



MISSION: To develop a unique business school identity which is distinctive in the marketplace and provides a clear value proposition for students. This will be achieved by embedding the themes of entrepreneurship and innovation, digitalisation and data within our programs and embracing sustainability, work integrated learning and a commitment to social justice.

OVERVIEW

Course Description	Strategic HRM and ER is the capstone course in the Master of HRM degree and provides a strategic framework for integrating and applying HRM and ER concepts. The need for sustained competitive advantage has made the strategic management of HRM and ER increasingly important to long term business success as it focuses on linking all HRM and ER activities with an organisation's business objectives. As such, Strategic HRM will require students to work at an advanced level to critically analyse HR and ER strategies in relation to their application in the workplace.
Contact Hours	Online: Online workshops and discussion forums as per course requirement for the full trimester.
Unit Weighting	10 units
Pre-requisites	Students must have successfully completed GSBS6040 and GSBS6006.
Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.
Please refer to the course CANVAS site for details of teaching staff for ALL course offerings. The primary contact for courses is the Course Coordinator, whose details are listed on the course CANVAS site.	
Student Consultation	A minimum of one (1) hour of consultation per week. Please see course CANVAS site for details of time and location.
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Apply critical thinking skills in analysing theoretical and applied perspectives of strategic HRM and ER.2. Analyse problems and development managerial solutions to employment relations problems at both national and workplace level.3. Demonstrate the application of problem solving and evaluation skills in HRM and ER through exercises and case study work.4. Communicate knowledge of SHRM and ER in both written and verbal formats reactive to both audience and purpose.5. Investigate and communicate the professional values or HRM including the ethical problems inherent in HRM and ER professional roles, including managers and consultants.

COURSE OUTLINE

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below:

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Case Study Analysis 1	Due Weeks 7-11 Sunday by 11:59 pm (Various Dates*)	Individual	30%	1, 2, 3
2	Case Study Analysis 2	Due Weeks 7-11 Sunday by 11:59 pm (Various Dates*)	Group	30%	2, 3, 4
3	Strategic HRM & ER Report	Sunday – Week 12 by 11:59 pm	Individual	40%	2, 3, 4, 5

Please note: students are advised that all assessments must be submitted in English. Assessment items not submitted in English will receive a mark of zero.

Results of individual assessment items and final results, including those provided via the Learning Management System (LMS) are 'unofficial results' until they are confirmed as finalised by the School Assessment Body and the Head of School or delegate. Finalised results are released directly to students on the Fully Graded Date of the relevant Semester/Trimester.

* Depending on three individual case analysis task allocations and one group assignment.

Time referenced is time in Newcastle NSW

Late Submissions	The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.
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Assessment 1 – Case Study Analysis 1

Assessment Type	Written Assignment
Purpose	The purpose of this individual assessment is to test students' critical thinking, analysis and problem-solving skills and their ability to independently communicate, applying theoretical knowledge to a case, in a succinct written response for each allocated task.
Description	Using individually allocated case study tasks, students must communicate effectively in writing, complex human resource management information to a variety of audiences and work effectively independently, to apply specialised knowledge and expert judgement to human resource management tasks. Students must apply critical thinking and analytical problem-solving skills to propose sound human resource management solutions and demonstrate their specialised knowledge of relevant HRM theories, models and concepts.
Weighting	30%
Length	Three (3) x 500 word individual submissions worth 10% each
Due Date	Various dates Weeks 7-11, Sunday 11:59 pm
Submission Method	Online – via Turnitin
Assessment Criteria	The following criteria will be assessed: <ul style="list-style-type: none"> – Critical analysis, evaluation and synthesis of relevant case study data and researched academic theories, models and frameworks; – Development of cogent academic argument and analytical problem solving; – Execution of appropriate academic writing, participation and presentation in the suggested format.
Return Method	Online
Feedback Provided	Online – via email

Assessment 2 - Case Study Analysis 2

Assessment Type	Case Study / Problem Based Learning
Purpose	The purpose of this group assessment is to undertake analysis and problem solving of the allocated group case study and communicate effectively in writing and present, complex human resource management information to a variety of audiences.
Description	Students must work effectively in collaboration to apply specialised knowledge and expert judgment to human resource management tasks and demonstrate specialised knowledge of strategic HRM & ER theories relevant to the HRM issues evident in the case study, Students must become proficient in their application and engage in critical thinking and analytical problem solving to justify sound HRM / ER solutions. Report 1500 words (+/-10%). 500 words for reflections but excluding references. 20-minute presentation using MS-PowerPoint. Details advised on CANVAS.
Weighting	30%
Length	Report 2000 words (+/-10%)
Due Date	Various dates Weeks 7-11, Sunday by 11:59 pm
Submission Method	Online – via Turnitin
Assessment Criteria	See details on the course CANVAS site.
Return Method	Online
Feedback Provided	Online

Assessment 3 - Strategic HRM and ER Report

Assessment Type	Report
Purpose	The purpose of this assessment is to evaluate student's independent research skills in analysing a strategic HRM or ER issue and expressing this well, through their written communication skills. Engage in critical thinking and analytical problem solving to justify sound human resource management solutions, display professional proficiency in the utilisation of information and technology in human resource management contexts and apply relevant theories, principles and methodologies to research in human resource management.
Description	Using a publicly available strategic management plan, the purpose of this assignment is to develop HR skills of strategic analysis, HR policy formulation and developing of a functional HRM plan based on the chosen strategic plan.
Weighting	40%
Length	3000 words (excluding references and table/s)
Due Date	Sunday of Week 12 by 11:59 pm
Submission Method	Online – via Turnitin
Assessment Criteria	The following criteria will assessed: <ul style="list-style-type: none"> – Identification of strategic priorities and an effective strategic analysis of the selected organisations' strategic plan; analysis and discussion of key strategic HR implications; – Development of relevant HR policy and plans for two HR implications; – Execution of writing and presentation as per suggested format
Return Method	Not Returned
Feedback Provided	No Feedback - Final exam scripts are not returned to students but will be made available for review by students, upon request, in a controlled and monitored setting. Students are required to make requests, directly to the course coordinator. Completed examination scripts are kept by the Newcastle Business School for a period of six (6) months only, from the relevant fully graded date. Requests made after the six (6) month period cannot be considered.

SYLLABUS

Course Content

Topics in the course include but are not limited to the following:

Understanding Strategic HRM and ER

1. The goals of HRM and ER, and how they relate to strategy and the process of strategic management
2. Strategic choice/contingent approaches
3. Best practice and resource-based approaches
4. Critical and institutional perspectives

Designing and Implementing strategic HRM and ER initiatives

1. Workforce analysis and planning
2. Managing Employee Voice and representation
3. Designing incentives and reward systems
4. Managing individual performance and commitment
5. Negotiating organisational change
6. Evaluating HRM and ER systems performance

Personal and professional competencies and attributes

1. Evaluating HRM/ER effectiveness
2. Ethics in HRM/ER balancing organisational objectives, professional obligations and personal values

Course Materials

Required Text:

Malik, A. (2022, 2nd Ed.) *Strategic human resource management and employment relations: An International Perspective*. – New York: Springer.

ISBN: 978-3030909543

Please refer to the course CANVAS site for details of additional recommended texts.

SCHEDULE

Week	Topic	Class Preparation	Workshop Activities
1	Course introduction Defining strategic HRM	Conducting an industry analysis - the global airline industry	Conducting an industry analysis - the global airline industry
2	Best Practice or best fit	Case study: Ryan Air	Case study: Ryan Air
3	Strategic ER/Resource-based view of HRM	Case study: American Air	Case study: American Air
4	Institutional and Critical views		
5	HR Professionalism and personal values II	AHRI Model of Excellence	AHRI Model of Excellence
6	Work design and workforce planning	Case Study and allocated Individual (A1) and Group Case study (A2) Tasks	Case Study and allocated Individual (A1) and Group Case study (A2) Tasks due (As per various individual & group allocations) *
7	Managing individual performance and commitment	Case Study and allocated Individual (A1) and Group Case study (A2) Tasks	Case Study and allocated Individual (A1) and Group Case study (A2) Tasks due (As per various individual & group allocations) *
8	Employee learning and development	Case Study and allocated Individual (A1) and Group Case study (A2) Tasks	Case Study and allocated Individual (A1) and Group Case study (A2) Tasks due (As per various individual & group allocations) *
9	Designing incentive and reward systems	Case Study and allocated Individual (A1) and Group Case study (A2) Tasks	Case Study and allocated Individual (A1) and Group Case study (A2) Tasks due (As per various individual & group allocations) *
10	Negotiating organisational change	Case Study and allocated Individual (A1) and Group Case study (A2) Tasks	Case Study and allocated Individual (A1) and Group Case study (A2) Tasks due (As per various individual & group allocations) *
11	Managing Employee Voice	Case Study and allocated Individual (A1) and Group Case study (A2) Tasks	Case Study and allocated Individual (A1) and Group Case study (A2) Tasks due (As per various individual & group allocations) *
12	Ethics and Professionalism	Case Study and allocated Individual (A1) and Group Case study (A2) Tasks	Assessment item 3 due: Sunday by 11:59 pm

If a lecture/class is scheduled on a public holiday, a make-up lecture may be announced by the course coordinator on the course CANVAS site.

* Depending on three (3) individual case analysis task allocations and one group assignment.

CONTACTS

School Office **Newcastle Business School – Callaghan, Newcastle City & Online**
 NU Space
 409 Hunter Street
 Newcastle
nbs.enquiries@newcastle.edu.au
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ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- CANVAS Course Site: Students will receive communications via the posting of content or announcements on the CANVAS course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

**Adverse
Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstances Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy
Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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