



HRM 328

Strategic Human Resources Management

S2 Evening 2017

Dept of Marketing and Management

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor

Associate Professor Louise Thornthwaite

louise.thornthwaite@mq.edu.au

Contact via Email

Building E4A, Level 6, Room 628

Monday 4-5.30 and Tuesday 12-1 or by appointment

Tutor

Joanne Attard

jo-attard@mq.edu.au

Contact via Email

By appointment

Tutor

Fran Caflisch-Martin

fran.caflisch-martin@mq.edu.au

Contact via Email

By appointment

Credit points

3

Prerequisites

(48cp at 100 level or above) including (HRM201 and HRM250)

Corequisites

3cp from HRM300-HRM317

Co-badged status

Unit description

This unit is aimed at teaching students to apply knowledge and skills gained in human resources management (HRM) in an integrated way to organisations. The unit reviews and applies theoretical perspectives on strategic HRM to case studies of organisations. It provides the intellectual and practical tools for students to evaluate various approaches to the conception, planning, implementation and evaluation of strategic policy and practice in key functional areas of HRM. Students will develop graduate capabilities in critical, analytical and integrative thinking and effective communication in relation to the development of strategic responses to contemporary HR issues.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- Demonstrate the ability to think strategically and critically about HRM from different theoretical perspectives and the implications for the roles of HR professionals; and demonstrate competence in communicating, orally and in writing, knowledge and results of investigations and research in this area, individually, or as part of a team/group.
- Critically analyse key strategic areas of HR practice and their potential contribution to the success of the organisation in terms of value, performance and employee wellbeing; and demonstrate competence in communicating, orally and in writing, knowledge and results of investigations and research, in this area, individually, or as part of a team/group.
- Have an in-depth understanding of the role of HR metrics, measurement, and evaluation in strategic decision making, both within HR, and as part of the overall strategic direction of an organisation.
- Think critically about the challenges facing HRM in specific contexts, including industry sectors, multidivisional and multinational firms, and changing legislation and societal attitudes and expectations.
- Be an informed and critical consumer of HR services and products, such as search and recruitment consultants, RPOs, outplacement services, EAPs, the HR components of ERP systems, and generalist HR consulting services

Assessment Tasks

Name	Weighting	Hurdle	Due
Tutorial Participation	10%	No	weeks 2-13
Individual Essay	30%	No	Week 6, Mon 4 Sept
Debate/group project	20%	No	weeks 9-12
Final Examination	40%	No	Exam period

Tutorial Participation

Due: **weeks 2-13**

Weighting: **10%**

The tutorial programme is an integral part of this unit. Tutorials give students an opportunity to clarify material covered in lectures and readings, explore and apply key concepts in discussion, exercises and case studies, and prepare for the assessment for this unit. The tutorial program is divided into two parts.

PART ONE: (6 marks allocated) Weeks 2-8 will involve discussions in class. From WEEK 3, these discussions will be based on set readings located on ilearn. Completion of tutorial homework encourages students to be engaged and active learners in discussions. Students are required to complete three (3) one page (A4 size 12 font or hand written) answers to questions set between week 3 and 7 inclusive (ie 6 weeks). These questions will be based on the readings set for the class. The questions are set out in the Lecture and Tutorial Schedule on ilearn. Three of these five weekly exercises will be sighted for a mark allocation of 2% each. This amounts to 6% of the total marks for the Unit. Students may choose which weeks (between 3 and 7) they have their homework sighted. Students will be asked to show the work to the tutor at the start of the class as evidence of completion - this will be registered on the roll. Students will also be required to hand in their page of work to the tutor at the end of the tutorial. You are asked to remain in class for the duration of the class during time the material will be discussed collectively. No e-mail submission will be accepted. No extension will be granted. While all students are encouraged to participate in every tutorial, those students who have registered their homework for the given tutorial can expect to be asked questions pertaining to the material. Where students are unable to answer questions relating to their homework, the mark of 2% may be reduced but a minimum mark of 1% (per tutorial homework) will nonetheless apply.

PART TWO: (4 marks allocated) In weeks 9-12 debates will be conducted. All other students (non-participants for the debate) will be required to be attentive as they will be asked to judge and critique each team's performance using the Debating Peer Assessment Form (go to iLearn and look under 'Assessments'). Students must download and print this assessment form and bring to each tutorial. This student assessment is to be handed to the tutor at the end of class. This will be taken into account when determining each student's individual tutorial participation mark. The peer reviews will form 4% of the mark for the Unit. Students will be awarded 2% for each of two peer reviews. Students may choose which week their peer review gets sighted. Students will be asked to register on the roll at the beginning of class if they want their peer review for that debate to be included in their assessment. All peer reviews will be collected at the end of the tutorial.

This Assessment Task relates to the following Learning Outcomes: • Understand the importance of thinking strategically about HRM from different theoretical perspectives and the implications for the roles of HR professionals • Identify key strategic areas of HR practice and their potential contribution to the success of the organisation in terms of value, performance and employee wellbeing • Understand the role of HR metrics, measurement and evaluation in strategic decision making. • Think critically about the challenges facing HRM in specific contexts including industry sector, multi-divisional and multinational firms.

On successful completion you will be able to:

- Demonstrate the ability to think strategically and critically about HRM from different theoretical perspectives and the implications for the roles of HR professionals; and demonstrate competence in communicating, orally and in writing, knowledge and results of investigations and research in this area, individually, or as part of a team/group.
- Critically analyse key strategic areas of HR practice and their potential contribution to the success of the organisation in terms of value, performance and employee wellbeing; and demonstrate competence in communicating, orally and in writing, knowledge and results of investigations and research, in this area, individually, or as part of a team/group.
- Have an in-depth understanding of the role of HR metrics, measurement, and evaluation in strategic decision making, both within HR, and as part of the overall strategic direction of an organisation.
- Think critically about the challenges facing HRM in specific contexts, including industry sectors, multidivisional and multinational firms, and changing legislation and societal attitudes and expectations.

Individual Essay

Due: **Week 6, Mon 4 Sept**

Weighting: **30%**

Length: 2000 Words (+/- 10%)

Submission Details

Students must submit their essays electronically through Turnitin using the link on iLearn by **4:00pm** on the due date (Mon 4th September 2017)

A hard copy of your report must also be submitted to BESS (E4B) by 4:00pm on the due date.

Hard copies must be identical to the electronic version submitted.

Late submissions

Late essays must also be submitted through Turnitin and a hard copy submitted to BESS in Building E4B to be date stamped and forwarded to your tutor for marking.

No extensions will be granted. A student who submits a late assessment will be penalised by 10% per day. That is, marks equal to 10% of the assignment's weight will be deducted as a 'flat rate' from the mark awarded. This equates to 2.5 marks per day for this assignment. Saturday and Sunday each count as one day. This penalty does not apply for cases in which an application for disruption to studies is made and approved.

Aims and Objectives

This assessment encourages students to:

- Provide a critical perspective of the academic literature on a topic.

- Construct an informed and analytical response to the question.
- Utilise and conform to the principles of academic rigour in the production of an acceptable, formal response to the question.

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On successful completion you will be able to:

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- Think critically about the challenges facing HRM in specific contexts, including industry sectors, multidivisional and multinational firms, and changing legislation and societal attitudes and expectations.

Debate/group project

Due: **weeks 9-12**

Weighting: **20%**

Due: **weeks 9-12 as scheduled** Weighting: **20 %** (PLEASE NOTE - the 20% for assessment Task 3 comprises a **group** assessment. An **individual** assessment of the debate project is contained in the examination - where 20% of the total 40% of the exam pertains to an individual reflection/comprehension of the group project)

In the tutorials, students will be formed into groups for the purpose of engaging in the debate. Groups will have an absolute maximum of 4 members.

Group debates are a key feature of the Unit. In the tutorials, students will be formed into teams for the purpose of engaging in a debate. Teams will have a maximum of 4 members. This is worth 20% of the final mark for the Unit. Note that individual knowledge gained from students' involvement and engagement in the debate will be assessed in the final exam as well. [See the details for Assessment Task 4 for more information on this]

Each debate will consist of two teams: an affirmative team that upholds the proposition and a negative team that opposes it. Debates will be scheduled for the last five weeks of semester. The number of debaters on each side should be equal and the time allowed for each side should be the same. Two objectives of the debates are that students develop an understanding of both sides of controversial strategic HRM issues and have an opportunity to apply concepts in understanding the strategic and policy implications of the issues. The Debate Topics and Detailed Instructions and Guidelines for the conduct of the debates will be provided in separate documents lodged on ilearn in a file titled 'DEBATES'.

The formation of teams will occur in the week 3 or 4 tutorial and allocation of Debate Topics will occur by the end of the week 4 tutorial. There will need to be an even number of groups in each tutorial. Note. No change of schedule or extensions will be granted unless the group provides a written request to their tutor (copying in the Convenor) at least two weeks prior to the tutorial in which they are scheduled to present. Any rescheduling will only be granted under exceptional circumstances and subject to acceptance of the other team.

The structure of the debates is outlined in the detailed instructions. Each team will have an opportunity to present their first speech (5 min) a second speech (5 min) and then a rebuttal (5 min). As each of these will be 5 minutes - the total time allocated for actual debating = 30 minutes. Debating teams can have one minute (strictly enforced maximum) to discuss rebuttals before their 2nd and 3rd speaker presents. Times are strictly enforced by a timekeeper. The debating team's presentations are evaluated by the rest of the class and by the instructor. The criteria for evaluation will include the quality of the analysis, reasoning and evidence, organisation, rebuttals, and delivery. Final marks will be determined by the tutor. The marks for individual members in each team will usually be the same. However, marks may be adjusted where individual contributions demonstrably vary. Each team should conduct research on its topic. Because of the current nature of the debate topics, you are encouraged to consult current periodicals (eg Harvard Business Review, Forbes Magazine) in addition to academic journals and books. Articles which the Convenor has placed on ilearn for each topic covered in the Lecture Program will also be useful.

In preparing for the debate and presenting speeches, students must keep in mind that this is a **Strategic** Human Resource Management Unit. Theoretical concepts concerning strategic HRM, and particular issues and challenges concerning the formation, implementation, effectiveness etc of HRM strategy will be relevant. Demonstrating an understanding of this relevance will be rewarded. Using examples of existing organisations may also make a strong contribution to a team's case - you can find illustrations of how particular companies approach the different aspects and issues of strategic HRM through looking at company websites, case study excerpts

in text books, periodicals and journals. This Assessment Task relates to the following Learning Outcomes:

- Understand the importance of thinking strategically about HRM from different theoretical perspectives and the implications for the roles of HR professionals
- Identify key strategic areas of HR practice and their potential contribution to the success of the organisation in terms of value, performance and employee wellbeing
- Understand the role of HR metrics, measurement and evaluation in strategic decision making.
- Think critically about the challenges facing HRM in specific contexts including industry sector, multidivisional and multinational firms
- Be an informed and critical consumer of HR products (e.g. Consultancy services)

On successful completion you will be able to:

- Demonstrate the ability to think strategically and critically about HRM from different theoretical perspectives and the implications for the roles of HR professionals; and demonstrate competence in communicating, orally and in writing, knowledge and results of investigations and research in this area, individually, or as part of a team/group.
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Final Examination

Due: **Exam period**

Weighting: **40%**

A two hour exam will be held during the university exam period. Students will be required to answer one essay-style question and several shorter questions. The essay style response (which will be worth 20% of the total 40% mark allocated) is expected to be a minimum of 2 pages in length and will constitute an individual assessment of the debate project placed within the context of the subject as a whole. Note: Generally, exam questions will be assessing students' understanding of both the theoretical concepts covered in the course, functional areas of SHRM, and issues associated with management and organisation of SHRM in different corporate contexts.

Exam attendance: The university exam period for Session 2, 2017 begins 13 November. You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in draft form approx 8 weeks before the commencement of examinations and in Final form approx 4 weeks before the commencement of the examinations. <http://www.timetables.mq.edu.au/exam>

The Macquarie University examination policy details the principles and conduct of examinations at the University. The policy is available at:

<http://www.mq.edu.au/policy/docs/examination/policy.htm>

This Assessment Task relates to the following Learning Outcomes:

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IT IS NOT POSSIBLE FOR THE LECTURER TO MOVE THE EXAM TIME - PLEASE DO NOT ASK.

On successful completion you will be able to:

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- Critically analyse key strategic areas of HR practice and their potential contribution to the

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Delivery and Resources

Classes

This Unit is taught through lectures and tutorials. Classes are held each week of semester unless the class falls on a public holiday. Each lecture is two hours and tutorial, one hour. Lectures provide not only a consolidated account of major concepts and issues in relation to each topic - they also include discussion, questions and answers, brainstorming and other activities. The powerpoint slides posted on iLearn provide the framework for the material covered in classes, but are not and are not intended to be a complete record.

The timetable for classes can be found on the University web site at:
<https://timetables.mq.edu.au>.

There is a high degree of correlation between attendance and success in the unit.

Unit Schedule

A Unit schedule is included as a separate document on iLearn. This is where students will find the weekly schedule of lectures and tutorials as well as details of the required reading.

Required and Recommended Reading

Please note: This is a capstone course. Students are required to take considerable responsibility for their own learning. It is expected that every student will already know how to locate materials in the library, using e-journals and other resources. There is a **textbook set for the Unit** (see below) but this does *not* cover every topic. A detailed reading list pertinent to each topic is located on iLearn. Students are responsible for locating these readings in the library – teaching staff will not be doing this basic research task for students. Readings with an asterisk are those which provide the most substantial cover of a topic and/or the most crucial issue(s). Students need to make their *own* judgments about how much reading they do, and which readings they select.

All required readings will be available through eReserve.

Textbook

Boxall, P and Purcell, J., (2015) *Strategy and Human Resource Management*, 4th ed., Palgrave Macmillan, Basingstoke.

Technology Used and Required

Access to a personal computer is required in order to access announcements, course documents and learning materials on iLearn. Students should check iLearn at least once a week. Messages may also be posted to your Macquarie University student email accounts, so these should be checked at least weekly also.

Unit Web Page

The web page for this unit can be accessed via <http://ilearn.mq.edu.au> Please check the iLearn site at least weekly for announcements and to access teaching and learning materials loaded onto the site as the course progresses.

Research and Practice

This unit provides practice in applying research findings in your assignments. It also provides opportunities to conduct your own research through journal articles, texts and online data bases.

Satisfactory completion of this Unit will require:

- participation in group work
- attendance at classes. Note. It is assumed that students who fail to attend are undertaking considerable independent study to make up for material not accessed through classes

Unit Schedule

A Unit schedule is included as a separate document on ilearn. This is where students will find the weekly schedule of lectures, tutorials and details of required readings.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy->

[planning-and-governance/university-policies-and-procedures/policies/special-consideration](#)

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the ability to think strategically and critically about HRM from different theoretical perspectives and the implications for the roles of HR professionals; and demonstrate competence in communicating, orally and in writing, knowledge and results of investigations and research in this area, individually, or as part of a team/group.
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Assessment task

- Debate/group project

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

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Assessment tasks

- Tutorial Participation
- Individual Essay
- Debate/group project
- Final Examination

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

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Assessment tasks

- Tutorial Participation
- Individual Essay
- Debate/group project
- Final Examination

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

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Assessment tasks

- Tutorial Participation
- Individual Essay
- Debate/group project

Research & Practice, Global contexts & Sustainability

Additional Recommended Reading

On the ilearn site, students will find a Reading List which contains recommended readings for each topic covered in the Unit. The Unit relies heavily on recent scholarly journal articles and also classic theoretical and research publications.

There are also a number of excellent texts on the subject which cover some, but rarely all the topics in the course. Strongly recommended books include:

- * Boselie P., (2010), *Strategic Human Resource Management: A Balanced Approach*, McGraw-Hill, Berkshire. (*)
- * Armstrong, M. (2011) *Armstrong's Handbook of Strategic Human Resource Management*, Kogan Page Publishers.
- Marchington, M. and Wilkinson, A., (2002) *People Management and Development: Human Resource Management at Work*, 2nd ed, CIPD, London.
- Mello, J. (2010) *Strategic Human Resource Management*, Cengage Learning.
- * Millmore, M, Lewis, P. et al (2007) *Strategic Human Resource Management*, Prentice-Hall, Essex.
- Salaman, G. Storey, J., and Billsbery, J., (2005) *Strategic Human Resource Management: Theory and Practice*, Sage, London.
- Schuler, R. and Jackson, S., (2007) *Strategic Human Resource Management*, 2nd ed, Blackwell.
- Stone, R., (2010) *Managing Human Resources*, John Wiley & Sons, Milton.
- Storey, J., Wright, P., and Ulrich, D., (2009) *The Routledge Companion to Strategic Human Resource Management*, Routledge, Abingdon.

Note. * where this book examines topics covered in the course, the relevant chapter is listed in the reading guide.

Journals recommended for HRM study include:

- Human Resource Management Journal
- International Journal of Human Resource Management
- Academy of Management Journal
- Asia Pacific Journal of Human Resources

- Work, Employment and Society
- Australian Journal of Management
- California Management Review
- Economic and Labour Relations Review
- Harvard Business Review
- International Journal of Employment Studies
- Labour & Industry
- Personnel Journal
- Personnel Management
- Personnel Review

Key research databases for your study of human resource management include:

- Ebsco host: Academic Search Elite Business Source Premier
- Psychology and behavioral sciences collection

Also search the websites of well-known **consulting organisations** such as Watson Wyatt, PWC, Deloitte, DDI, Hewitt Associates etc. These can be an excellent source for information on contemporary techniques and practices.

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- * Armstrong, M. (2011) *Armstrong's Handbook of Strategic Human Resource Management*, Kogan Page Publishers.
- Marchington, M. and Wilkinson, A., (2002) *People Management and Development: Human Resource Management at Work*, 2nd ed, CIPD, London.
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Note. * where this book examines topics covered in the course, the relevant chapter is listed in the reading guide.

Sustainability

Students should be aware that sustainability has a much broader meaning than 'green' issues, such as renewable energy and recycling. Companies today must consider their Triple Bottom Line, which means that they must focus on the sustainability of People, Profits and the Planet. Clearly, the people aspect is of interest to HR practitioners and will include discussions on flexible working, employee rights, equity, diversity and inclusion. In turn, these topics may inform discussion on outsourcing, offshoring and recruitment practices, to name a few. Students should familiarise themselves with the ten principles of the UN Global Compact and the Principles of Responsible Management Education, as well as company annual reports that provide insights into these areas.