



BERJAYA BUSINESS SCHOOL

FINAL EXAMINATION

Student ID (in Figures) :

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Student ID (in Words) :

Subject Code & Name : **HRM 5104 STRATEGIC HUMAN RESOURCE MANAGEMENT**
 Semester & Year : MAY - AUGUST 2017
 Lecturer/Examiner : Lee Yee Wan
 Duration : 3 Hours

INSTRUCTIONS TO CANDIDATES

- This question paper consists of 3 parts:
 - PART A (40 marks) : Answer TWO (2) short-structured questions. Answers are to be written in the Answer Booklet provided.**
 - PART B (25 marks) : Answer ONE (1) essay question. Answers are to be written in the Answer Booklet provided.**
 - PART C (35 marks) : Answer THREE (3) case study questions. Answers are to be written in the Answer Booklet provided.**
- Candidates are not allowed to bring any unauthorized materials except writing equipment into the Examination Hall. Electronic dictionaries are strictly prohibited.
- This question paper must be submitted along with all used and/or unused rough papers and/or graph paper (if any). Candidates are NOT allowed to take any examination materials out of the examination hall.
- Only ballpoint pens are allowed to be used in answering the questions, with the exception of multiple choice questions, where 2B pencils are to be used.

WARNING: The University Examination Board (UEB) of BERJAYA University College of Hospitality regards cheating as a most serious offence and will not hesitate to mete out the appropriate punitive actions according to the severity of the offence committed, and in accordance with the clauses stipulated in the Students' Handbook, up to and including expulsion from BERJAYA University College of Hospitality.

Total Number of pages = 5 (Including the cover page)

PART A : SHORT-STRUCTURED QUESTIONS (40 MARKS)

INSTRUCTION(S) : Answer **TWO (2)** questions. Write your answers in the Answer Booklet(s) provided.

1. Discuss the key factors that might lead a firm to recruit from within the organisation, and external market. (20 marks)
 2. Compare and contrast Asian and Western cultures based on Hofstede's Five Cultural Dimensions, use examples of national cultures to support your answer. (20 marks)
- (Total: 40 marks)**

END OF PART A

PART B : **ESSAY QUESTION (25 MARKS)**

INSTRUCTION(S) : Answer **ONE (1)** question. Write your answers in the Answer Booklet(s) provided.

1. Illustrate **Four (4)** different types of flexible work schedules. Outline the human resource planning implications (**Seven (7)** advantages & **Six (6)** disadvantages) when an organisation implement flexible work scheduling. (25 marks)

END OF PART B

PART C : CASE STUDY (35 MARKS)

INSTRUCTION(S) : Answer **THREE (3)** questions. Write your answers in the Answer Booklet(s) provided.

CASE STUDY – THE UNDERRATED CHECKLIST: FIVE STEPS TO SAVE LIVES

The idea of having to go through a checklist in your job may sound a little demeaning. That is how fast food restaurants use to train low-skilled employees what to do, step by step. That may be quite true, but it is also what pilots use to be sure the complicated systems of jumbo jets are all in order before flying you to your destination. That type of thinking is why Dr. Peter Pronovost of John Hopkins University School of Medicine ran into opposition when he proposed a five-step checklist that would not only save money, but save lives.

In the United States, hospital-acquired infections affect 1 in 10 patients, killing 90,000 of them and costing as much as \$11 billion each year. Many of those infections are acquired when an IV line delivering medication becomes infected. Dr. Pronovost's checklist is simple and straightforward, including steps such as: Doctors must wash hands before inserting an IV, and the patient's skin must be cleaned with antiseptic at the point of the insertion. When Michigan hospitals put the checklist into practice, they not only saved over \$175 million in eighteen months because they did not have to treat infections, but they saved nearly 1,500 lives.

Such impressive evidence would seem to convert even the toughest critic of checklist, but the hospitals found the same truth that many trainers face: employees do not always comply with rules that are for their own good or for the good of others. They need to be convinced. It turns out that doctors are just as stubborn as production employees who refuses to wear safety goggles or a hard hat.

Dr. Pronovost found that doctors do not like being told what to do. They especially resented being reminded of the checklist by the nurses who were put in charge of managing the checklists. The organisational culture of the hospitals, including the roles of doctors and nurses, got in the way of patient safety. Dr. Pronovost learned to overcome the resistance by bringing both doctors and nurses together in training and appealing to their common concern for patient health. He asked, "Would you ever intentionally allow a patient's health to be harmed in your presence?" They would say "Of course not." Then he would hit them with "Then how can you see someone not washing their hands and let them get away with it?" Saving lives, saving money. It is all in the training.

(Source: Human Resource Management, by David A. Decenzo, Stephen P. Robbins & Susan L. Verhulst, 10th Edition)

QUESTIONS

1. Outline how can HR professionals overcome resistance to training? (10 marks)
2. Propose **Four (4)** methods that hospitals should use to evaluate IV checklist training. (12 marks)
3. Justify how would you evaluate the value and effectiveness of the above training. (13 marks)

(Total: 35 marks)

END OF EXAM PAPER