no demographic information, business challenges no specified
	4									
<b>SHRM issues understanding</b> Clear understanding of SHRM issues in primary organisation, based on official information and media reports.	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>	4							Unclear understanding of SHRM issues and insufficient searching for relevant published material.	
4										
<i><b>Strategic human resource issues</b></i>	<b>Application to academic research</b> Makes effective use of theory and research to analyse the SHRM issues of importance	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>	4							Theory and international research is not explained or related sufficiently well
4										
<i><b>Written communication</b></i>	<b>Grammar and style:</b> Effective presentation of report style, good grammar, correct spelling and punctuation. References acknowledged in APA. (Marks deducted if unsatisfactory)	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>	3							Poor report presentation, misuse of grammar, incorrect spelling/ punctuation. Inconsistent and incorrect referencing
3										

### Interview Summaries (5%)

The aim is that each member of the class will work in pairs or in groups of three and together interview two or perhaps three people who you have been allocated through your tutorial. It is very important within tutorials that international students or those with more limited English are part of groups of three to assist with the language issue. To ensure individual delivery of transcripts, there will be an individual mark for this work, based on the format below. Only five marks are allocated because some interviewees can be very articulate; others may be rushed or have little to say. Marks are particularly based on evidence of probing to gain insights.

Present your findings using the numbers and headings of the questionnaire. Provide a full transcript that can be checked back with the interviewee for accuracy. Don't include 'ums' and 'aahs' and comments which are social and not connected with the core questions.

<b>Strategic human resource issues</b>	<b>Quality of insights from interview</b> Clearly presents strong insights, assisted by focused questions and probes.	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Over summarised with few insights.
	<b>Organisation analytics</b> Strong information about change challenges, particularly technology	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Limited or no information about technology change
<b>Written communication</b>	<b>Grammar and style:</b> Effective presentation of report style, good grammar, correct spelling and punctuation.	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Poor report presentation, misuse of grammar, incorrect spelling/punctuation.

### Post interview report (25%)

Length: 2000 words, excluding executive summary, appendix and references.

This report brings together findings from your interview and research of published materials about the organisation and or occupation. The aim here is to show the value of your interview – what have you learnt about the strategic human resource issues which are of most importance for your interviewee? Please write this as a report which you would be happy to provide to this industry representative. Your report should include realistic recommendations to assist with the strategic human resource issues you learned about. Back your insights with relevant recent research.

## Post interview report marking guide

<b>Explain your company</b>	<b>Executive summary:</b> Provides clear overview of the report findings. Can be read as a standalone document and is no longer than 200 words	<table border="1"> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	2						Unclear, wordy or too generalised. Fails to provide a 'see at a glance' summary
	2								
<b>Background information</b> Shows strong understanding of the organisational and occupational context of your interviewee	<table border="1"> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	3						Poor understanding shown of context.	
3									
<b>Strategic human resource issues</b>	<b>SHRM issues understanding</b> Clear understanding of SHRM issues, particularly technology. Skilfully blends published information and interview insights	<table border="1"> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	4						Unclear understanding of SHRM issues. No integration of interview findings
	4								
	<b>Application to academic research</b> Makes effective use of theory and research to analyse the SHRM issues of greatest importance	<table border="1"> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	4						Theory and international research is not explained or related sufficiently well
4									
<b>Recommendations:</b> Provides creative and realistic recommendations to help manage SHRM issues	<table border="1"> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	4						Recommendations are not realistic, creative, or presented clearly	
4									
<b>Written communication</b>	<b>Grammar and style:</b> Effective presentation of report style, good grammar, correct spelling and punctuation. References acknowledged in APA.	<table border="1"> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	3						Poor report presentation, misuse of grammar, incorrect spelling/punctuation. Inconsistent and incorrect referencing
3									
<b>Appendix</b>	<b>Compare and contrast the findings of your two interviews</b> A concise analysis of no more than two pages, outlines the key similarities and differences in SHRM issues effectively	<table border="1"> <tr> <td>5</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	5						No second interview comparison or inadequate analysis and comparison
5									

## **Group Project (15%)**

**This group presentation is a mandatory course requirement.** Groups of 4-7 people will be formed within tutorials to assist individuals with their field work. There will be opportunities in tutorials and lectures to compare notes from interviews and other research to identify themes which summarise the knowledge you are gaining. For some groups, the themes might be about similarities; for other groups about differences.

During tutorials you will be asked to select a leader and deputy to co-ordinate your group work so you can present to the tutorial in week 10 about the major strategic HR issues which you are identifying. This presentation is a test run for delivering to an industry audience in week 11, an excellent chance to gain industry feedback.

All members of the team are expected to play a part in preparing the presentation and report. Contributions can include the writing and editing of speeches and **a report of no more than four pages**; 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, group members are asked to alert the course tutor and / or co-ordinator and the person who chooses not to be an active contributor will be asked to provide an eight page report about the themes which have emerged from the group.

## Group project marking guide

Marks  
Excellent  
Very Good  
Good  
Adequate  
Poor

<b>Presentation content and demonstration of critical and creative thinking</b>	<b>Sector context</b> Highlights strategic issues relevant for the cluster of organisations and occupations of interviewees.	1						Lacks strategic focus, too much detail
	<b>Knowledge base</b> In the limited time available demonstrates group understanding of HR theory relevant to this sector's challenges	2						
<b>Presentation style</b>	<b>Communications ability</b> Well organised and rehearsed. Communicates a simple and clear message within seven minutes.	2						Runs over time, clearly under rehearsed, message not clear
	<b>Leadership ability</b> Students demonstrate team work and ability to persuade an audience.	1						Fails to inspire confidence in the potential leadership contribution of this group.
<b>Content and analysis (the four page summary)</b>	<b>Executive summary</b> Provides clear overview of the sector findings and trends. Can be read as a standalone document and is no longer than 200 words	1						Unclear, wordy or too generalised. Fails to provide a 'see at a glance' summary
	<b>Creditability of content</b> Makes insightful use of interview findings and published material across the sector. A compact four pages, excluding summary, references and appendices.	1						Light on content, with few direct quotations and few references. Or is too long.
	<b>Application of HR concepts</b> Identifies a few key HR concepts and uses these to organise and analyse information from field work	2						Uses too many HR concepts, or fails to explain their relevance. Contains too much HR jargon.
<b>Written communication</b>	<b>Grammar and style:</b> Correct report style, grammatical sentences, and correct spelling and punctuation. References acknowledged. (Marks deducted if unsatisfactory)							Incorrect report style, ungrammatical sentences, incorrect spelling/punctuation. Inconsistent and incorrect referencing

### **Handing in assignments**

See above for assignment due dates. Completed assignments must have a cover sheet and handed in to the HRIR 320 box (#11) on the first floor of Railway West Wing, Pipitea Campus. In addition, you must submit an electronic copy to Turnitin.

*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.*

### **Examinations**

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period. The final examination for this course will be scheduled at some time during the following period:

Friday 21st October – Saturday 12<sup>th</sup> November (inclusive)

### **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 10% 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). **Closed University days, Saturdays, Sundays and public holidays** will be included when counting the number of days late. An assignment late day begins from the time the assignment is due. 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 Administrator – Celine Ronze**, providing documentary evidence of the reasons of their circumstances.

- (iv) 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.
- (v) 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 Administrator – Celine Ronze** as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (vi) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic and the intended assignment work load. You are strongly advised to adhere to the word limit so as to keep your workload at a manageable level. Any material that is above the word limit may not be taken into account by the marker. Your marker will simply stop at the maximum words for the assignment and you will receive the appropriate grade.

### **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. Occasionally there is a significant shift in the mark or grade. Application for remarks must be made within 14 days after the assignments or marks are made 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. You must provide academic reasons on why you think the mark does not, in your view, fairly reflect the quality of your work. Your assignment will only be reconsidered on the points you raised. Complete remarks will not be undertaken. 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.

### **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.



## Mandatory Course Requirements

In addition to achieving an overall pass mark of at least 50%, students must:

- a. Attend at least 6 of the 7 tutorials;
- b. Submit blog one in week 2 and blog five in week 8 (instructions to be posted on Blackboard)
- c. Submit the assignments within the allowable timeframe (see Penalties section) below (i); and
- d. Participate in the Group Presentation in tutorial in Week 10.
- e. 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.

These requirements seek to provide 'work like' experience for this capstone course. A large number of industry people are assisting as volunteers for interviews. Attendance at tutorials, preparation in small groups and professional presentations as an alternative to an examination are part of keeping and growing support from potential employers.

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.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat)

### Class Representative

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the course coordinator and the class. The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

### Communication of Additional Information

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.

### **Student feedback**

This course, with its engagement with Wellington employers and local authorities was reviewed over summer 2015-16 with a report which will be posted on Blackboard. This shows considerable student and employer support.

Student feedback on University courses may be found at  
[www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php)

### **Link to general information**

For general information about course-related matters, go to  
<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.

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*School of Management*

**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: \_\_\_\_\_

ANNEX B



School of Management

HRIR 320
Request for re-examination of assessed work

Form with fields for Student ID, Name, Tutorial No, Contact Details, etc.

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.

Horizontal lines for specifying criteria to be re-examined

Clearly state why you believe each of these sections should be re-examined:
Note: "I think it is worth more," is insufficient.

Horizontal lines for stating reasons for re-examination

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For Office Use Only (To be completed by Course Coordinator)

Table with columns: Original Grade, New Grade, Date of Grade Change

Reason:

Horizontal lines for providing a reason

Signed: \_\_\_\_\_ Print Name: \_\_\_\_\_ Date: \_\_\_\_\_