

School of Government

PADM 508
APPROVED PERSONAL COURSE OF STUDY

Taught with MMPM 505
HUMAN RESOURCE MANAGEMENT
(24 Points)

Trimester 1 / 2009

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Dr Richard Norman**
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School of Government Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Monday 2 March to Wednesday 1 July 2009

Class Times and Room Numbers

Module One:	Wednesday 25 February 2009	8.30am – 6.00pm
Module Two:	Wednesday 22 April 2009	8.30am – 6.00pm
Module Three:	Wednesday 10 June 2009	8.30am – 6.00pm

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.

Withdrawal Dates

Students giving notice of withdrawal from this course after **Monday 9 March 2009** will NOT receive a refund of fees.

Students giving notice of withdrawal from this course after **Monday 1 June 2009** are regarded as having failed the course, unless the Associate Dean subsequently gives approval to withdraw.

Notice of withdrawal must be in writing / emailed to the Masters Administrator. Ceasing to attend or verbally advising a member of staff will NOT be accepted as a notice of withdrawal.

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. Class time needs to be fun - fast paced, interactive and varied, and motivating to learn more and put ideas into practice. In line with this, the course has a focus 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 is a small reward at each session for pre-reading, which also ensures we can use class time most effectively.

Near the beginning of each session, I will run a 20-minute closed book quiz, worth five marks per time and consisting each time of 15 questions which seek short answers focused on the main themes in the text and the readings. Marking of the quiz will help shape discussion for the day, identifying areas that are well known and subjects 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.

BEFORE MODULE ONE

Human Resource Management dilemmas and potential cases, as identified in Assignment One, due for handing in on **Thursday 19 February 2009 by 10.00am** so these can be assessed and incorporated into module one.

MODULE ONE

An overview of Human Resource Management

- Evolution of the term from ‘personnel’
- Different types of HRM
- Contributors to HRM theory – scientific, humanistic, excellence schools.

Strategic Human Resource Management

- Private sector models of strategy and their applicability to the public sector
- The stakeholder approach (Beer et al)
- Contingency approaches
- Competitive advantage and ‘resource based’ theory (Pfeffer and others)

Discussion of issues arising from the preparatory cases / research analysis about HRM topics.

Readings

- Macky and Johnson, Chapters 1 – 3
- Hendry, Storey, Legge, Fisher et al, Beer et al, Gratton, Pfeffer, Ulrich
- Case study about George Hickton at NZ Employment Service. What strategic human resources strategies were adopted in this turnaround of the Employment Service?
- Case Study about E Government. What strategic human resources issues needed to be addressed as part of widespread adoption of E Government in New Zealand?

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 will be the focus for the module:

- Employment relations
- Job Analysis
- Human Resource Planning
- Recruitment
- Selection.

Readings

- Macky and Johnson, Chapters 4 – 8
- Norman (2007) Managing Outcomes while accounting for outputs, Boston (2001)
- Case study: The New Zealand Customs Service. How can recruitment, selection and induction processes safeguard the integrity of the service?
- Case study: From Transactions to Outcomes: Ministry of Social Development

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)
- Case study: Cave Creek. Read Part A as background and focus particularly on Part B. What are the strengths and weaknesses of the organisational design and performance management system adopted?

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.

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 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 be assessed on that basis.

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 module. Regular learning is necessary between modules (students who leave everything to the last moment rarely achieve at a high level). Expressed in input terms, the time commitment required usually translates to 65-95 hours (excluding class contact time) per 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'.

For those wanting to go more in-depth, a book authored by the course coordinator focuses on performance management issues in the New Zealand public sector – *Obedient Servants? Management Freedoms and Accountabilities in the New Zealand Public Sector* by Richard Norman, Victoria University Press, 2003. This can be obtained through Victoria Books, Capital Books, Featherston Street, Wellington and Bennetts Books, Lambton Quay, Wellington, but the author can also provide copies at a wholesale rate of \$30.00.

Assessment Requirements

The purpose of assessment is three-fold: to ensure that you have met the standard of work required of 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 for this course aims to give you 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 aims to enable you to analyse a human resources management dilemma in progressively more depth during the period of 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.

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: **Thursday 19 February 2009, 4.00pm**

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 (25 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: **Wednesday 15 April 2009, 4.00pm**

Before Module Three

- a) Prepare a revised and final case study of no more than 2,000 words (15 marks)
- b) A revised teaching 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 (25 marks)

Deadline: **Wednesday June 3 2009, 4.00pm**

Another 15 marks will be allocated to the short tests held in class time, five marks per module.

Assignment One (5 marks)

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

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 research 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 book¹, 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.

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

	Marks Allocation	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
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 (25 marks)

<i>Criteria below are drawn from Leenders et al, (a course reading)</i>	Marks Allocation	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
How well does the opening paragraph capture the essence of the dilemma in this case?	5					
How well is organisation background presented?	5					
How well is the specific problem or decision described, so that it can be seen to link to one or more learning objectives described in the draft teaching note?	5					
How well does the case communicate? How effectively does it convey to an outsider the essence of the issues in the organisation?	5					
Written communication - structure and expression and technical features such as accurate referencing, spelling, punctuation, grammar.	5					

b) Draft research note (15 marks)

	Marks Allocation	Excellent	Very Good	Good	Satisfactory	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 (40 marks)

a) Revised and completed case study (15 marks) (up to 2,000 words, excluding appendices)

	Marks Allocation	Excellent	Very Good	Good	Satisfactory	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 (25 marks) (Up to 2,000 words, excluding appendices)

	Marks Allocation	Excel- lent	Very Good	Good	Satisfac- tory	Unsatis- factory
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.	5					
How well does the literature search identify 'classic' references relevant to the case?	5					
How well does the literature search demonstrate use of library databases to obtain recent relevant literature?	5					
How strongly does this research review relate to the concrete issues contained in the case? Is this the work of an effective reflective practitioner?	5					
Written communication - structure and expression and technical features such as accurate referencing, spelling, punctuation, grammar.	5					

Other assessment

Quick quizzes at each module. Five marks per module – 15 % total

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 ALL assignments 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.

Assignments that are submitted in person should be placed in the secure box at School of Government reception (Level 8, Rutherford House) during office hours of 8.30am to 5.00pm, Monday to Friday. 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 may be deducted where assignments are submitted after the due date. For out of town students, two calendar days' grace is given to allow for time in the post.

If ill-health, family bereavement or other personal emergencies 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. Note that this applies only to extreme unforeseen circumstances and is not necessarily awarded. You should let your Course Coordinator know as soon as possible in advance of the deadline if you are seeking an extension.

Mandatory Course Requirements

To fulfil the mandatory course requirements for this course, you are required to:

1. Submit all assignments by the due dates;
2. Attend all modules/contact sessions of the course.

Communication of Additional Information

Additional information will be conveyed by email or via Blackboard.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) – FCA Student and Academic Services Office

The Faculty's Student and Academic Services Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours, call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) – FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building on the ground floor (EA 005). This counter is the first point of contact for:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours, call the Student and Academic Services Office on (04) 463 5376.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine www.turnitin.com. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting mis-referencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. *At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin.* You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. 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.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied. See the Victoria University Calendar or go to www.victoria.ac.nz/home/about/policy/students.aspx

For information on the following topics, go to the Faculty's website www.victoria.ac.nz/fca, under Important Information for Students:

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: including the work of others will not be considered plagiarism as long as the work is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria University and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website at www.victoria.ac.nz/home/studying/plagiarism.html

Manaaki Pihipihinga Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria University. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email manaaki-pihipihinga-programme@vuw.ac.nz or telephone (04) 463 6015. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or telephone (04) 463 5842.

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.