



**College of Commerce
Division of Economic and Financial Studies
Business Department**

**BBA 307:
Human Resource Management –
Issues and Processes**

***UNIT OUTLINE
Semester 2, 2005***

Lecture: Friday, 1.00pm, W5A T2

Unit Convenor: Dr Peter Murray

Prerequisites: Entry to BBA or BHRM; BBA250; ECFS200 or BBA217

Students in this unit should read the Unit Outline carefully at the beginning of the semester. It contains important information about the unit. If anything in it is unclear, please consult the Unit Convenor.

BBA 307: Human Resource Management – Issues and Processes

1.0 General Aim

This is an advanced third year subject that requires students to reflect on a range of Human Resource issues and processes. On the basis of its capacity to influence and create individual and organisational competencies, HRM performs a key role in any organisation. HRM however is not just about administrative matters. Since organisational performance is influenced by the capacity of people to learn, then various learning processes will be important. Similarly, work and motivation are linked to performance goals, and decision-making procedures will have an impact on HRM policies. Since knowledge is increasingly tied to competencies, the modern HR manager needs an understanding of knowledge creation techniques, as well as a number of contemporary HR issues likely to impact the organisation. The subject examines a range of these issues, and introduces some debates surrounding HRM processes such as diversity, women in management, team development, and the global nature of work. The subject expands and takes a critical perspective of many issues so that HR issues can be challenged and developed. Students are encouraged to reflect on these issues, and build a foundation of knowledge of contemporary HR issues and processes. The individual units are designed to make a significant contribution to the practising manager, and builds on earlier subjects that take a more functional view.

2.0 Learning Outcomes

After completing this unit, students will have the ability to:

2.1 Contemporary HR Processes. Examine different trends of HRM in Australia and globally. Understand how these trends will influence contemporary HR roles, how work is organised, and how contemporary managers should respond.

2.2 Team Centrality and Effectiveness. Identify various ways of thinking about teams. Distinguish between different types of learning criteria used to develop teams and examine why teams often fail.

2.3 Top management teams and organizational renewal. Discuss the link between renewal and teams and between creative management and team building. Gain a general appreciation of different team building techniques in a descriptive rather than prescriptive way.

2.4 Global teams. Identify the parameters for building global teams. Analyse the cultural and contextual issues facing the management of global teams.

2.5 Ageing Debates. Describe the current debates related to ageing in Australia. Examine a number of critical issues facing the workplace and how labour management policy needs to reflect the changes.

2.6 Ageing in the Workplace. Identify how employers are dealing with an ageing workforce. Assess the nature of stereotypes and discrimination in the workplace.

2.7 Diversity. Explore the issues of a diverse workforce and how employers might respond. Examine a diversity framework for applying diversity policies.

2.8 Other issues of diversity. Determine how gender issues should be unmasked. Explore gender on the basis of demographic shifts in the workplace.

2.9 Work Goals and Life Priorities. Identify flexible work methods and the balance required between work and life issues. Assess why different dimensions of work call for changing HRM requirements.

2.10 Global Competencies and HR Processes. Review the demands of global organisations and how global managers are increasingly required to display a new managerial toolkit. Recognise the dimensions of global organising requirements and how best to fit managers to these.

2.11 Review lecture and exam preparation. This lecture will summarise the key issues and discuss the exam.

2.12 Topic presentations in lecture. First groups to present.

2.13 Topic presentations in lecture. Second groups to present

NOTE: Students must attend 80% of all lectures and 90% of all tutorials to register a pass in the unit. A lectures log will be taken to record each attendance.

3.0 Tutorials

Week 1:

No tutorial for this week however all readings must be prepared **in advance for the following weeks class.**

Compulsory reading for week 1 lecture and week 2 tutorial:

Richbell, S. (2001), Trends and emerging values in human resource management – the UK scene. *International Journal of Manpower*, Vol. 22, No. 3.

Patrickson, M. Hartmann, L. (2001), Human resource management in Australia – Prospects for the twenty-first century. *International Journal of Manpower*, Vol. 22, No. 3.

Week 2:

Each week's tutorial session will discuss and analyse the previous weeks lecture and reading notes (not the previous weeks tutorial!). Accordingly, you should have read and made notes relating to article 1 and 2 for this weeks tutorial.

Compulsory reading for week 2 lecture and week 3 tutorial:

Kramar, R. (2004), Does Australia really have diversity management? In E. Davis and Valerie Pratt *Making the link: Affirmative Action and Employment Relations*, CCH.

Bourke, J. (2004), Getting serious about diversity: Best practice. In E. Davis and Valerie Pratt, *Making the link: Affirmative Action and Employment Relations*, CCH.

I note from the readings that one of the issues relate to shifting demographics and work-life issues. This topic leads itself to a debate. The debate for this week is:

“Given recent trends towards a more flexible workforce, older workers beyond the age of 45 are of little use in the workplace.”

The affirmative: The affirmative group will argue in favor of the topic and must present some facts and figures to make their case viable.

The negative: The negative group will argue against the topic and must present a compelling case why it should be rejected.

Two groups of **six people** will comprise the affirmative and negative groups. The rest of the class will observe the debate and take notes. The observers should therefore prepare individual notes on the topic based on the readings plus any other topics.

Tutorial Questions:

1. Do you think that job sharing will become more predominate in the future?
2. How will you respond to your employer is you are asked to work several part time jobs instead of one full time one?
3. What can employees do if anything when their jobs are lost to overseas workers on the basis of offshore production and competitive forces?

The class will be divided into presentation groups of 6 people for week 6 (Presentation Report) and weeks 12 & 13 (Topic Presentation) – see assessments section for futher details.

Week 3:

Compulsory reading for week 3 lecture and week 4 tutorial:

Hurst, D. K. Rush, J.C. White, R.E. (2004), Top management teams and organizational renewal. *How organizations learn*. Thomson: London.

Critchley, B. Casey, D. (2004), Second thoughts on teambuilding. *How organizations learn*. Thomson: London.

There are two *case study handouts* for this week.

Tutorial Questions:

1. What are the issues in each case? How did the firm address these?
2. How do the issues relate to the feed forward and feed back process outlined by Murray and Moses?
3. Using Table 1, page 29, select a level of learning that seems appropriate after examining the facts of each case.
4. Using figure 2, page 31, explain how the transformation process is similar to the facts in the case. Which aspects of Figure 2 appear to be relevant to the two cases?

5. Select some on or two issues from each of the learning domains in Murray and Syed. Which aspects in each case appear to relate to these?

Week 4:

Compulsory reading for week 4 lecture and week 5 tutorial:

Hart, R. K. Mcleod, P.L. (2003), Rethinking team building in geographically dispersed teams: One message at a time. *Organizational Dynamics*, Vol. 31, No. 4.

Kirkman, B.L. Gibson, C.B. Shapiro, D.L. (2001), Exporting teams: Enhancing the implementation and effectiveness of work teams in global affiliates. *Organizational Dynamics*, Vol. 30, No. 1.

Tutorial Questions:

1. Break into groups of 3-4 and discuss the creative management model of Hurst et al, Page 60. How does it work and what are the issues?
2. What are the implications for top management groups? (Page 69)
3. How/why is this different to traditional strategy perspectives learned in BBA 301?
4. why might teams abandon teamwork altogether? (Page 489)
5. Explain the difference between figures 23.1 and 23.2 after reading the article.

Week 5:

Compulsory reading for week 5 lecture and week 6 tutorial:

Murray, P. Syed, J. (2005), Critical issues in ageing diversity in Australia. *Asia Pacific Journal of Human Resources*, 43 (2).

There are two *case study handouts* for this week.

Tutorial questions:

1. What are the issues in each case? How did the firm address these?
2. How do the issues in each case relate to the Hart & Mcleod article.
3. Examine Table 1 (Page 99). Which categories of table 1 are relevant to each case if any?
4. What cultural aspects of each case are relevant to the Kirkman et al. article? Two groups will be selected by the tutor to explain the communication issues then cultural issues of each case.

Week 6:

Compulsory reading for week 6 lecture and week 7 tutorial:

Quintrell, M. Maguire, M. (2000), Older and wiser, or just at the end of the line? The perception of mature trainee teachers, *Westminster Studies in Education*, Vol. 23.

Sargeant, M. (2001), Lifelong learning and age discrimination in employment. *Education and the Law*, Vol. 13.

Tutorial: **Presentation Report** (see assessments in point 6 below)

Groups previously identified by the tutor will prepare and discuss their **4 slide presentation** to the class based on the following statement:

“Mature workers have many skills and to lose these on the basis of age and job-type discrimination would represent a great capability loss to the firm, perhaps the nation.”

In preparing your presentations, you may go outside the nominated readings on ageing and discuss/demonstrate in your presentations evidence of other readings/findings. Marks will be available at the end of class.

Week 7:

Compulsory reading for week 7 lecture and week 8 tutorial:

Kramar, R. (2004), Does Australia really have diversity management? In E. Davis and Valerie Pratt, *Making the link: Affirmative action and employment relations*. CCH.

Bourke, J. (2004), Getting serious about diversity: Best practice. In E. Davis and Valerie Pratt, *Making the link: Affirmative action and employment relations*. CCH

Tutorial Questions:

1. How does the attention given to youthfulness in society perhaps reinforce age stereotypes? (Page 150).
2. What are some of the issues identified by the interviewees (Page 151-156).
3. Early retirement policies appear to encourage mature workers to exit the workforce (Page 165) however is this necessarily good?
4. Debate the issues related to question 3 in class. For instance, is the issue of moving in and out of employment largely a reflection of job stereotypes?

Week 8:

Compulsory reading for week 8 lecture and week 9 tutorial:

Parr, N. Murray, P. (2004), Gender unmasked: the implications for policy of demographic shifts and gender discrimination. In E. Davis and Valerie Pratt, *Making the link: Affirmative Actions and Employment Relations*. CCH.

O'Sullivan, J. Sheridan, A. (1999), Ms representation: women, management and popular culture. *Women in Management Review*, Vol. 14, No. 1.

Tutorial Questions:

1. Break into groups. Describe the diversity stages identified by Kramar (Page 176). Discuss these in the group.

2. Apply these stages to both case studies at the end of the article. What are your conclusions?
3. What are the key findings of diversity identified in Bourke's article (Page 182). How does this relate to Kramar's article?
4. In groups, develop a strategy that could be used in the workplace. One or two groups will be selected to present their strategy to the class.

Week 9:

Compulsory reading for week 9 lecture and week 10 tutorial:

Friedman, S.D. Christensen, P. DeGroot, J. (1998), Work and life: The end of the zero sum game. *Harvard Business Review*, Nov-Dec.

Tutorial. There will be a debate this week as follows:

“Women managers are far more valuable than their male counterparts.”

One side of the class will argue in the affirmative and the other the negative. In preparing for the debate, class members must refer to their class notes, lectures, and readings. The debate will be judged by the tutor. The winner will receive a sweet surprise!

Week 10:

Compulsory reading for week 10 and week 11 tutorial.

Dainty, P. (2005), Developing global business competencies. In Murray, P. Poole, D. Jones, G. *Contemporary issues in management and organizational behaviour*. Thomson Learning: Melbourne.

Tutorial Questions

1. Will alternative methods of work organisation (e.g. working from home) replace the need for workers to attend the office or factory?
2. In what ways will efficiency be improved through alternative work methods? Give examples.
3. Changing life priorities mean that families and workers are under increasing pressure to survive, to pay the mortgage, to school the kids etc. In this context, how can companies help workers to achieve a balance between work goals and life's priorities?
4. Why should workers believe in the virtues of managements concern for the worker on the one hand while managers restructure, downsize, delayer, and outsource other business activity? Surely such actions lead to worker resentment and conflict?

Week 11:

Tutorial Questions:

1. After reading Dainty's article, what are global competencies and why are they needed?

2. Answer the question after talking point 1 (Page 212). Discuss this in class
3. Why/how do managers develop competencies from overseas assignments?
4. Answer the question after talking point 2 (Page 221). Discuss this in class
5. From our earlier discussions of teams, how do teams assist in the development of global competencies?

Week 12:

There is no tutorial this week. The lecture is compulsory however.

Week 13:

There is no tutorial this week. The lecture is compulsory however.

4.0 Presentation

The subject consists of a one to one and a half-hour lecture followed by a one and a half to two hour tutorial. Students must attend 80% of all lectures and 90% of all tutorials. This translates into missing no more than 2 lectures and 1 tutorial. Special permission must be obtained if you envisage missing any other compulsory classes.

5.0 Assessment

The assessment will be continuous. Separate explanations are provided for each assessment item below. The broad assessment consists of the following:

Presentation Report	10%
Individual case study reports	20%
Topic presentation	20%
Final Exam	<u>50%</u>
Total Marks	100%

Students must complete all components of the course to register a pass or better grade and must obtain at least a pass grade in all assessment components. For the final exam, you must record a satisficing mark of 22 out of 50 otherwise you may fail the subject. Please note that pressures relating to work are generally not considered as legitimate reasons for not attending or completing a mandatory component of the course. A lectures log will be kept each week to monitor attendance.

Presentation Report 10%

Groups previously identified by the tutor will prepare and discuss a **4 slide presentation** to the class in week 6 tutorial based on the following statement:

“Mature workers have many skills and to lose these on the basis of age and job-type discrimination would represent a great capability loss to the firm, perhaps the nation.”

In preparing your presentations, you may go outside the nominated readings on ageing and discuss/demonstrate in your presentations evidence of other readings/findings. Marks will be available at the end of class. The presentation should try to answer the question by:

- Addressing the key issues;
- Distinguishing between age and capability;
- Presentations can argue either way, positive or negative about the statement;
- But your argument should be supported by some research or other readings.

The presentation report will be marked in class.

Individual Case Study Reports 20%

During the semester, you should collect at least ten articles from different sources representing each week of the course. That is, one article should be collected representing each week's topic. The articles should be different from other students. Students should post all new articles (i.e. names of article only) on the web under individual case study report icon so that other students can see if their article is different. Simply write the article title out in 'Word' on your computer then paste it on the web using the browse button. **Marks will be lost if using the same article as other students.**

Required:

- Summarise the main point of the article;
- Identify the key issues;
- Relate the key issues to the theory for that week. Draw out particular aspects of theory from the reading/s for each week and discuss how this relates to your article;
- Write 2-3 pages for each week;
- Include any extra references used in a separate sheet at the back of your report;
- Hand it to your tutor in week 12 so he/she can give it back with a mark by week 13.

Your grade for the final case study reports will reflect the following:

1. Posting the names and source of the 10 articles on the web (5 marks)
2. Meeting the requirements of the individual case study assessment sheet in point 6 of the outline below (15 marks)

Hint: Collecting and posting articles each week as you go through the semester is highly recommended!

Topic Presentation 20%

Each group (i.e. the same groups for the presentation report in week 6), should prepare a presentation to the class in week 12 and 13.

Required:

Select any topic from the list of unit topics of interest to your group. Then, prepare a presentation lasting no more than 15 minutes. Presentations longer than 15 minutes will be

penalized by 3 points. Therefore, it is paramount that your group practice the presentation before giving it to the class. The presentation should reflect the following issues:

- What is it about your topic that interests you?
- Which aspects of the topic do you find the most compelling and why?
- Which specific aspects of the theory do you want to focus on?
- How will you utilize/apply the theory/practice of the topic to your workplace?
- Use examples from industry if they are relevant and explain them to the class;
- Other: Your presentation should be lively and interesting and be educational to the rest of the class. See presentation assessment sheets in point 6 below.

Sources possibly relevant to both your presentation report and topic presentation include:

Asia Pacific Journal of Human Resources, Organizational Dynamics, International Journal of Manpower, Harvard Business Review, Business Review Weekly, California Management Review, Human Resource Magazine, Team Performance Management, The Leadership Quarterly, HR Monthly, Management Today, Women in Management Review, Personnel Review, Human Resource Management Journal, Management Decision, International Journal of Human Resource Management, Academy of Management Executive.

General individual case study requirements:

References to other publications should be complete and in Harvard style. They should contain full bibliographical details and journal titles should not be abbreviated. References should be shown in the text by giving the author's last name followed by a comma and year of publication all in round brackets, e.g. (Fox, 1994). At the end of the essay there should be a reference list in alphabetical order as follows:

a) for books

surname, initials and year of publication, title, publisher, place of publication, e.g. Casson, M. (1979), *Alternatives to the Multinational Enterprise*, Macmillan, London.

b) for chapter in edited book

surname, initials and year, "title", editor's surname, initials, title, publisher, place, pages, e.g. Bessley, M. and Wilson, P. (1984), "Public policy and small firms in Britain", in Levicki, C. (ED), *Small Business Theory and Policy*, Croom Helm, London, pp. 111-26.

a) for articles

surname, initials, year, "title", journal, volume, number, pages, e.g. Fox, S. (1994), "Empowerment as a catalyst for change: an example from the food industry", *Supply chain Management*, Vol 2 No 3, pp. 29-33.

6.0 Assessment Forms

The following forms will be used to assess your assignments. Please note the criteria used to assess your mark.

Individual Case Study reports

Extensive evidence ← → Minor evidence

		9	8	7	6	5	4	3	2	1
1	Quality of your research ie. relevance of your case studies as they relate to the unit topics									
2	Quantity of your research - did you collect enough information to analyse the case?									
3	How clearly you identified the major themes and issues in the literature									
4	Your ability to critically analyse the case									
5	The overall structure and logical development of your case study write-up									
Communication aspects of your paper:										
6	Referencing									
7	Writing Clarity									
8	Grammar									
9	Tertiary standard: Does your report reach a high standard of research, analysis and writing?									
10	Overall, your report is worth									

Presentations: (Report & Topic)

Extensive evidence ← → Minor evidence

		9	8	7	6	5	4	3	2	1
1	Quality of your presentation ie. Use of quality overheads, lively discussion, promotes interest, variations such as handouts, questions, rewards, role plays									
2	Quantity of your research - did you collect enough information to prepare the presentation									
3	How clearly you identified the major themes and issues in the readings and were able to convey this to the audience									
4	Your ability to involve the class through questions and answers as an indication of class interest									
5	The overall structure and logical development of your presentation									
Communication aspects of your presentation										
6	Tertiary standard: Does your presentation reach a high standard of research, analysis and communication?									
7	Overall, your presentation is worth									

7.0 Textbooks and Reading

There is no textbook for this subject. A book of readings however should be purchased from the University Coop bookshop in the first week. It is a compulsory requirement of the subject to obtain the readings. Borrowing books from other students is discouraged. The readings are titled:

'BOOK OF READINGS' "Issues in Human Resource Management", by Dr Peter Murray, Department of Business, School of Economics and Finance.

Additional Readings:

Abraham, Steven. E. Karns, Lanny. A. Shaw, Kenneth. and Mena, Manuel. A., (2001), MANAGERIAL COMPETENCIES AND THE MANAGERIAL PERFORMANCE APPRAISAL PROCESS, Journal of Management Development, Vol. 20, NO. 10, pp.842-852

Allen D. Engle Sr, Mark E. Mendenhall, Richard L. Powers, Yvonne Stedham, 2001, CONCEPTUALIZING THE GLOBAL COMPETENCY CUBE: A TRANSNATIONAL MODEL OF HUMAN RESOURCE, Journal of European Industrial Training, Volume 25 Number 7 pp. 346-353

Becket, Ron. and Murray, Peter. (2000), LEARNING BY AUDITING: A KNOWLEDGE CREATING APPROACH, The TQM Magazine, Volume 12, Number 2, pp.125-136

Bradt, Jeffrey A., (1996), PAY EMPLOYEES FOR THEIR CONTRIBUTIONS, Personnel Journal, March 96 Supplement New Product, Vol. 75, Issue 3, p7

D'Netto, Brian. Sohal, Amrik. S. (1999), HUMAN RESOURCE PRACTICES AND WORKFORCE DIVERSITY: AN EMPIRICAL ASSESSMENT, International Journal of Manpower, Volume 20 Number 8, pp.530-547

Fisher. Jr., Jame. R.. (1999), HOW A CULTURE OF CONTRIBUTION GIVES YOUR COMPANY A GROW-UP CALL, Journal for Quality & Participation, Vol. 22 Issue 4, p6

Friedman, Stewart. D., Christensen, Perry, and DeGroot, Jessica. (1998), Work and Life: The end of the zero sum game, Harvard Business Review, Nov-Dec 1998 p119

Groschl, Stefan. Doherty, Liz. (1999), DIVERSITY MANAGEMENT IN PRACTICE, International Journal of Contemporary Hospitality Management, Volume 11 Number 6, pp.262-268

Leonard, Nancy. H. Beauvai, Laura L.S. and Scholl, Richard W. (1999), WORK MOTIVATION: THE INCORPORATION OF SELF-CONCEPT-BASED PROCESSES, Human Relations, V52, Iss8 p969

Mann, Leon. Radford, Mark. Ford, Steve. Bond, Michael. and Leung, Kwok. Nakamura, Hiyoshi. Vaughan, Graham. Yang, Kuo-Shu. (1998), CROSS-CULTURAL DIFFERENCES IN SELF- REPORTED DECISION-MAKING STYLE AND CONFIDENCE, International journal of psychology, Vol 33, No. 5, pp 325-335

Martinsons, Maris. G. (1995), KNOWLEDGE-BASED SYSTEMS LEVERAGE HUMAN RESOURCE MANAGEMENT EXPERTISE, *International Journal of manpower*, Volume 16, Number 2, pp. 17-34

Mary Beth Stanek, 2000, THE NEED FOR GLOBAL MANAGERS: A BUSINESS NECESSITY, *Management Decision*, Volume 38 Number 4 pp. 232-242

Murray, Peter. (2002), CYCLES OF ORGANISATIONAL LEARNING: A CONCEPTUAL APPROACH, *Management Decision*, 40/3, pp.239-247

Nutt, Paul C. (1999), SURPRISING BUT TRUE: HALF THE DECISIONS IN ORGANIZATIONS FAIL, *Academy of Management Executive*, Vol. 13, No. 4, pp75-90

O'Sullivan, Jane. Sheridan, Alison. (1999), MS REPRESENTATIONS: WOMEN, MANAGEMENT AND POPULAR CULTURE, *Women in Management Review*, Volume 14 Number 1, pp. 14-20

Patrickson, Margaret. Hartmann, Linley, (2001), HUMAN RESOURCE MANAGEMENT IN AUSTRALIA – PROSPECTS FOR THE TWENTY-FIRST CENTURY, *International Journal of Manpower*, Volume 22 Number 3 pp.198-206

Richbell, Suzanne. (2001), TRENDS AND EMERGING VALUES IN HUMAN RESOURCE MANAGEMENT – THE UK SCENE, *International Journal of Manpower*, Volume 22 Number 3 pp. 261-268

Rutherford, Sarah. (2001), *Organizational cultures, women managers and exclusion*, 2001, *WOMEN IN MANAGEMENT REVIEW*, Volume 16 Number 8, pp. 371-382

Soliman, Fawzy. and Spooner, Keri. (2000), STRATEGIES FOR IMPLEMENTING KNOWLEDGE MANAGEMENT: ROLE OF HUMAN RESOURCES MANAGEMENT, *Journal of knowledge Management* Volume 3, Number 4, pp. 337-345

Tuffrey, Michael. (1997), EMPLOYEES AND COMMUNITY: HOW SUCCESSFUL COMPANIES MEET HUMAN RESOURCE NEEDS THROUGH COMMUNITY INVOLVEMENT, *Career Development International*, Volume 2 Number 1 pp.33-35

Watson, Warren. E; Kumar, Kamallesh. Michaelsen, Larry K. (1993), CULTURAL DIVERSITY'S IMPACT ON INTERACTION PROCESS AND PERFORMANCE: COMPARING HOMOGENEOUS AND DIVERSE TASK GROUPS, *Academy of Management Journal*, Volume 36, Issue 3, pp 590

Woodd, Maureen. (1997), HUMAN RESOURCE SPECIALISTS – GUARDIANS OF ETHICAL CONDUCT? *Journal of European Industrial Training*, volume 21 Number 3, pp.110-116

Wright, Patrick M.; Dunford, Benjamin B.; Snell Scott A., (2001), HUMAN RESOURCES AND THE RESOURCE BASED VIEW OF THE FIRM, *Journal of Management*, V27, I6, P701-722

EXAMINATIONS

The University examination period in Second Half Year 2005 is from 16 November to 2 December.

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 approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

<http://www.timetables.mq.edu.au/exam>

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at

<http://www.reg.mq.edu.au/Forms/APSCons.pdf>

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

PLAGIARISM

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

UNIVERSITY POLICY ON GRADING

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

For an explanation of the policy see

<http://www.mq.edu.au/senate/MQUonly/Issues/Guidelines2003.doc> or

<http://www.mq.edu.au/senate/MQUonly/Issues/detailedguidelines.doc>.

STUDENT SUPPORT SERVICES

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.