

Victoria Management School

## **HRIR 201 MANAGING HUMAN RESOURCES & INDUSTRIAL RELATIONS**

Trimester Three 2009

### **COURSE OUTLINE**

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#### **COURSE COORDINATOR AND LECTURER**

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#### **ADMINISTRATOR**

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#### **TUTORIAL COORDINATOR**

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**Teaching Period:** Monday 16 November 2009 to 14 December 2010

#### **CLASS TIMES AND ROOM NUMBERS**

Lectures: Begin Tuesday, 17<sup>th</sup> November 2009

Location: Lecture Theatre 2, Old Government Buildings (GBLT2), Pipitea.

Day and time: Tuesday, Wednesday, Friday, 1.40 p.m. – 4.30 p.m.

#### **WITHDRAWAL DATES**

Information available via <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

## OVERALL COURSE OBJECTIVES

HRIR 201 serves as an introduction to current issues and debates concerning the interaction between human resource management and industrial relations and to changing patterns of employment relations. These include the nature of industrial relations, the negotiation of employment conditions, the resolution of employment disputes, employee recruitment, performance management and remuneration, and training and development. The course identifies future trends in the nature of work and their likely impact on how employees are managed. The course has several objectives, which include:

- to explain the historical origins of industrial relations and trade unions
- to investigate some of the most important contemporary issues in industrial relations
- to explore the origins of HRM and differentiate it from personnel management
- to develop an understanding of the key areas of HRM
- to explore the main debates that dominate each area of HRM

## COURSE-RELATED STUDENT LEARNING OBJECTIVES

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

- Show an understanding of the dynamic nature and various perspectives of the employment relationship;
- Analyse, synthesise and apply conceptual frameworks to workplace issues;
- Apply a broad perspective and wide knowledge to problem-solving around employment issues;
- Use a proactive or forward thinking approach to HRM and IR issues;
- Articulate knowledge and critical thinking about HRM and IR issues in a clear professional manner, orally in a group environment and in formal written form;
- Develop HRM and IR competencies that can contribute to organisational capability;
- Promote and motivate independent thinking of peers and colleagues;
- Demonstrate knowledge of the interaction between global employment issues and the local employment relations environment; and
- Gain an appreciation and experience of a culturally diverse working environment.

## EXPECTED WORKLOAD

This course aims to cover in just under five weeks similar material to that covered in the twelve week course held during Trimester One. In order to cover the course content sufficiently, students will need to be engaged in full-time study, or 160-200 hours of class attendance and individual study. Lectures and tutorials constitute 44 hours of this time. It is critical that you read texts before each class in order to participate in class and check your understanding sufficiently ahead of the end of term test.

## TUTORIAL SIGNUP INSTRUCTIONS

*If you are not already signed into a tutorial, please contact the tutorial coordinator, Garry Tansley, at [garry.tansley@vuw.ac.nz](mailto:garry.tansley@vuw.ac.nz)*

**Attendance at tutorials is compulsory. In order to meet the mandatory course requirements, students must ensure that they attend 7 out of 8 tutorials (including absences for sickness, work commitments and bereavement etc). Please note that employment is not considered an exceptional circumstance.**

## MANDATORY COURSE REQUIREMENTS

To fulfil the mandatory course requirements for this course you must:

1. Attend at least 10 of the 12 scheduled lectures and at least 7 out of 8 of the tutorials. A roll will be taken at each tutorial. In lectures a roll will be taken at varying times within the three hour session.
2. Complete and submit all assignments by their due dates in both electronic and hard copy formats. A late assignment will have marks reduced by two marks for each day it is overdue (this applies to weekends as well). Assignments that are more than five days late will not be accepted; and
3. Achieve at least a 40% grade in the final test.

## COURSE TEXT AND READINGS

Macky, K. (editor) (2008) *Managing Human Resources. Contemporary Perspectives in New Zealand*, McGraw-Hill, Australia.

While copies of this text are available in the library, students are expected to have access to a personal copy. Students are also expected to read and become familiar with the Course Readings, which will be supplied to students enrolled in this course, and any additional readings and cases supplied in class.

The following books are recommended for general background and useful additional information on various aspects of the course:

Rasmussen, Erling and Lamm, Felicity (2004). *An introduction to employment relations in New Zealand*. Auckland, Prentice Hall.

Rudman, R. (2002) *Human Resources Management in New Zealand*, 4<sup>th</sup> Edition. Pearson Education, New Zealand Ltd., Auckland.

Geare, A. J. (2007) *Employment Relations: New Zealand and Abroad*. Otago University Press, Dunedin.

Rasmussen, E. (ed.) (2009) *Employment Relations in New Zealand Second Edition*. Pearson, Auckland.

Petz, D. (2006) *Brave New Workplace: How Individual Contracts Are Changing Our Jobs*. Allen & Unwin, Sydney.

## COURSE EXPECTATIONS AND STYLE

1. Students are expected to have read and made notes on the textbook chapter/s and additional readings scheduled for each lecture and tutorial. Questions and key terms are listed for each lecture. Come ready to demonstrate your understanding of your reading in response to questions, debates and case examples in class time. The key terms and concepts have been selected to indicate which knowledge is critical to absorb in order to perform effectively in the test.
2. Slides will be posted on blackboard after each class, to assist with revision. Slides will be used selectively during lectures to help focus on the important, difficult and interesting issues, particularly in response to questions raised through discussions. There is far more content in the text that can possibly be covered through structured lectures – it is expected that you develop your knowledge base through reading, leaving classroom time for application and discussion.
3. Name plates will be provided at session one, and to help with classroom interaction, you will be expected to sit with your tutorial group, in the same part of the lecture theatre for the four weeks of the course. You are expected to bring your name plate to each lecture. A roll will be distributed for signing at each lecture (at different times each session) to track the course requirement of attendance at 10 of 12 lectures.
4. **Pre-reading is a pre-requisite** for the tutorials. Students who demonstrate a lack of preparation at a tutorial will have marks deducted from the marks available for the tutorial preparation. Marks will be deducted at the rate of two marks for each tutorial at which lack of preparation is evident to the tutor.

## LECTURE PROGRAMME

Date	Topic. Come prepared to debate the key questions for the session.	Text book - key terms and concepts. Come prepared to explain these words.
17 <sup>th</sup> Nov Tuesday	<p><b>Class introductions:</b>  <b>Introduction to Human Resource Management</b></p> <p>Reflect on your reactions to the terms ‘human asset’, ‘human resource’ ‘human capital’ and ‘personnel’. What do the terms mean to you? Which would you prefer to use? Is there another term that should be used when referring to the HR function?</p> <p>What implications does outsourcing have for the HR role? Think about current local examples.</p>	<p><b>Macky, Ch 1. Introduction</b></p> <p>Competitive advantage                      Decentralisation                      Devolution                      Employment relations                      Fit                      Human capital                      Outsourcing                      Personnel                      Pluralism / Unitarist                      Retention management</p>

<p>18<sup>th</sup> Nov Wednesday</p>	<p><b>Strategic Human Resource Management</b> Key questions: Why do HR strategies vary so much? Identify contrasting examples from current events. The concept of best practice in HRM is completely flawed. Come prepared to discuss. What are the main implications of the resource-based view of the firm for HR strategy?</p> <p><i>3.40 p.m. Guest speaker: Sharne Pulford, HR adviser, Contact Energy.</i></p>	<p><b>Ch 2: Strategic Human Resource Management</b> 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</p>
<p>20<sup>th</sup> Nov Friday</p>	<p><b>Strategic Human Resource Management and the international context of HRM</b> Case study: Prepare your answers to questions about Phonetecho, pages 47 and 48. Draw on Chapter 3 to respond to questions about the German connections of the company. International HRM questions: What is the significance of culture and cultural differences for IHRM? How do different approaches to staffing MNEs address these issues?</p> <p><b>Human Resource Planning and Job Analysis class exercise:</b> Selecting a leader for your tutorial 'division' – see instructions at the end of this table.</p>	<p><b>Ch 3. The international context of Human Resource Management</b> Convergence / divergence hypotheses Cultural intelligence Culture shock Expatriate failure Globalisation Host country nationals Local hire foreign managers Polycentric Regiocentric Third country nationals</p>
<p>24<sup>th</sup> Nov Tuesday</p>	<p><b>Human Resource Development</b> With the job and industry you are researching, what are the most important current HRD issues and why? Apply theory about needs assessment to the job you are studying. What is the relevance of Bloom's taxonomy of learning to your university studies, and to this course in particular? What are examples of the different types of learning?</p> <p>Prepare responses to the questions in the Kiwi Constructors case, pages 333-334.</p> <p><b>Human Resource Planning and Job Analysis</b> Questions: What is the potential strategic contribution of human resource planning? The future for many firms is so unpredictable and change is so rapid that HR planning isn't feasible. Come ready to debate.</p> <p><i>3.40 p.m. Guest speaker: John Meeuwsen, Chief Executive, Retail Industry Training Organisation.</i></p>	<p><b>Ch 10. Human Resource Development</b> 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</p> <p><b>Ch 6. Human Resource Planning and Job Analysis.</b> Competencies Dual labour market Internal labour market Job description Overstaffing Person specification Succession planning Work intensification</p>

<p>25<sup>th</sup> Nov Wednesday</p>	<p><b>Recruitment and Selection</b> Find a recruitment advertisement relevant to your individual project, and be ready to explain the ‘employer branding’ and ‘employment channels’ this demonstrates.</p> <p>Prepare the case study about Abacus Finance, and come ready to respond to the questions about the case.</p> <p>Question: How effective is the interview as a selection tool?</p> <p><i>3.40 – 4.30 p.m. Guest speaker: Catherine Taylor, General Manager, Human Resources, Kiwibank.</i></p>	<p><b>Ch 7. Employee Recruitment</b> Realistic job preview Recruitment channel Recruitment message Selection ratio Threshold competencies</p> <p><b>Ch 8. Employment Selection</b> Behavioural interview The ‘Big Five’ Construct validity Criterion-related validity Inter-rater reliability Motivation Person-organisation-fit Predictive validity Reliability Structured interview</p>
<p>27<sup>th</sup> Nov Friday</p>	<p><b>Employment Relations</b> Identify a current or recent industrial dispute, perhaps related to the job field you are researching, and come prepared to argue the case for either the union or employer side.</p> <p>What are the conflict frames of reference for this dispute? What roles does the Employment Relations legislation play? What managerial and union styles of bargaining strategy are demonstrated?</p>	<p><b>Ch 5. Employment relations</b> 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</p>
<p>1<sup>st</sup> Dec Tuesday</p>	<p><b>Employment Relations cont.</b> What are the current employment relations institutions and their functions? What is the standard personal grievance procedure?</p> <p><b>Health and Safety</b> Read the case study about Thompson Aluminium, Pages 403-4 and be ready to debate questions 5 and 6:</p> <ul style="list-style-type: none"> <li>• Contributory factors involved in Brian’s fall injury from the systems perspective?</li> <li>• How might a similar incident be best prevented?</li> </ul> <p><i>3.40 – 4.30 p.m., Guest speaker: Helen Kelly – President Council Trade Union</i></p>	<p><b>Ch 5. Employment relations.</b> <b>Ch 12. Healthy and safe workplaces.</b> Accident Compensation Corporation (ACC) Epidemiology Ergonomics Incident reporting Lost-time injury Occupational disease Occupational overuse syndrome (OOS) Psychosocial environments Systems approach</p>
<p>2nd Dec Wednesday</p>	<p><b>Performance Management</b> As part of the research into the job that interests you, what are or appear to be the main performance systems used for that job? What is distinctive to the sector or organisation? What is in common with a range of organisations?</p> <p>What is performance – and why is its assessment so problematic?</p> <p>Prepare the case study about Smith and Jones, pages 297-299, answering the questions on page 299.</p> <p><i>3.40 – 4.30 p.m., Guest speaker: Tracy Keith-Wade. Coaching and leadership development issues.</i></p>	<p><b>Ch 9. Performance Management</b> 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</p>

<p>4<sup>th</sup> Dec Friday</p>	<p><b>Managing employee diversity: How do you define diversity? Think about the advantages and disadvantages of diversity</b></p> <p>Think of 3 questions/issues to discuss for each of the following cases:</p> <ul style="list-style-type: none"> <li>• Beca becomes migrants' employer of choice</li> <li>• Disability service provider sets an example</li> </ul> <p>Diversity makes for a more able workplace Prepare the case about 'Ethnic Responsiveness in the New Zealand Police Service,' pages 102-3. Use the Harvard Map from page 29 to analyse why ethnic diversity is a major strategic HR issue for New Zealand Police. How does the multicultural strategy of the Police relate to its bicultural strategy? What issues do you think Police will face in trying to become more ethnically responsive?</p> <p><i>3.30 p.m. Guest speakers – insights into different workplaces from members of Wellington Toastmasters Club: Andrew Beattie, Natalie Howell, Murray Wright, Debbie Snelsen.</i></p>	<p><b>Ch 4. Managing Employee Diversity</b> Affirmative action Discrimination Equal employment opportunities - liberal, radical and reactionary perspectives Managing diversity Quotas Social responsibility Work-life balance</p>
<p>8<sup>th</sup> Dec Tuesday</p>	<p><b>Remuneration</b> What is the dominant remuneration strategy used in the job and organisation you are studying? How important is employee satisfaction with pay in the context of this job? Do theories about performance and merit pay apply to the job you are studying?</p> <p>Thinking about developments in the finance markets since October, why is executive remuneration problematic? <i>3.40 p.m. – 4.30 p.m. Guest speaker, Peter Cullen, Cullen Law - employment law issues.</i></p>	<p><b>Ch 11. Remuneration</b> 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</p>
<p>9<sup>th</sup> Dec Wednesday</p>	<p><b>Tutorial presentations</b> based on key themes from individual assignments. Each tutorial will have 15 - 20 minutes in which to involve as many members as possible to present HR and IR issues which have emerged from individual research. Representatives from the Human Resources Institute of New Zealand (HRINZ) will be attending to provide feedback on presentations and to provide information about the institute.</p>	
<p>11<sup>th</sup> Dec Friday</p>	<p><b>Evaluating HRM and Revision.</b> Bring to the class specific questions you would like addressed in preparation for the end-of-term test to be held on Monday, December 14.</p>	<p>Ch 13. Evaluating HRM Effectiveness Efficiency Formative evaluation Outcome evaluation Process evaluation Summative evaluation Transaction costs</p>
<p>14<sup>th</sup> Dec Monday</p>	<p><b>Internal TEST</b> Two hour end of course test, <b>2.30 – 4.30 p.m. GBLT 1 and 2.</b></p>	

**Class Exercise: November 20:**

**Selecting a leader for your ‘tutorial division’ of the HRIR201 ‘learning enterprise’.**

**Task:** Apply useful theory from job analysis and selection (chapters 6 and 8) to select a leader, who in turn will select a deputy leader.

Role of leader and deputy leader:

- To assist the course organisers to boost the learning outcomes for this four week ‘learning enterprise’
- To coordinate tutorial responses during lectures and assist teaching staff to gain engagement from all tutorial members
- To lead tutorial presentations which summarise individual project work at the lecture period on December 9.

**Selection process:**

1. Select as chair, someone who does not plan to ‘stand’ as a candidate for the leadership role.
2. The chair leads a ten minute brainstorm of specific, concrete examples (critical incidents) of success and failure group members have observed in leaders of student projects (or other work).
3. Identify from this process three core competencies that your group would like to see in a leader, using the format for competencies on pages 178-180 of Macky.
4. Ensure you have at least two candidates for the role who are interviewed for up to 10 minutes each by a panel of three interviewers. Interviewers should ask questions which seek examples of performance against the competencies (a behavioural based interviewing approach). Others in the group should observe the selection process and contribute to the panel’s decision.
5. The chair and panel, with input from other group members should then make a selection, to be finalised by the end of the lecture on Wednesday, November 25.

**TUTORIAL PROGRAMME**

Tutorials provide an opportunity in a smaller group to check your understanding of the concepts covered in readings. In the compressed period for the summer course, it is critical that you keep up with the readings, and come prepared to discuss and apply the concepts.

TOPIC		READING(S)*
<b>Week beginning Nov 16th</b>	<b>Initial HRM Concepts and Essay Preparation</b>  Tutorial expectations.  Essay Writing & Research Tips  Discuss the jobs that you each plan to write about for the one page assignment due on Tuesday, November 24 <sup>th</sup> .	Chapter 1 Macky (2008). Focus particularly on pages 6 - 18.  <ul style="list-style-type: none"><li>• What is Human Resource Management (HRM)?</li><li>• What is the difference between HRM and Personnel Management (PM) and Strategic Human Resource Management (SHRM)?</li></ul>

	<p><b>Context, Strategic HRM and International HRM</b></p> <p>People are an organisation's greatest asset. Come ready to debate this assertion.</p> <p><b>Future Challenges for HRM</b></p> <p>What impact is globalisation likely to have on the job and organisation you are studying for your assignment work?</p>	<p>Case study: 'Jumpers-R-Us', page 72 Chapter 3 Macky (2008)</p> <ul style="list-style-type: none"> <li>• Identify the major characteristics of Jumpers-R-Us in terms of international human resource management (IHRM).</li> <li>• Consider emerging IHRM issues for Jumpers-R-Us and suggest possible strategies for the organisation.</li> </ul> <p>Drucker, P. F. (2002). They're not employees, they're people. <i>Harvard Business Review</i>, 80(2), 70-77.</p> <ul style="list-style-type: none"> <li>• What is outsourcing? Examples from New Zealand?</li> <li>• What are the advantages and disadvantages to companies using temporary workers?</li> </ul> <p>Jayne, V. (2002). At the crossroads: is human resource management on the right track and where exactly is it headed?. <i>New Zealand Management</i>, 49(10), 24-28.</p> <ul style="list-style-type: none"> <li>• In what ways and why have the focus and functions of HRM changed?</li> <li>• Has the HR function become marginalised?</li> </ul>
<p><b>Week beginning Nov 23rd</b></p>	<p><b>Training and Development</b></p> <p>Finalise selection of group leader by Wednesday lecture time.</p>	<p>7 drivers of workplace productivity:</p> <p><a href="http://www.dol.govt.nz/workplaceproductivity/drivers.asp">http://www.dol.govt.nz/workplaceproductivity/drivers.asp</a></p> <p>Case study: Training programmes put staff back on track.</p> <ul style="list-style-type: none"> <li>• If you were the HR manager at your workplace, what do you take from these readings which you could apply to develop employees at your workplace?</li> <li>• What strategic rationale would you give to support your recommendations? What are the skills issues affecting NZ?</li> </ul>
	<p><b>Recruitment &amp; Selection</b></p>	<p>Chapter 7 Macky (2008), pages 190 - 207</p> <ul style="list-style-type: none"> <li>• What are the components of a recruitment process?</li> <li>• Identify a job ad that appeals to you and come prepared to discuss why.</li> </ul> <p>Bowen, D., Ledford, G. and Nathan, B. (1991). Hiring for the organization not the job. <i>Academy of Management Executive</i>, 5 (4), 35-51.</p> <ol style="list-style-type: none"> <li>1. What is PO-fit (person-organisation fit) and PJ-fit (person-job fit)?</li> <li>2. What are the pros and cons of each?</li> </ol> <p>Case study: Staff Turnover in the Victorian Treasury.</p> <ul style="list-style-type: none"> <li>• What steps might the HR Manager of the Victoria Treasury take to improve the process of recruitment to reduce turnover?</li> <li>• How might the HR manager improve the selection process to reduce turnover?</li> </ul>

<b>Week beginning Nov 30th</b>	<b>Employment Relations and NZ Legislation.</b>	<p>Chapter 5 Macky (2008)</p> <ul style="list-style-type: none"> <li>• What are the key differences between the Employment Contracts Act 1991 (ECA) and the Employment Relations Act 2000 (ERA)?</li> <li>• When drafting an employment agreement, there are core provisions that must be included. What are they?</li> </ul> <p>Peetz, D. (2006). <i>Brave new workplaces: how individual contracts are changing our jobs</i>. Sydney: Allen &amp; Unwin.</p> <ul style="list-style-type: none"> <li>• How have individual contracts changed the world of work?</li> <li>• What are the advantages and disadvantages of being a union member?</li> </ul>
	<b>Preparation for presentation on 9<sup>th</sup> December.</b>	<p>Come prepared to debate as a group what your presentation will cover and how you will present it.</p>
<b>Week beginning Dec 7th</b>	<b>Performance Management</b>  <b>Remuneration and Rewards</b>	<p>Chapter 9 Macky (2008)</p> <ul style="list-style-type: none"> <li>• What are the necessary considerations of performance management process?</li> <li>• Why might managers resist implementing performance management? How can this resistance be reduced?</li> </ul> <p>Pfeffer, J. (May-June 1998). Six dangerous myths about pay. <i>Harvard Business Review</i>, 76(3), 108-119</p> <ul style="list-style-type: none"> <li>• What is the danger of reducing pay in order to cut costs?</li> <li>• What is the relationship between pay/rewards and performance?</li> </ul> <p>Case study: Circa Theatre: ‘Curtain not falling on Circa’s long-running season’  What performance management and remuneration strategies are evident in the way this local theatre rewards its actors?</p>
	<b>Rethinking HRM</b>  <b>Revision:</b> Think about major components of HRIR as a big picture. Write down issues that you are not clear about and bring to this tutorial.	<p>Keenoy, T. (2009). Human resource management. In M. Alvesson, T. Bridgman &amp; H. Willmott (Eds), <i>The Oxford handbook of critical management studies</i> (pp.454–472). New York: Oxford University Press.</p> <ul style="list-style-type: none"> <li>• How is HRM viewed by critical management scholars?</li> <li>• What are the tensions of HRM? How can these be solved?</li> <li>• Provide examples of HRM from both mainstream and critical perspectives?</li> </ul>

\* Unless otherwise noted, tutorial readings are included in the HRIR 201 Course Readings which will be issued to students enrolled in this course at the conclusion of the first lecture session. After this time the readings may be collected from the 10<sup>th</sup> Floor Reception (RH 1022), Rutherford House. Please note that it will be necessary for you to produce your Student ID in order for you to receive the readings.

### COURSE ASSESSMENT

Assessment	%	Due by	Due Date
1. HRIR context	10	<b>1 p.m.,</b>	Tuesday, <b>24th November</b>
2. HRIR specific issue	10	<b>1 p.m.,</b>	Thursday, <b>3rd December</b>
3. Tutorial participation	10		particularly for the <b>December 9</b>
4. Effectiveness of the tutorial presentation	10		particularly for the <b>December 9</b>
5. Final report	20	<b>1 p.m.,</b>	Thursday <b>17<sup>th</sup> December</b>
6. Final Internal Test	40	2.30 – 4.30 p.m. GBLT1 and 2	Monday <b>14<sup>th</sup> December</b>

Completed assignments are to be submitted by the due date to the HRIR 201 Assignment Box, No. 16, on the Mezzanine Floor of Rutherford House. Late assignments should be handed in to Reception, Level 10, Rutherford House.

Assignment one will be distributed at the class on Friday November 27 in order to give you time to incorporate feedback for the second assignment. Assignment two will be available for collection from the tenth floor reception by 12 noon on Thursday, December 10.

#### The format expected for reports is:

**Font:** Times New Roman, 12 point

**Spacing:** 1.5 lines

**Page layout:** A minimum of 2 cms border at the top and bottom of the page, and around the sides.

**A single page which contains your name and student ID. Do not provide a cover page.**

**References – Use the APA reference style as in the student support brochure at:**

**[http://www.victoria.ac.nz/st\\_services/slss/studyhub/reference/APA.pdf](http://www.victoria.ac.nz/st_services/slss/studyhub/reference/APA.pdf). A maximum of five references is expected, and these can be put on to a second page, outside the one page limit.**

The single page will enable you to write 400 – 450 words, meaning it is critical that you make each word count. Writing effectively in this short space requires that you allow sufficient time to edit drafts and condense your ideas.

The fast turnaround of these assignments is intended to give you fast feedback in keeping with the compressed timeframe for this course. Assignments 1 and 2 will be marked using the full scale, with work below the required standard likely to get 0, 1, 2 or 3.

<b>A+</b>	8.5 and above	excellent performance in all respects
<b>A</b>	8 – 8.5	excellent performance in almost all respects
<b>A-</b>	7.5 – 7.9	excellent performance in many respects
<b>B+</b>	7 – 7.4	very good, some aspects excellent
<b>B, B-</b>	6 – 6.9	good but not excellent performance
<b>C+, C</b>	5 – 5.9	work satisfactory overall but inadequate in some respects
<b>D</b>	4 – 4.9	poor performance overall, some aspects adequate
<b>E</b>	Below 3.9	well below the required standard

Criteria for each one page report will be:

	Marks allocation	A+	A	A-	B+	B, B-	C+, C	D	E
How well does the report demonstrate an understanding of concepts from the text?	3								
How well are concepts applied to the job and organisation under study?	3								
How well is the limited space used to communicate findings about trends in the job / organisation / industry?	2								
Technical features: e.g. accurate referencing, spelling, punctuation, grammar, and sentence construction.	2								

## Assignment 1.

### (1) Human Resources and Employment Relations context.

In no more than one page, identify a job within a specific organisation which is of current or potential career interest to you. Use information available from job advertisements, the internet, published materials and databases such as the library's Newztext Plus to identify the human resource management context for this employer.

1a. Using one or more of the strategic HR models, identify one or two key strategic issues for this employer.

1b. Identify how one piece of legislation is likely to have a major impact on this work.

1c. What appear to be the 'critical success factors' for this job, and how would you expect the employer to identify these through a recruitment and selection process?

### (2) Specific HR and IR issues emerging from your job study.

In no more than one page, identify and analyse how three concepts from Human Resource Management and Employment Relations have a strategic impact on the job. Ensure you choose at least one concept from Employment Relations and at least one concept from HRM. Topics to be covered could be:  
HRM: job analysis, recruitment, selection, performance management and appraisal, training and development, rewards and remuneration.

Employment Relations: labour markets, employment related legislation, employment agreements and unionism.

### (3) Tutorial participation mark (out of 10).

This mark is intended to provide recognition for effective contribution to the quantity and quality of tutorial participation, particularly towards a successful presentation for the full group. Tutors are asked to make an evaluative judgement, with variations occurring for either outstanding or poor performance.

Quality and quantity of contribution to tutorial discussions and the preparation of class presentation.

The spread of marks is:

- 9 / 10 = outstanding
- 8 = very good
- 6 = Satisfies requirements (just)
- 4 = Falls of short of expectations
- 2 = Poor
- 0 = Completely unsatisfactory.

**(4) Tutorial presentation to the class.**

December 9 will be an opportunity for each tutorial to present a progress report on individual research. Each tutorial will have responsibility for running a 15-20 minute class in which common themes and interesting examples are drawn from the individual research. No set format is expected – this is an opportunity to experiment with balancing delivery of content and class involvement. All members of the tutorial should be seen to make an active contribution. To safeguard tutorials from free riders, tutors will consider the extent of participation in this project in the participation mark (assignment 3). The group presentation will be assessed out of 10, with equal marks be awarded to all tutorial members, leaving the participation grade to reward or penalise effort towards this result.

Criteria for the group mark are:

1. How well organised was the presentation?
2. To what extent did all members of the group contribute?
3. How well did the content provide fresh insights into concepts studied during the course?
4. To what extent did the presentation engage its audience?

**(5) Applying Human Resource Management and Industrial Relations concepts to the job of your choice.**

In no more than 1500 words, build on and develop the ideas you used in the previous two assignments and the tutorial work, to present a deeper and more comprehensive analysis of how HR and IR concepts apply to the job and organisation you have chosen to study. Do not just cut and paste from your previous assignments, but explore the issues in more depth. Select those concepts which you believe have a strategic impact on the job and use theory from the texts and the course to explain their impact. Include a section at the end in which you reflect on how your learning has developed during the course, and questions which remain.

	Marks allocation	A+	A	A-	B+	B, B-	C+, C	D	E
How well are HR and IR concepts identified and applied in a strategic way to the job being studied?	10								
Are sources cited correctly and applied relevantly throughout the assignment?	4								
How effectively does the section of reflection on learning demonstrate engaged and informed learning?	3								
Technical features: e.g. accurate referencing, spelling, punctuation, grammar, and sentence construction.	3								

**End of Course test.**

**40%** of the total assessment will be awarded for this test in the final week. **No notes, books, electronic devices or other aids are to be used during the in-class test.** The test is scheduled for Old Government Building **GBLT 1 and 2 on Monday 14<sup>th</sup> December, 2.30pm – 4.30pm.**

**PENALTIES**

Extensions, penalties and tutorial terms requirements will be administered by the Course Coordinators. Extensions will require a satisfactory, documented explanation. Late assignments will be penalised two marks per day. Please note that weekends are counted as two days.

**COMMUNICATION OF ADDITIONAL INFORMATION**

Information relating to this course will be posted on the Blackboard course management system. Course material will be distributed in lectures, tutorials and/or on Blackboard at <http://www.blackboard.vuw.ac.nz/>. Any changes to the course timetable or content, or other announcements will be raised in lectures and/or tutorials and posted on 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 (EA005). This counter is the first point of contact for:

- 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 <<http://www.turnitin.com>>. Turnitin is an on-line 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 misreferencing, 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](http://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](http://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 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:

[www.victoria.ac.nz/home/studying/plagiarism.html](http://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. 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](mailto:manaaki-pihipihinga-programme@vuw.ac.nz) or phone (04) 463 6015. To contact the Pacific Support Coordinator, email [pacific-support-coord@vuw.ac.nz](mailto:pacific-support-coord@vuw.ac.nz) or phone (04) 463 5842.



**Victoria management school**

**COVER SHEET FOR ASSIGNMENT FIVE**

**HRIR 201 TRIMESTER THREE**

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SURNAME: \_\_\_\_\_ FIRST NAME: \_\_\_\_\_

STUDENT ID: \_\_\_\_\_

ASSIGNMENT NO: \_\_\_\_

DATE DUE: \_\_\_\_\_

TUTOR'S NAME: \_\_\_\_\_ TUTORIAL NUMBER: \_\_\_\_

TUTORIAL DAY: \_\_\_\_\_ TUTORIAL TIME: \_\_\_\_\_

*I have read and understood the university policy on Academic Integrity and Plagiarism. I declare this assignment is free from plagiarism.*

Signed: \_\_\_\_\_

**SUBMIT To: HRIR 201 assignment Box 16,  
Mezzanine floor Rutherford house**