MGMT 3724

Strategic Human Resource Management

Course Outline
Semester 1, 2017

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities and Support

Table of Contents

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Michael Quinlan
Room: School of Management 557
Email: m.quinlan@unsw.edu.au

Position	Name	Email	Room
Lecturer-in-charge	Michael Quinlan	m.quinlan@unsw.edu.au	557

Consultation Times – Wednesday 2.30pm-3.30pm

If you cannot come at this time, please call or e-mail me ***in advance*** to arrange an appointment. Remember e-mail is good for arranging contact or making quick and simple queries but is not suitable for answering complex questions (a short phone conversation is often a more effective way of addressing issues beyond simple queries).

2 COURSE DETAILS

2.1 Teaching Times and Locations

The Time and Location of classes are

Lecture: Wednesday 12 noon-2pm in Electrical Engineering 418.

Seminars:

Wednesday 10-11 am TETB G15
Wednesday 11-12 am TETB G15

Weeks 1-6 will consist of a lecture/seminar format while weeks 7-12 will involve interactive seminar with project presentations (see below for details).

2.2 Units of Credit

The course is worth 6 units of credit. There is no parallel teaching in this course.

2.3 Summary of Course

This course is designed to provide students with an understanding of the fundamental principles and practices of strategic human resource management. Students will be introduced to key frameworks, theories, and constructs in the field. We will examine current issues and debates in the field and will review material so as to how modern human resource practices can increase both employee well-being and organisational effectiveness and competiveness.

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2.4   Course Aims and Relationship to Other Courses

This course aims to develop students' abilities to analyse modern organisations' human resource systems from a strategic perspective. At the completion of the course, students should be familiar with key human resource theories and practices and should be able to examine the fit between these practices so as to influence strategic decision making within an organisation.

2.5   Student Learning Outcomes

By the end of this course, you should be able to:

1. Describe key elements of strategy and dimensions of strategic human resource management (SHRM) and different approaches to SHRM fit (e.g., universalistic, contingency, configurational approaches).
2. Evaluate SHRM in the context of significant organisational changes (eg downsizing/restructuring, outsourcing, work/family balance and the shift to robotic manufacturing) including decisions on workforce selection and location, training/skill sets, reward/performance, health safety and wellbeing, worker voice and innovation.
3. Identify and discuss different criteria that can be used to evaluate the effectiveness of strategic human resource management in organisations.
4. Discuss the influence of globalisation on strategic human resource management.
5. Review and evaluate theory and research in the field of strategic human resource management.
6. Evaluate contemporary human resource practices and human resource systems and make recommendations regarding how these systems can be better designed and implemented.
7. Develop research skills such as how to conduct a literature search and how to extract key information from academic journal articles.

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate students in the Business. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

Business Undergraduate Program Learning Goals and Outcomes

1. Knowledge: **Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.**
You should be able to select and apply disciplinary knowledge to business situations in a local and global environment**.**

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.
You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators.
You should be able to:
  a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
  b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. Teamwork: Our graduates will be effective team participants.
You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.
You should be able to:
  a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
  b. Identify social and cultural implications of business situations.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
This course helps you to achieve the following learning goals for all Business undergraduate students:		*On successful completion of the course, you should be able to:*	*This learning outcome will be assessed in the following items:*
1	Knowledge	a) Describe key elements of strategy and dimensions of strategic human resource management (SHRM) and different approaches to SHRM fit (e.g., universalistic, contingency, configurational approaches). b) Identify and discuss different criteria that can be used to evaluate the effectiveness of strategic human resource management in organisations. c) Discuss the influence of globalisation on strategic	• Class Test • Individual Group Project presentation • Group Project Report

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		human resource management. d) Review and evaluate theory and research in the field of strategic human resource management. e) Evaluate SHRM in the context of significant organisational changes (eg downsizing/ restructuring, outsourcing, work/family balance and the shift to robotic manufacturing) including decisions on workforce selection and location, training/skill sets, reward/performance, health safety and wellbeing, worker voice and innovation.	
2	Critical thinking and problem solving	Use real world information to determine whether there is vertical and horizontal fit between an organisation's HR practices and its strategy	• Class Test • Individual Group Project presentation • Group Project Report
3a	Written communication	Construct written work which is logically and professionally presented.	• Class Test • Group Project Report
3b	Oral communication	Communicate ideas in a succinct and clear manner.	• Individual Group Project presentation
4	Teamwork	Work collaboratively to complete a task.	• Group Project Report
5a.	Ethical, environmental and sustainability responsibility	Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice	• Group Project Report
5b.	Social and cultural awareness	Identify social and cultural implications of business situations.	• Group Project Report

3   LEARNING AND TEACHING ACTIVITIES

3.1   Approach to Learning and Teaching in the Course

The learning outcomes of this course are best achieved through active student participation and experiential learning (that is, learning by DOING). As such, the tutorials will be highly interactive and there is an expectation that you will come to class: a) having read the readings for the week **and** the tutorial material (from the tutorial work book) so that you can actively participate in exercises in class, and b) come prepared to participate in discussions. Active participation means asking relevant questions, expressing opinions, and engaging in learning activities. The tutorial exercises have been designed to provide you with underline experience in conducting the types of analyses that you will be

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required to complete in the assignments. As such, active participation in the tutorials should enable you to develop an understanding of how to complete the assignments.

Strategic human resource management is strongly based in current academic research. As a result, you will be asked to read a number of academic papers throughout the course. Ultimately, it is important to gain an appreciation and understanding of how academic thinking informs human resource management practice and this course is designed to help you do this.

3.2 Learning Activities and Teaching Strategies

Learning in this course involves a mixed format within a three hour seminar slot. Weeks 1-6 will consist of a lecture plus discussion format while weeks 7-12 will involve interactive seminar with project presentations. In weeks 1-6 lectures will provide information on theories, approaches, and practices that make up the field of strategic human resource management, as well as critical debates. Lectures will also provide an overview of key areas and debates relating to a number of aspects of business/work organisation and HR policies to assist in the Group Project Stage of the Course. The lecture will primarily involve the lecturer presenting information in a traditional format although questions and discussion will be encouraged.

The Group Project stage of the course (Weeks 8-12) is highly interactive seminars where each member of the Group Project teams assigned to that week will make a presentation followed by questions and discussion. Students not presenting that week are expected to read at least one reference so they can take part in questions/discussion.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:
- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

4.2 Assessment Details

Assessment Task	Weighting	Length	Due Date
1. Class Test	40%	1.5 hours	Week 7
2. Individual presentation for Group Project	20%	15 minutes	Week of your Group Project Presentation and discussion
3. Group Project Report	40%	6000 words	Monday, Week 14
Total	100%		

1. Class Test

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The class test will occur in week 7. You will have to answer three essay type questions in 1.5 hours (plus 10 minutes reading time) based on lecture material covered in Weeks 1-6. The purpose of the exam is to ensure you have a broad understanding of the theories, concepts and issues/ideas covered in the course. Additional information on the format and contents of the test will be provided in class prior to Week 7.

2. Individual Presentation for Group Project

Each student will be required to make an individual oral presentation to class as part of their Group Project. Each presentation should take 15 minutes (with another 5-10 minutes for discussion in class) and cover one of the following aspects of the project:

a) A best case scenario of the proposed changes
b) A worst case scenario of the proposed changes
c) If, to what extent and how the proposed changes should be implemented

The notion of best and worst case scenarios [(a) and (b)] are relative not just extreme positions. They should be based on the consideration benefits/risks, threats/opportunities and measures for addressing problems that is firmly grounded in available evidence. The same point applies to those examining questions of implementation (c). Group members should decide amongst themselves which individual will present on a, b or c (all options most be covered). Students should prepare PowerPoints of their presentation and make copies of these available to the LIC in class. Presentations need to entail a critical assessment of the evidence, drawing on the research literature in particular. Other sources like government and agency reports and statistics and industry/professional/union journals can also be used. Evidence should be used, taking account its independence, reliability and the interests it may serve.

Presentations should seek to provide a succinct organised and critical summary of the key issues, evidence and complexities that need to be considered. The presentation should also include several questions posed at the end to encourage class discussion.

The criteria for assessing the presentations are (see Appendix 1):

- Relevance to the topic
- Evidence of wider research
- Quality of structure and delivery
- Conceptual clarity/understanding
- Critical analysis
- Degree to which discussion is directed and provoked

3. Group Report

Students will be allocated (preferably by self-selection) into groups of three to prepare a report evaluating and making recommendations on a proposal relevant to strategic human resource management within an organisation. The proposals pertain to particular scenarios described below covering Weeks 8-12 of the course that draw on issues addressed in earlier lectures. Groups will be allocated by Week 3. Following oral presentations the written project report will be drafted for review by the LIC in Week 13 with the final report to be submitted by Friday of that week.

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Each group will be asked to evaluate a proposed decision by an organisation from a strategic HR perspective. Each group should view itself as HR unit or independent assessment team asked to advise the organisation while also demonstrating knowledge of strategic HRM to an academic assessor. In other words, the project is not simply a consultants' report (though it will contain elements of this) but should demonstrate a critical understanding of the wider academic research and ethical issues. Project teams should research available international evidence (drawing on academic research especially but also government and other reports where relevant) and prepare a report that considers:

- The HR implications of the decision in terms of (where applicable, this list is a guide and some will be more relevant to particular projects. The attention given to particular issues should also reflect their importance to the particular project)
  - Workforce recruitment/selection/retention
  - Training/development and workforce skill sets
  - Workforce engagement, union presence
  - Workforce innovation and organisation performance/productivity
  - Product/service quality, reliability and sustainability
  - Workforce health, safety and wellbeing
  - Labour costs, compensation/rewards (including performance-based pay, superannuation/pension schemes) and non-financial employment benefits
  - Corporate governance (including corruption risks)
  - Ethical and regulatory compliance
  - Diversity/cross-cultural management
- The benefits/opportunities and costs/threats or risks associated with the proposal
- Best and worst case scenarios
- Taking measures for managing risks into consideration, a set of recommendations in relation to the proposal (this might include acceptance, rejection, partial adoption, modification) and key grounds for this.

The report should be structured to focus on the relevant issues (all or some of the above list) and should also include an executive summary (for a summary of the assessment criteria see Appendix 2). Further information on the project will be provided during class.

A hard copy of the project report is to be submitted in the School of Management's assignment box by 10am on level 5 Business School Building on the due date or given to the LIC in class. For security reasons an electronic copy of the report should also submitted to the LIC via email (m.quinlan@unsw.edu.au) by the same date **(do not use "Turn-it-in")**.

4.3   Assessment Format

Details of the assessment format are included in section 4.2 above.

4.4   Assignment Submission Procedure

A hard copy of your Individual PowerPoint Presentation should be made available to the LIC in the seminar where that presentation is to occur.

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A hard copy of the Group Project Report is to be submitted in the School of Management's assignment box by 6pm on level 5 Business School Building on the due date or given to the LIC in class. For security reasons an electronic copy of the report should also submitted to the LIC via email (m.quinlan@unsw.edu.au) by the same date **(do not use "Turn-it-in").**

Please keep a copy of **all** work submitted and keep your marked assignments until the course is completed.

4.5   Late Submission

Submissions after the due date may incur a penalty. Please notify the LIC of any issue promptly. Extensions will normally only be granted in the case of serious illness, misadventure, or bereavement.

Quality Assurance

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

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5   COURSE RESOURCES

Prescribed Text

Boxall, P. & Purcell, J. (2016) *Strategy and Human Resource Management*, 4th edition, Palgrave Macmillan

Moodle

The website for this course is on Moodle:

http://moodle.telt.unsw.edu.au

A number of references including additional references for the lectures (weeks 1-6) and project presentations (weeks 8-12) can be found for each week to which they pertain though some are also relevant to other weeks. For Weeks 1-6 students should read those references in the course guide.

With regard to projects in particular the references in Moodle are a starting point to assist students in preparing their reports. It is important to identify and use other additional sources as this research forms an important part of the project exercise. Electronic databases like Web of Science, Google Scholar, and Scopus as well as searching relevant journals and government, industry and union reports (many available electronically) is essential.

6   COURSE EVALUATION AND DEVELOPMENT

Your suggestions, comments and observations on the content, delivery, and assessment tasks are welcome. Each year feedback is sought from students about the courses offered in the School and continual improvements are made based on this feedback. UNSW's myExperience survey is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through myExperience responses.

7   COURSE SCHEDULE

COURSE TOPIC AND ACTIVITY SCHEDULE		
Week	Topic	Nature of Activity
Week 1 27 February	Introduction to course and strategic human resource management	Lecture
Week 2 6 March	Strategic HRM, best fit or best practice, competitive advantage and interest alignment	Lecture
Week 3 13 March	Employee/worker voice, performance, innovation and social legitimacy	Lecture
Week 4 20 March	SHRM and changes to business and work organisation	Lecture
Week 5 27 March	The regulatory environment: complex, disparate and shifting?	Lecture
Week 6 03 April	SHRM in the context globalisation and supply chains	Lecture
Week 7 10 April	CLASS TEST	Assessment – no lecture or seminar
Mid-semester break: Friday 14 – Saturday 22 April inclusive		
Week 8 24 April	Restructuring/downsizing project teams presentations and discussion	Individual presentations assessed and project reports discussion
Week 9 1 May	Outsourcing/offshoring project teams presentations and discussion	Individual presentations assessed and project reports discussion
Week 10 8 May	Homecare and agency work project teams presentation and discussion	Individual presentations assessed and project reports discussion
Week 11 15 May	Equal opportunity, parental leave, childcare and diversity management project teams presentation and discussion	Individual presentations assessed and project reports discussion
Week 12 22 May	Robotic manufacturing and supply chains project teams presentation and discussion	Individual presentations assessed and project reports discussion
Week 13 29 May	No lecture –feedback on project report drafts	Project Report Due Date: Monday 10am Week 14

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Week 1: Lecture - Strategic Human Resource Management
Key readings

Boxall, P. & Purcell, J. (2016) *Strategy and Human Resource Management*, 4th edition, Palgrave Macmillan, chapters 1 and 2.

Cascio, W. (2015) Strategic HRM: Too important for an insular approach, *Human Resource Management*, 54(3):423–426.

Godard, J. (2014) The psychologisation of employment relations? *Human Resource Management Journal* 24(1):1-18.

Kaufman, B. (2015) Evolution of strategic HRM as seen through two founding books: A 30th anniversary perspective on development of the field, *Human Resource Management*, 54(3): 389–407.

Jackson, S. Schuler, R. & Jiang, K. (2014) An Aspirational Framework for Strategic Human Resource Management, *The Academy of Management Annals*, 8(1):1-56.

Nankervis, A. Baird, M. Coffey, J. Shields, J. (2014) *Human Resource Management: Strategy and Practice*, 8th edition, Cengage, chapters 1 & 2.

Week 2: Lecture - Strategic HRM, best fit or best practice, competitive advantage and interest alignment
Key readings

Boxall & Purcell, *Strategy and Human Resource Management,* chapters 3, 4 & 5.

Michie, J., & Sheehan, M. 2005. Business strategy, human resources, labour market flexibility, and competitive advantage. *International Journal of Human Resource Management*, 16(3): 445-464.

Brockbank, W. (1999). If HR were really strategically proactive: Present and future directions in HR's contribution to competitive advantage. *Human Resource Management, 38*(4), 337-352.

Mabey, C., & Ramirez, M. (2005). Does management development improve organizational productivity? A six-country analysis of European firms. *International Journal of Human Resource Management, 16*(7), 1067-1082

Armstrong, M., Brown, D., & Reilly, Peter. (2011). Increasing the effectiveness of reward management: An evidence-based approach. *Employee Relations,* 33(2), 106-120.

Week 3: Lecture - Employee/worker voice, performance, innovation and social legitimacy
Key readings

Boxall & Purcell, *Strategy and Human Resource Management,* chapter 6.

Kim, McDuffie and Pits, F. (2010) Employee voice and organizational performance: Team versus representative influence, *Human Relations*, 63(3) 371–394

Holland, P. Cooper, B. & Pyman, A. (2014) Trust in management: the role of employee voice, arrangements and perceived managerial opposition to unions, *Human Resource Management Journal*, 24(4):377-391.

Kim, H. & Sung-Choon, K. (2013) Strategic HR functions and firm performance: The moderating effects of high-involvement work practices, *Asia Pacific Journal of Management* 30:91–113

Connell, J. & Burgess, J. (2013) Vulnerable workers in an emerging Middle Eastern economy: what are the implications for HRM? *The International Journal of Human Resource Management*, 24:22, 4166-4184

Bolton, S. Houlihan, M. & Laaser, K. (2012), Contingent Work and Its Contradictions: Towards a Moral Economy Framework *Journal of Business Ethics*, 111:121–132

Week 4: **Lecture- HRM and changes to business and work organisation**
Key readings
Boxall & Purcell, *Strategy and Human Resource Management,* check index for references to downsizing/restructuring, outsourcing/offshoring and labour market flexibility.

Cascio, W. Young, C. & Morris, J. (1997) Financial consequences of employment change decisions in major US corporations, *Academy of Management Journal*, 40(5):1175-1189.

Jeon, D. & Shapiro, J. (2007) Downsizing and Job Insecurity, *Journal of the European Economic Association,* 5(5):1043–1063.

Goesaert, T. Heinz, M. & Vanormelingen, S. (2015) Downsizing and firm performance: evidence from German firm data, *Industrial and Corporate Change*, 24(6): 1443–1472.

Wachsen, E. & Blind, K. (2016) More labour market flexibility for more innovation? Evidence from employer–employee linked micro data, *Research Policy*, 45:941-950.

Kalleberg, A. Nesheim, T & Olsen, K. (2015) Job quality in triadic employment relations: Work attitudes of Norwegian temporary help agency employees, *Scandinavian Journal of Management*, 31:362-374

Bryson, A. (2013) Do temporary agency workers affect workplace performance? *Journal of Productivity Analysis*, 39:131–138.

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Buddelmeyer, H. McVicar, D. & Wooden, M. (2015) Non-Standard "Contingent" Employment and Job Satisfaction: A Panel Data Analysis, *Industrial Relations*, 54(2):256-275.

Quinlan, M. (2015) The effects of non-standard forms of employment on worker health and safety, Discussion Paper no. 67, International Labour Organisation, Geneva.

Week 5: Lecture - The institutional and regulatory environment: complex, disparate and shifting?

<u>Key readings</u>

Boxall, P. & Purcell, J. (2016) *Strategy and Human Resource Management*, 4th edition, Palgrave Macmillan, chapters 1 and 2.

Johnstone, R. McCrystal, S. Nossar, I. Quinlan, M. Rawling, M. Riley. J. (2012), *Beyond Employment: The Legal Regulation of Work Relationships*, Federation Press, Sydney (this a book and therefore not on Moodle but provides a good overview of changes in business and work organisation and in the regulatory context governing this)

Quinlan, M. & Johnstone, R. (2009), The implications of de-collectivist industrial relations laws and associated developments for worker health and safety in Australia, 1996-2007 *Industrial Relations Journal* 40(5): 426-443

Nankervis, A. Baird, M. Coffey, J. Shields, J. (2014) *Human Resource Management: Strategy and Practice*, 8th edition, Cengage, chapter 3 & 11.

Weil, D. (2011), Enforcing Labour Standards in the Fissured Workplace, *Economic and Labour Relations Review*, 22(2):33-54.

Butts, M. Casper, W. & Yang, T. (2013) How Important Are Work–Family Support Policies? A Meta-Analytic Investigation of Their Effects on Employee Outcomes, *Journal of Applied Psychology*, 98(1): 1–25

Cheung, M. & Wong, C. (2013) Work–family/family–work conflict: the moderating roles of gender and spousal working status, *Asia Pacific Journal of Human Resources* (2013) 51, 330–346

Week 6: Lecture - SHRM in the context globalisation and supply chains

<u>Key readings</u>

Boxall, P. & Purcell, J. (2016) *Strategy and Human Resource Management*, 4th edition, Palgrave Macmillan, chapter 11.

Cascio, W. (2011) The Puzzle of Performance Management in the Multinational Enterprise.
Industrial and Organizational Psychology, 4:190-193

Cooke, F. (2009) A decade of transformation of HRM in China: A review of literature and suggestions for future studies, *Asia Pacific Journal of Human Resources*, 47(1): 6-40.

Friedman, B. (2007) Globalization Implications for Human Resource Management Roles, *Employee Responsibility and Rights Journal*, 19:157–171.

Valle, S. García, F. &Avella, L. (2015) Offshoring Intermediate Manufacturing: Boost or Hindrance to Firm Innovation? *Journal of International Management*, 21: 117-134.

Bardoel, E. (2016) Work–life management tensions in multinational enterprises (MNEs), *The International Journal of Human Resource Management*, 27:15,1681-1709

Horgos, D. & Tajoli, L. (2015) How Offshoring Can Affect the Industries' Skill Composition, *Economies* 3:72-99

Larsen, M. (2016) Failing to estimate the costs of offshoring: A study on process performance, *International Business Review*, 25: 307-318.

Week 7: Class Test (no other activity will be undertaken during class this week)

Mid Semester Break 14-22 April

Week 8: Project Topic 1 - Restructuring and Downsizing

Group Project Scenario

ABank is a large bank and financial services provider. The bank is largely based in Australia with 800 branches/offices although it has also has overseas operations especially in the UK (70 branches) and has been expanding into Asia, especially Malaysia and Singapore (30 branch offices in total). ABank currently has 10,000 employees, approximately 65% of who are female and 30% work part-time. All employees are engaged on ongoing contracts apart from 10% on fixed term contracts (mostly specialist service providers like IT and senior appointments). Cleaning tasks are performed by contractors.

The bank has undertaken significant downsizing of staffing levels three times in the past 20 years (1997, 2007 and 2012) shedding about 5-10% of total staffing on each occasion. These were partly driven by changes to technology, competition/regulatory changes and a desire to reduce operating costs to enhance profits. Following advice from a management consulting firm and considerations of changes to global competition and technologies (including the growth of internet banking, the use of apps and non-cash/cheque forms of payments/financial transactions) the Board of ABank is considering a proposal to close 30% of its Australian branches and 40% of its Australian staff (staff cuts are also proposed overseas but will be offset by expanding operations in other countries) over the next decade. The aim is for both fewer branches and lower staffing levels within remaining branches with some staff being assigned to work part-time in several branches up to 10km apart. It is believed these changes will significantly cut costs, enhance productivity and profits without adversely affecting customer service.

The Bank is concerned to assess the HR consequences of the proposal, if and how it should be implemented and how it can be meshed with a more strategic approach to

HR. It has appointed a team (Project Team 1) from its HR Department to review this. It has also engaged consultants - not those involved in the original proposal – (Project Team 2) to undertake a second independent review of the proposal. The ABank Board believes these two reports will enhance its evaluation of the proposal and if it is to proceed (in full or part) how it should be implemented.

Project Team 1 (ABank HR Department)
Project Team 2 (Management Consultants)

Preliminary reading
Boxall, P. & Purcell, J. (2016) *Strategy and Human Resource Management*, 4th edition, Palgrave Macmillan, chapter 9.

See readings in Moodle especially for Weeks 4 and 8

Week 9: Project Topic 2 - Outsourcing and Offshoring

Group Project Scenario
Fairlines is a global airline with major hubs in Melbourne, Singapore and Frankfurt. The airline has separate divisions with a premium operator division (mainly global) as well as a low-cost division (mainly domestic in Australia but also with Asia-Pacific operations. The airline's total employed workforce (not counting contractors) is 5000 including flight and cabin crews, ground support staff, administration and sales staff and aircraft maintenance workers. The premium division employs 40% of all staff although it only accounts for 30% of operations and airline revenues. Nonetheless, it is the airline's marketing flagship with a strong reputation for reliability, service and safety. The majority of Fairlines' workforce (70%) is employed on ongoing contracts though there has been increased use of casual and agency-supplied workers in recent years.

As aviation became increasingly competitive with the emergence of new carriers (especially low cost/budget operators) Fairlines has sought to cut costs via staff cuts, engaging more casual/agency workers and outsourcing and offshoring particular activities including catering, some staff training activities, the sourcing of cabin staff and heavy aircraft maintenance (now 60% outsourced). Recently a proposal has been put to the Board to outsource its customer service and loyalty programs to call-services located in India. It is predicted this will save 50% in their operating costs. At the same time, the offshoring of maintenance work previously undertaken in Australia and Germany has caused tensions with unions representing these workers and allegations that safety is being compromised. More widely concerns have been expressed about the future apprenticeship/training programs, skills developments and future workforce provision.

The Board has asked its HR Department to evaluate existing outsourcing/offshoring arrangements as well as the Indian call centre proposal, identifying their HR consequences and recommending the optimal policy mix over the next decade. Questions to be considered include:
- Should Fairlines follow the more aggressive cost-cutting strategies of low-cost carriers in outsourcing most maintenance and other activities to the cheapest suppliers and lease rather than purchase aircraft?
- Changes in the regulatory context (both in Australia, Singapore and Germany and globally).
- If maintenance and other activities are to be offshored what criteria should be used for selecting operations/countries in this regard?

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- How will these changes affect staff recruitment/selection/retention, labour costs/rewards, service quality and employee loyalty/engagement?

At the same time, a joint RAAF/Federal Department of Employment and Training taskforce has been established to consider the implications of offshoring heavy aircraft maintenance by airlines and the outsourcing of RAAF aircraft maintenance (to local maintenance repair organisations or MROs) to the future safety and reliability of these activities, the maintenance of a skilled workforce, and the future of an aerospace industry in Australia. There is some argument that Australia has the potential to be a hub for aerospace activities which would encourage innovation, revitalize manufacturing and provide valuable employment into the future. The taskforce has been asked to make recommendations about future policies on outsourcing, training/skills development and other issues relevant to the feasibility and policies needed to pursue this contention or at least maintain Australia's aircraft maintenance capacities at an acceptable level in terms of defence needs. It has also been asked to review policies in other countries for the purposes of comparative assessment (the taskforce has been asked to select two countries each in Asia, Europe and the Americas for comparison).

Upon becoming aware of Fairlines' review and the RAAF/Department of Employment and Training review, a locally-based aircraft maintenance and repair organisation (MRO) Australian Aerospace initiates its own review of workforce capacities and HR practices. With major facilities in Brisbane, Sydney and Melbourne Australian Aerospace presently undertakes contract maintenance work for both Fairlines and the RAAF. It also has contracts with the several small airlines and the general aviation sector. The organisation is keen to maintain these contracts and if possible expand its work for Fairlines and the RAAF. It also wishes to enhance its capacity to become a major player in an aerospace hub proposed for the vicinity of the new Badgerys Creek airport near Sydney. It has asked HR consultants to advise it on the HR strategy that will best match securing these objectives. At present the organisation uses labour hire/temporary agency workers for 30% of it work and average job tenure amongst this group is 6 months.

Project Team 3 (Fairlines HR Department)
Project Team 4 (RAAF/Department of Employment taskforce)
Project Team 5 (HR consultants to Australian Aerospace)

Preliminary reading
Boxall, P. & Purcell, J. (2016) *Strategy and Human Resource Management*, 4th edition, Palgrave Macmillan, chapters 8 and 9.

See readings in Moodle especially for Weeks 4, 6 and 9.

Week 10: Project Topic 3 - Homecare and Agency Work

Group Project Scenario
WeCare is a large religious-based NGO that operates aged-care facilities as well as supplying homecare services to the aged and disabled. It provides services directly (ie using its own employees) to members of the religious community and also has a contract with the government Department of Human Services to provide services to other members of the community in particular regions. WeCare's workforce consists of 1000 homecare workers, 65% of who are women, and the majority working 20-35 hours per week (though the organisation is aware some work longer on an informal

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basis). Overall, its workforce tends to older (mean age 48) and apart from nurses providing more specialist care their employees tend not to be highly educated (and with few alternate employment options especially in region). More recently, WeCare has hired more homecare workers born outside Australia to meet the demands of an increasingly diverse population. Demand for its services is expected to grow in line with the ageing of the population.

WeCare provides staff with a car to make calls as well as covering the costs of training and additional accreditation where required. WeCare's board has noted that labour hire/temporary employment agencies have become increasingly aggressive in tendering for work at cheaper rates than WeCare and this might threaten future contracts with the Department of Human Services which is in turn under pressure from Treasury to accept the cheapest tender. On the other hand, WeCare has a strong reputation as a quality and caring homecare provider with a strong ethic based on its religious base. This and its employment conditions have engendered strong loyalty amongst its staff. At the same time WeCare's workforce is ageing not withstanding new appointments and this has raised questions about the implications of this for carers' health, safety and wellbeing in what can be a physically and emotionally demanding job. The WeCare Board has asked its HR Team to evaluate the options for the future provision of homecare services in terms of the consequences for carers, quality of service and the like in the future. These options include maintaining existing arrangements, outsourcing care to labour hire agencies (and how to select and monitor appropriate providers if this option is taken) or a partial outsourcing (and the criteria for deciding this).

At the same time as WeCare's deliberations, GetStaffed a major labour hire/temporary employment agency that already has some contracts covering aged or disabled homecare (involving about 100 workers) is looking to strengthen its presence in this growing sector. In this regard it has asked how it can increase its attractiveness in government and other care providers (like WeCare) tenders. At present GetStaffed has only a small unit (not a dedicated healthcare/homecare division). About 50% of the carers it provides are employees of GetStaffed while the others are independent contractors. Both employees and contractors must use their own cars (for which they are only covered for petrol by GetStaffed) and are responsible for their own training and accreditation. Self-employed carers also lack access to claiming workers' compensation from GetStaffed if injured and must take out personal insurance. The management of GetStaffed has asked a team of HR consultants to suggest ways in which the organisation can increase its share of the homecare services markets through enhancing efficiency, service quality and HR practices.

Finally, a joint taskforce of the Departments of Workplace Safety and Department of Human Services has been appointed to review the provision of aged and disabled homecare services in terms of service quality/reliability and costs; community and workplace safety, health and wellbeing; maximising job opportunities and maintain decent employment standards for older workers. They are to make recommendations on the optimal mix of providers, HR practices and service protocols as well as any changes in regulation or policy that might be advisable. The taskforce has also been asked to review the situation in other countries (including Canada, the UK and one other country from both the EU and Asia) for the purpose of benchmarking 'best practice'.

Project Team 6 (WeCare HR Team)
Project Team 7 (GetStaffed HR Consultants)

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Business School

Project Team 8 (Departments of Workplace Health and Safety/Human Services Taskforce)

Preliminary reading

Boxall, P. & Purcell, J. (2016) *Strategy and Human Resource Management*, 4th edition, Palgrave Macmillan, chapter 9.

See readings in Moodle especially for Weeks 4, 6 and 10.

Week 11: Project Topic 4 - Equal Opportunity, Parental leave, childcare and Diversity Management

Group Project Scenario

Weinsure is a global insurance firm based in London but with major operations and offices in Australia, North America, Malaysia, Singapore, China, Qatar and Saudi Arabia. Weinsure employs 5000 staff world-wide with 80% having tertiary qualifications and 60% female (though the gender ratio is lower in some countries). Weinsure was established (under another name) in 1915 to provide general, commercial and then motor vehicle insurance. It was for many years conservatively managed with fairly paternalistic employment practices but in the last 25 years has undergone significant changes involving aggressive global expansion into mainland Europe and Russia, the Americas, the Middle East and Asia, embracing new technologies and increasing its female employment. The organisation is divided into three geographically based divisions (Europe, Russia and the Middle-East; the Americas; and the Asia-Pacific [including Australia]) with some variants in terms of HR practices between and within these divisions. The organisation has increased the movement of staff between different regions to enhance staff development and cultural understanding. Recently Weinsure has appointed more females at senior level, and in 2015 appointed its first female CEO.

The new CEO is strongly committed to enhancing diversity in employment, making the organisation more family-friendly and Weinsure should be a firm with leading edge HR practices that are uniformly applied across all operations. She believes will not only set higher ethical and social and cultural awareness standards within the organisation but also enhance its market reputation and attractiveness to its customers. With the support of the Board the CEO has proposed a number of changes in HR practices as a first step in a more long term strategic shift. These changes are:

- The revision of recruitment/selection, staff development/training, promotion and performance rewards to achieve best practice in terms of equal opportunity and diversity management.
- The introduction of six months paid parental leave available equally to both men and women employed by Weinsure. The payment is to be made at the existing salary rate and leave will not be counted as an interruption in service for the purpose of promotion or other entitlements.
- The introduction of carers' leave of up to two weeks per year
- In all offices with over 500 employees (six in total including offices in Saudi Arabia, China, London and Sydney) a fully staffed workplace-based childcare centre (at subsidized rates) is to be established so employees with young children can have ready access to them. For those working in smaller offices Weinsure will assist and subsidise childcare close to the employee's office or home (whichever they prefer).

- The organisation will encourage diversity in employment in its recruitment/selection, training/development and workplace health and safety policies. This will include LGBTI applicants and staff. It will also include a no-tolerance policy on bullying/harassment on any person on the basis of gender, religion, race/ethnicity or sexual preference.
- Two staff members have asked that transgender staff be permitted to use the female toilets and the CEO has asked that this request receive consideration in terms of HR practices and diversity management.

The CEO has asked the HR departments in each of the three geographic divisions to provide feedback on each of the proposed changes and measures and issues with regard implementing them both in their own region and as part of a more uniform global HR approach.

Project Team 9 (Weinsure HR Europe, Russia and Middle East Division)
Project Team 10 (Weinsure HR USA and the Americas Division)
Project Team 11 (Weinsure Asia-Pacific Division)

Preliminary reading

Boxall, P. & Purcell, J. (2016) *Strategy and Human Resource Management*, 4th edition, Palgrave Macmillan, chapters 9-11.

Boushey, H. (2016) *Finding Time: The Economics of Work Life Conflicts*, Harvard University Press.

See readings in Moodle especially for Weeks 5, 6 and 11

Week 12: Project Topic 5 - Robotic Manufacturing and Supply Chains

Group Project Scenario

Appzo is a large Japanese-based electronics manufacturer specializing in small hand-held devices including smartphones and tablets and with a strong global market share. While its electronics manufacturing was initially undertaken in Japan since the early 1990s manufacturing was increasingly shifted to China and Thailand. Stride is an Austrian-based sports and recreational shoe manufacturer. Like Appzo it originally manufactured in Austria but then turned to Asian manufacturing sources including Indonesia and China. Recently both firms have seen the potential for robotic manufacturing, something that began in the car industry in the 1980s (in car body assembly) but was slow to transcend to more precision manufacturing. The shift to robotic manufacturing will entail very substantial changes to the number and type of labour required. It will eliminate most repetitive assembly work but require a small but critical group of workers with the technical skills to operate/monitor and maintain the robotic manufacturing machinery. The shift to robotic manufacturing is also seen to offer new opportunities for innovation in both products and further enhancement of manufacturing equipment.

Both companies are now considering moving their manufacturing to either back to their home-base or to another country. Each company has appointed a HR team to provide expert advice to assist deciding on the selection of country or countries where manufacturing should be based. The issues to be considered include the availability of highly skilled labour (and related technical training regimes), regulatory and social

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stability (including corruption levels), labour costs and union presence, the capacity for workforce engagement and innovation, and adverse responses from governments if manufacturing relocates. As the shift will be long-term the importance of a strategic decision has been emphasised. Each team has been asked to evaluate the countries where manufacturing is presently based as well as a return to base or another location. Both Appzo and Stride are considering manufacturing options in the European Union (especially Germany) for a number of reasons including technical considerations and market access. Teams have also been asked to consider the USA. Both firms are keen to maintain more than one manufacturing base but no more than two (due capital cost, technical facilities/support and other considerations). At the same time, they have asked the Teams to provide a HR perspective on this preference.

Further, both Appzo and Stride have resolved that irrespective of other decisions they wish to continue manufacturing some components in China or Thailand. Stride is also considering Bangladesh in this regard. Both firms have recently embraced corporate social responsibility (CSR) and have asked their HR teams to provide advice on the protocols and monitoring that should be put in place to ensure compliance with labour standards and ethical HR practices. The teams have also been asked to advise on what is the appropriate benchmark for labour standards (for example the host country's minimum wages etc laws; International Labour Organisation conventions; or the benchmarks set by local or international unions). At present, both companies pay the minimum wages set by law in the host countries.

Project Team 12 (Appzo HR Team)
Project Team 13 (Stride HR Team)

Preliminary reading
Boxall, P. & Purcell, J. (2016) *Strategy and Human Resource Management*, 4th edition, Palgrave Macmillan, chapters 8 & 11.

See readings in Moodle especially for Weeks 6 and 12

Week 13: Review and feedback on draft project reports prior to submission

Students should bring a late-draft (near final) to class to be reviewed by the LIC who will provide feedback to enable revisions prior to submission on Monday Week 14.

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought after by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

Business Undergraduate Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.
You should be able to select and apply disciplinary knowledge to business situations in a local and global environment**.**

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.
You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators.
You should be able to:
 a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
 b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. Teamwork: Our graduates will be effective team participants.
You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

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> **5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.**
> You will be able to:
> a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
> b. Identify social and cultural implications of business situations.

9 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: https://student.unsw.edu.au/plagiarism as well as the guidelines in the online ELISE tutorials for all new UNSW students: http://subjectguides.library.unsw.edu.au/elise

To see if you understand plagiarism, do this short quiz: https://student.unsw.edu.au/plagiarism-quiz

For information on how to acknowledge your sources and reference correctly, see: https://student.unsw.edu.au/harvard-referencing

For the *Business School Harvard Referencing Guide*, see the Business Referencing and Plagiarism webpage (Business >Students>Learning support> Resources>Referencing and plagiarism).

10 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in UNSW Current Students 'Managing your Program' webpages: https://student.unsw.edu.au/program.

10.1 Workload

It is expected that you will spend at least **nine to ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your **Moodle course websites** in the **first week of semester**. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

21

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Information on expected workload: https://student.unsw.edu.au/uoc

10.2 Attendance

Your regular and punctual attendance at lectures and seminars or in online learning activities is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: https://student.unsw.edu.au/attendance

10.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://student.unsw.edu.au/conduct

10.4 Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://safety.unsw.edu.au/.

10.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

11 SPECIAL CONSIDERATION

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General Information on Special Consideration for undergraduate and postgraduate courses:

1. All applications for special consideration must be **lodged online through myUNSW within 3 working days of the assessment (**Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: https://student.unsw.edu.au/special-consideration

22

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2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will **not** be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of final exam special considerations), **not** by tutors.
5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

12 STUDENT RESOURCES AND SUPPORT

The University and the Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
  https://www.business.unsw.edu.au/students/resources/learning-support
  The EDU offers academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 7577 or 9385 4508; Email: edu@unsw.edu.au.
- **Business Student Centre**
  https://www.business.unsw.edu.au/students/resources/student-centre
  Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.
- **Moodle eLearning Support**
  For online help using Moodle, go to: https://student.unsw.edu.au/moodle-support. For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.
- **UNSW Learning Centre**
  www.lc.unsw.edu.au
  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library services and facilities for students**
  https://www.library.unsw.edu.au/study/services-for-students
- **IT Service Centre:**
  https://www.it.unsw.edu.au/students/index.html
  Provides technical support to troubleshoot problems with logging into websites, downloading documents, etc. Office: UNSW Library Annexe (Ground floor). Phone: 9385 1333.
- **UNSW Counselling and Psychological Services**
  https://student.unsw.edu.au/wellbeing
  Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free,

23

UNSW | AGSM
Business School

confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418; Email: counselling@unsw.edu.au

- **Disability Support Services**
  https://student.unsw.edu.au/disability
  Provides assistance to students who are trying to manage the demands of university as well as a health condition, learning disability or have personal circumstances that are having an impact on their studies. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: disabilities@unsw.edu.au

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MGMT 3724 *STRATEGIC HUMAN RESOURCE MANAGEMENT*

GROUP PROJECT – INDIVIDUAL ORAL PRESENTATION

Family Name: _____ **Given Name:** _____

Student Number: _____

Seminar Time: _____

PRESENTATION (20%)

CRITERIA	USatisf	Satisf	Good	VGood	Ex
			Indicative Scale		
Relevance to the topic & readings					
Evidence of wider research					
Degree to which discussion is directed & provoked					
Quality of structure & delivery					
Conceptual clarity/understanding and critical analysis					

COMMENTS_____

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25

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CRICOS Code 00098G

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_____   MARK_____

MGMT3724 *STRATGEGIC HUMAN RESOURCE MANAGEMENT*

Group Project Report

Name 1: _____   **Name 2:** _____

Name 3: _____

Name 4: _____

Report
(40%)

CRITERIA	Ex	VG	G	S	US
Clear identification of project					
Assessment of the proposal and alternative options					
Use of relevant research and explanatory literature					
Quality and structure of argument and evaluation					
Clarity of report and degree of critical analysis					

COMMENTS _____

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