

# HRM250

## Human Resource Management: Recruitment and Selection

### Semester 2, 2010

*Department of Business*

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**MACQUARIE UNIVERSITY  
FACULTY OF BUSINESS AND ECONOMICS  
UNIT OUTLINE**

<b>Year and Semester:</b>	<b>2010, Semester 2</b>
<b>Unit convenor:</b>	<b>Dr Denise Jepsen, B. Psych (Hons), M. Org Psych, PG Cert HE, PhD, MAPS, FAHRI</b>
<b>Prerequisites:</b>	<b>HRM 107</b>
<b>Credit Points:</b>	<b>3</b>

Students in this unit should read this unit outline carefully at the start of semester. It contains important information. If anything is unclear, please consult one of the unit's teaching staff.

### **1. ABOUT THIS UNIT**

Recruitment and selection is probably the corner piece of human resource (HR) activity and is probably the most visible aspect of the HR role. This second year, three credit point unit provides students with a strong foundation in recruitment and selection. The unit's emphasis is on the technical aspects of best practice in recruitment and selection in order to prepare students for the development and implementation of a selection process.

The unit examines measurement and decision-making in HR selection. Job analysis techniques are described within the context of selection measures. The ability to predict performance on the job forms a major component of the unit, which includes the study of appropriate application forms, interviewing and psychometric assessment.

Students will have the opportunity to review the scholarly literature in detail on a topic of interest as well as reflect on selection practices as they are currently applied in organisations locally. Students will be encouraged to take a critical perspective on contemporary practices in HRM.

Sustainable practices are directly addressed in this unit through an analysis of the economic, environmental and social dimensions of recruitment and selection topics.

### **2. TEACHING STAFF**

- Unit Convenor and Lecturer in Charge, Dr Denise Jepsen: [denise.jepsen@mq.edu.au](mailto:denise.jepsen@mq.edu.au) or 9850 4805 (email preferred).
- Tutor, Lenore Pennington: [lenore.pennington@students.mq.edu.au](mailto:lenore.pennington@students.mq.edu.au)
- Tutor, Lauren Gellatly: [lauren.gellatly@students.mq.edu.au](mailto:lauren.gellatly@students.mq.edu.au)

### **3. CONSULTATION TIMES**

Dr Denise Jepsen is available for student consultation on Thursdays from noon to 2pm in room 641, level 6, building E4A. Tutors are available for consultation before or after tutorials or otherwise by appointment. Teaching staff will generally respond to emails within 48 hours NOT INCLUDING WEEKENDS. Note, students requesting additional information on assessments may be referred to class discussions where other students will benefit. Please do not rely on a response to your email one or two days before an assignment or exam.

You are encouraged to seek help from Dr Denise Jepsen or the tutors at these times. In special circumstances, an appointment may be made outside regular consultation hours. Detailed consultations will not be conducted by email; however, your teaching team will respond to your e-mailed questions. You may also phone Dr Denise Jepsen during consultation hours. Students experiencing significant difficulties with any topic in the unit must seek assistance immediately.

#### 4. CLASSES AND CLASSROOM ETIQUETTE

The subject consists of a weekly two hour lecture and a one hour tutorial. The timetable is at: <http://www.timetables.mq.edu.au/class/2010/ttmaker/showfullunit.asp?UnitPrefix=HRM&UnitNum=250>

**Note:** Students must attend 80% of all tutorials to pass the unit, i.e., miss no more than two tutorials, including medical absences. A log will be taken to record attendance. Medical certificates are required for medical absences and should be given to your tutor. You must stay in the tutorial to which you were enrolled as a cap is applied on the number of students to each tutorial in order to maximise your learning experience. However, you may change a tutorial, providing the tutorial you wish to change to has a vacancy. The only way you can do this is via e-student within two weeks of the start of semester. Changes cannot be made after week two.

Students are expected to arrive on time, certainly before five minutes past the hour and not to leave until the class ends. Mobiles should be turned off during classes, not simply set to silent. Texting or other mobile phone activity during class is distracting to the student concerned, the lecturer and other students and is strictly forbidden. Students violating this requirement will be asked to leave the class.

#### 5. REQUIRED AND RECOMMENDED TEXTS

There are two textbooks required for this subject:

1. Gatewood, Field, and Barrick. *Human Resource Selection*. (6<sup>th</sup> ed.). Cincinnati: Southwestern College Publishing Company, 2008. This is an American textbook selected for the thorough manner in which the technical aspects of selection have been addressed. The text is available at the University Co-Op Bookshop. The e-text is not yet (2010) available in Australia.
2. Knox-Haly. *How to stop your workplace going pear-shaped: Readings in HR Risk Mitigation*. (1<sup>st</sup> ed). Tilde University Press, Prahan, Victoria, 2008. This is an Australian text that incorporates legal perspectives on workplace issues including recruitment.

Recommended reading for those interested in less technical side of recruitment:

- Compton, Morissey & Nankervis, *Effective Recruitment and Selection Practices*. (5<sup>th</sup> ed.). CCH Australia Limited, Sydney.

Recommended reading for sustainable organisational leadership and organisational change:

- Avery, G. C. & Bergsteiner, H. (2010). *Honeybees and locusts: the business case for sustainable leadership*, Allen & Unwin, Sydney.
- Dunphy, D. , Griffiths, A. and Benn, S., *Organisational Change for Corporate Sustainability*, Routledge, London and New York, 2003; revised edition 2007

#### 6. RECOMMENDED READING AND LIBRARY DATABASES

In addition to the required textbooks for this unit, you should familiarise yourself with the relevant sections of the library. Journals recommended for HRM study include:

- Academy of Management Journal
- Asia Pacific Journal of Human Resources
- Australian Journal of Management
- California Management Review
- Harvard Business Review
- Human Resource Management Journal
- International Journal of Employment Studies
- International Journal of HRM
- Personnel Journal
- Personnel Management
- Personnel Review

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

- Ebsco host: Academic Search Elite
- Business Source Primer
- Journals@Ovid PsycArticles
- PsycINFO
- Psychology and behavioral sciences collection
- Web of science

## 7. MACQUARIE STUDENTS' HR CLUB

The Macquarie students HR Club was formed in late 2009 as a forum for students of HR across all years and across all units to be able to come together for networking, careers information and HR information. The aim of the club is to facilitate networking between the HR students within Macquarie University and to bridge the gap between HR students and industry professionals. The HR Club has networking and guest speaker events throughout the year. Contact [macunihr@gmail.com](mailto:macunihr@gmail.com) for more information. Students interested in a possible career in HR are encouraged to join this group and also consider joining the organising committee. Website: [www.mghr.com.au](http://www.mghr.com.au) (coming soon). Note, extra-curricular HR opportunities presented to the HR staff are frequently channeled into the HR Club.

## 8. AHRI RESOURCES AND FREE STUDENT MEMBERSHIP

The Australian Human Resources Institute, AHRI, is the peak body for HR practitioners in Australia. AHRI student members have online access to AHRI publications and research and a media monitoring service – all of which have relevant statistics, trends, opinions and studies in different HR areas. With AHRI Student Membership you receive access to:

- AHRI's HR Careers website with job postings, career advice and tools and work experience or vocational placements
- Online access to AHRI HR publications and research, such as AHRI's monthly industry magazine – hrmonthly, the Asia Pacific Journal of Human Resources and HRpulse survey reports, which are full of relevant statistics and trends in different HR areas
- The knowledge and experience of over 15,000 HR professionals through online discussion forum – HRconnect. It also features a dedicated student area to put you in touch with other HR students
- AHRI's online document centre with a large database of presentations and articles
- Both free and low-cost HR networking events, to give you the chance to get your foot in the door and meet people working in the industry
- AHRI's monthly student newsletter to keep you up to date with developments in HR and what's happening at AHRI Student Membership also gives you 50% off your first year of full professional membership with AHRI

You may wish to join AHRI as a student member – go to [www.ahri.com.au/studentmembership](http://www.ahri.com.au/studentmembership) for more information and to apply online. Membership is free to full time HR or psychology students.

## 9. LEARNING OBJECTIVES AND OUTCOMES

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

1. Understand the importance of selection in conjunction with other HR functions. Identify the steps in developing a useful selection program and the difficulties and constraints which may arise.
2. Identify potential legal issues to consider in developing and implementing a selection program.
3. Understand the role of HR measurement in selection decision making.
4. Describe and explain the concepts of reliability and validity of selection data in addition to making effective selection decisions.
5. Explain the role of job analysis. Describe various techniques used in collecting job information.
6. Describe appropriate information about applicants collected by various types of selection instruments.
7. Identify employee specifications and examine how they can be utilised in selection measures.
8. Explain the important measurement principles of each type of selection instrument.
9. Identify specific points about the correct development and use of each type of selection instrument.
10. Describe various types of job performance measures and detail the important characteristics of each measure. Discuss the appropriate use of each type of measure.

## 10. UNIT WEB PAGE AND ANNOUNCEMENTS

There is an online resource (Blackboard: <https://learn.mq.edu.au>) to accompany this unit, used for announcements to students and electronic distribution of materials. Students should check the course website regularly and a minimum of once a week. The slides for each week's lectures will be loaded to the Blackboard site. Note that the slides presented in the lecture may have been recently updated and not be identical to the slides on Blackboard.

## 11. ILECTURE RECORDINGS OF LECTURES

The lectures will be recorded for student use and may be accessed through the Blackboard resource for this unit. Note, iLecture is not intended as a substitute for attendance at lectures.

## 12. TEACHING AND LEARNING STRATEGY

The lecture will generally involve presentation of theoretical material as a basis for more general discussion in the tutorials. The tutorials will focus on practical application of the material, usually from the previous week's lecture. Students are expected to have read prescribed reading prior to class and engage in group discussions during tutorials.

## 13. GRADUATE CAPABILITIES

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop the capabilities which the University's graduates will need to develop to address the challenges, and to be effective, engaged participants in their world. This unit contributes to this by developing the following graduate capabilities:

- 1 Discipline Specific Knowledge and Skills\*
- 2 Critical, Analytical and Integrative Thinking
- 3 Problem Solving and Research Capability
- 4 Effective Communication

## 14. SUSTAINABILITY, RESEARCH AND PRACTICE

- This unit includes sustainable recruitment and selection practices as a core teaching component.
- This unit uses research from external sources (references)
- This unit gives you practice in applying research findings in your assignments
- This unit gives you opportunities to conduct your own research.

## 15. RELATIONSHIP BETWEEN ASSESSMENT AND GRADUATE CAPABILITIES AND LEARNING OUTCOMES

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop students' generic skills in a range of areas. The four assessment items in this subject aim for students to develop their skills in the following Macquarie Graduate Capabilities:

Assessment	Worth	Due	Feedback	Generic Graduate Capabilities
Ass #1: Early semester test	25%	Week 4 lecture	Week 5	<ul style="list-style-type: none"><li>• Discipline specific knowledge and skills</li></ul>
Ass #2: Individual assignment	25%	Week 8 tutorial	Week 10	<ul style="list-style-type: none"><li>• Discipline specific knowledge and skills</li><li>• Critical, analytical &amp; integrative thinking</li><li>• Problem solving and research capability</li><li>• Effective communication</li></ul>
Ass #3: Topic presentation & report	25%	Week 11, 12 tutorial	After presentation	<ul style="list-style-type: none"><li>• Discipline specific knowledge and skills</li><li>• Critical, analytical &amp; integrative thinking</li><li>• Problem solving and research capability</li><li>• Effective communication</li></ul>
Ass #4: Final exam	25%	Exam period	Final grade	<ul style="list-style-type: none"><li>• Discipline specific knowledge and skills</li></ul>

## 16. LECTURE, TUTORIAL, READING AND ASSESSMENT SCHEDULE

<b>Week: Date Lecture Topic</b>	<b>Tutorial activities</b>	<b>Gatewood text readings</b>	<b>Sustain- ability topic focus</b>	<b>Assessment tasks and feedback</b>
<b>Week 1:</b> 5 August Introduction to unit, Selection	No tutorial	Ch 1	Intro	
<b>Week 2:</b> 12 August Human Resource Management in Selection	Form groups and select topics	Ch 3	Job descriptions	
<b>Week 3:</b> 19 August Reliability and Validity of Selection Measures	Selection matrix and effective processes	Ch 4, 5	Workforce planning	
<b>Week 4:</b> 26 August Early Semester Test, Software demonstration	Researching and writing a literature review			Ass #1: Early semester test, Worth 25%
<b>Week 5:</b> 2 September Strategies for Selection Decision Making Ass #1 Feedback	Selection case study	Ch 6 + Knox-Haley Ch 2	Selection decision making	Ass #1 Feedback
<b>Week 6:</b> 9 September Job Analysis in HR	Writing selection criteria	Chs 7, 8	Interview preparation	
<b>Week 7:</b> 16 September Australian Recruitment Law: Guest lecturer	Writing a job advertisement			
<p>Mid semester break. No classes will be held during this break. Note, this unit is not impacted by Labour Day.</p>				
<b>Week 8:</b> 7 October Application forms	Behavioural competencies and interviewing	Chs 9, 10	Application forms	Ass #2: Literature review due; Worth 25%
<b>Week 9:</b> 14 October The Selection Interview	Interview questions	Ch 11	Interview conduct	
<b>Week 10:</b> 21 October Ability Tests	Interviewing skills Assessment # 2 feedback	Ch 12	Psych assessment	Ass #2 Feedback
<b>Week 11:</b> 28 October Personality Assessment	Student groups 1,2,3 presentations	Ch 13	Reference checking	Ass #3: Presentations Worth 25%
<b>Week 12:</b> 4 November Performance Tests & Assessment Centres	Student groups 4,5,6 presentations	Ch 14	Assessment centres	
<b>Week 13:</b> 11 November Measures of Job Performance	No tutorial	Ch 16	Induction	
<b>Exam period:</b> 17 November – 3 December				Ass #4: Exam: 25% Feedback: final grade

\*\*\* Note: Any changes will be announced on the HRM250 Blackboard announcements page.\*\*\*

\*\*\* Ensure you check Blackboard regularly – at least once per week. \*\*\*

## 17. STUDENT WORKLOAD GUIDELINES

According to Academic Senate Guidelines, student workload should be three hours per credit point per week, including the two week semester break. This means a three credit point unit should have a student work load of 135 hours. Students vary enormously in their study patterns but as a guide, this unit's intended approximate workload is:

Activity	Duration	Number per semester	Semester Total
Lectures	2 hours	13	26
Tutorials	1 hour	11	11
Readings and tutorial preparation	4 hours	11	44
Early semester exam revision	10 hours	1	10
Group presentation preparation	12 hours	1	12
Individual assignment	15 hours	1	15
Final exam revision	17 hours	1	17
<b>TOTAL HOURS</b>			<b>135</b>

## 18. DETAILS OF ASSESSMENT TASKS

### Assessment #1: Early semester test, worth: 25%, week 4

To gain an early assessment of your understanding of the subject materials, a one hour mid semester test will be held during the lecture in Week 4. There will not be a supplementary test – any student who misses this test will need to provide a medical certificate or other documentation. The test will consist of 30 multiple choice questions. There will be no trick questions. All questions will have equal value and marks will not be deducted for incorrect responses. Marks will be posted to Blackboard and feedback given in class one week later. Chapters 1, 3, 4 and 5 will be tested:

Week	Textbook chapter	Number of test questions
Week 1	Chapter 1 – Introduction to Selection	10
Week 2	Chapter 3 – HR Measurement in Selection	10
Week 3	Chapter 4 – Reliability of Selection Measures	5
	Chapter 5 – Validity of Selection Measures	5
Total		30

### Assessment #2: Individual assessment 25% - Literature review, due week 8

**Aim:** The aim of this assessment is to enable students to examine and critically analyse one aspect of recruitment and selection in depth, to understand some of the activities that make up scholarly research and to see the way in which knowledge is built gradually.

**Topic selection:** Students are required to write a literature review based on the scholarly peer-review literature on a single topic within recruitment and selection, choosing from:

1. Job analysis
2. Realistic job previews
3. The psychological contract
4. Faking in selection assessments
5. Assessment centre exercises
6. Selection interviewing

**Due:** The review is due to your tutor **and Turnitin** in Week 8. Submissions will have 2% deducted per day late, including weekend days. **Late assignments** should be submitted to BESS in building E4B to be date stamped and forwarded to your tutor for marking. Electronic assignments will NOT be marked.

**Length and presentation:** The maximum report length is 1800 words, excluding references. Include the word count at the end of report. Use 1.5 line spacing, 2.5 cm margins on top, bottom and each side, Times New Roman font size 12. Do not use colour printing, formatting templates, plastic, fancy or bound covers when submitting your report. Do not include an executive summary, abstract, footnotes or endnotes. From <http://www.businessandconomics.mq.edu.au/current/undergraduate/bess> download and complete an MQ cover sheet, including your Turnitin receipt and tutor name. Marks will be deducted for violations of these presentation rules.

**Turnitin:** In addition to hard copy submission, students must also submit an electronic copy of the report to the university's plagiarism checking software, Turnitin. Title your document with your surname and student number, e.g., Smith20062007. Turnitin can be found on the subject's Blackboard website under "Assignments". **Note:** In the submitted copy to Turnitin, **please do not include the reference list**. Turnitin currently accepts **MS Word(xxx.doc)** format. (i.e. not PDF, PowerPoint, etc). For more information see: <http://www.turnitin.com/static/training.html> and Student Quickstart Guide [http://www.turnitin.com/resources/documentation/turnitin/training/tii\\_student\\_qs.pdf](http://www.turnitin.com/resources/documentation/turnitin/training/tii_student_qs.pdf). Turnitin will check your assignment against over a billion internet articles, academic articles and previously submitted assignments in order to identify any cases which should be checked for plagiarism. Note that the penalties for plagiarism can be severe and a case of plagiarism which is detected by other means will still be brought, even if the Turnitin program fails to detect it. So you must ensure that you submit only your own work, with all sources properly acknowledged.

**Writing style:** The literature review should be written in formal academic narrative style. The review will be evaluated for discriminatory language, clarity of expression and overall presentation including grammar, spelling and punctuation. Do not use bullet points, casual language (or bracketed comments). Use headings sparingly. Reports must be fully and appropriately referenced using a formal academic style (APA or Harvard are examples of acceptable styles). Substantial marks will be deducted for inadequate or incorrect referencing.

**Literature review hints:** Some hints on proceeding towards your literature review:

1. Students need to research the topic. This means searching the library databases for relevant peer-reviewed literature, perhaps across a few databases and certainly across a variety of journals.
2. Please note there is no room for any textbooks, newspapers, popular press (e.g., Business Review Weekly, HR Monthly), web-based or other external material in this scholarly literature review. Research books may be used but are rarely available online at this time.
3. There will be many journal papers on most topics and you will need to make judgements on what is relevant to your topic. You may need to narrow the scope of your chosen topic. Given the word limit, students will need to use their problem solving skills to determine which papers to include.
4. Students need to then review the most relevant literature. Look at which researchers have conducted what studies, on what populations or samples, under what conditions, using what methods, in what contexts and so on. Note that your review will probably be improved by the use of older studies that provided a foundation for later studies as well as more recent studies.
5. The better submissions will be critical in their analysis. Be ready to be impressed with the level of detail reported but also be prepared to be critical – in a scientific way – of some studies you see.
6. Do not be concerned by any statistics you do not follow – they are not at issue in this assessment.
7. Determine to what level of detail which papers will be included in your final submission. Your communication skills will be tested as you try different ways of expressing important ideas within the word count. A sentence that took 25 words the first time may also be clearly articulated in 12 or 18 words if you allow time for revisions.
8. As a guide, a minimum of eight references are required. A better literature review will probably NOT include every reference that a student has come across. Be prepared to not use some papers that are not appropriate for your paper.

**Feedback and marking criteria:** Marks and feedback, using the sheet towards the end of this unit outline, will be given in class two weeks after submission. The marking criteria for this assessment are:

1. Quality of the research i.e., relevance of your references as they relate to the topic
2. Quantity of the research - was there evidence of a review of enough literature?
3. How clearly the review identified the major themes and issues in the literature
4. The report's critical analysis of the literature
5. The overall structure and logical development of the review
6. Citations and referencing
7. Writing clarity and grammar
8. Presentation
9. Tertiary standard: Is there a high standard of research, analysis and writing?

**General standards applied to this assessment.**

<p><u>High Distinction</u> 85-100%</p>	<p>The student demonstrates the competencies in Distinction standard and in addition demonstrates:</p> <ul style="list-style-type: none"> <li>Insightful and comprehensive identification and discussion of key scholarly literature concerning the specialist HR topic. Advanced understanding of the relevant theory leading to defensible generalisations</li> <li>Demonstrates capacity to use new insights to critically appraise literature, ideas and arguments, draws well-supported conclusions, and applies relevant theory.</li> <li>Uses creative examples, possible extensions, and applications of theory.</li> <li>The work has been written, referenced and presented to an exemplary, publishable, academic standard, and presents a compelling and effective argument/discussion.</li> </ul>
<p><u>Distinction</u> 75-84%</p>	<p>The student demonstrates the competencies in Credit standard and in addition:</p> <ul style="list-style-type: none"> <li>Demonstrates selectivity and uses judgement in determining the importance of readings and ideas. Develops a progressive, convincing, and clear argument throughout the work.</li> <li>Shows evidence of wide reading and synthesis of ideas.</li> <li>Demonstrates a comprehensive understanding of the relevant theory.</li> <li>Demonstrates capacity to evaluate and critically appraise literature, ideas and arguments, draws appropriate conclusions and apply relevant theory.</li> <li>The work has been written and presented to a high academic standard, and presents a coherent argument.</li> </ul>
<p><u>Credit</u> 65-74%</p>	<p>The student demonstrates the competencies in Pass standard and in addition:</p> <ul style="list-style-type: none"> <li>Demonstrates the understanding of key HR concepts, theories, and issues. Key literature identified and discussed. Demonstrates a sound understanding of relevant theory.</li> <li>Demonstrates a sound capacity to appraise literature, ideas and arguments, to draw limited conclusions and apply relevant theory</li> <li>May sometimes lapse into description rather than providing analysis and evaluation.</li> <li>Provides a satisfactorily structured, sourced, and referenced work which is clearly written and grammatically accurate in terms of spelling. Some significant improvements needed to meet a standard suitable for publication. Argument/discussion credible.</li> </ul>
<p><u>Pass</u> 50-64%</p> <p><u>Conceded Pass</u> 45-49%</p>	<p>The student demonstrates the following</p> <ul style="list-style-type: none"> <li>Most of the key concepts, theories, and issues in the specialist topic are identified and discussed. Conveys a basic understanding of the relevant theory.</li> <li>The work demonstrates a limited capacity to appraise literature, ideas and arguments, draw appropriate conclusions and apply relevant theory.</li> <li>The work provides little or no evidence of critical analysis and may simply restate or describe. The work is not synthesised or integrated and lacks depth of analysis.</li> <li>Relies extensively on text, or limited readings providing little evidence of research. May demonstrate a narrow focus.</li> <li>The work is presented with sufficient coherence and clarity for the reader to understand the ideas and arguments being proposed. Improvements to writing such as structure, grammar and referencing are required to meet academic writing standards. Argument/discussion has some flaws.</li> </ul>
<p><u>Fail</u> 0-44%</p>	<p>The student may demonstrate some or all of the following;</p> <ul style="list-style-type: none"> <li>Has not identified key scholarly literature concerning the specialist topic. Conveys little evidence of understanding of relevant theory.</li> <li>The work conveys little evidence of the capacity to appraise literature, ideas, and arguments, to draw appropriate conclusions and apply relevant theory.</li> <li>Demonstrates a failure to identify the issues.</li> <li>Demonstrates a failure to answer the question or misinterprets the question.</li> <li>Does not provide evidence of the minimum scholarly reading requirements (6).</li> <li>The work demonstrates little understanding or appreciation of standards required for academic writing. Improvements in terms of clarity, grammar, spelling, quotations, referencing or presentation are required to achieve an acceptable standard.</li> <li>Assessment not handed in on time.</li> </ul>

### **Assessment #3: Topic presentation and report 25% due weeks 11 and 12**

**Aim:** The purpose of this assessment is to expose students to recruitment and selection process applications, apply theoretical and scholarly learnings to those applications and critically analyse their findings. Students' research, communication, analytical, integrative and critical thinking skills will be developed by the presentation and report while problem solving skills will be developed in groupwork.

**Description:** Groups formed in week 2 will prepare a 15 minute (**maximum**) presentation to the class in week 11 or 12. The groups will select a topic from the list of topics below. The group will then investigate the real application or use of that recruitment or selection topic within an organisation of their choice. It is expected that an in-person or telephone discussion will be conducted with a HR professional in that organisation. Not all group members are required to attend the organisational visit. Students are expected to get a referral to an organisational representative from family or friends, or call the HR department of an organisation that you are interested in. Note:

- Only one group may select a particular topic in any one class.
- Presentations longer than 15 minutes will be penalized by three points.
- The one page report does not need to be referenced.
- Each group can choose how they present to the class, however, all group members should be prepared to answer questions at the conclusion of the presentation.
- The presentation should be lively, interesting and educational for the rest of the class. The use of presentation aids is encouraged, but emphasis should be placed on important material researched and use of organisational examples.

**Tasks:** The group needs to research the topic, research the organisation perhaps including their careers website, prepare questions for the organisation, arrange to meet an appropriate HR or other representative, note the responses given by the organisation's representative, critically analyse the results of the discussion in view of the scholarly literature (see Assessment #2), prepare and deliver a presentation of the key findings and prepare a one page summary report on the key findings.

#### **Topic selection:**

1. Advertising vacancies
2. Ensuring employment diversity
3. Psychometric assessment in selection
4. Reference checking
5. Special issues or considerations in non-profit recruitment/selection
6. Situational judgement tests

**Feedback and marking criteria:** Marks and feedback will be given immediately after the presentation, using the marking sheet included towards the end of this unit outline. The marking criteria are:

1. **Presentation:** Quality of presentation i.e. the appropriate use of technology, lively discussion, promoting interest, variations such as handouts, questions, rewards, role plays
2. **Topic:** Summary of key issues; How clearly the major issues were identified and conveyed to the audience; what the presentation added to the audience's knowledge or understanding of the topic
3. **Research:** Evidence of research quality and/or quantity; Level of critical analysis of the material, not just descriptive repeating of material already covered; Identifying linkages to relevant theory
4. **Tertiary standard:** Evidence of a high standard of research, analysis and communication
5. **Handout:** To what extent does the handout support other students' learning about this topic?

**Peer review:** Each student will be required to peer review the contributions of each group member using the form at the end of this unit outline. Peer review forms will be collected privately and individually in class at the time of the group presentation. The final grade for a student who is rated poorly by the majority of their group may be reduced to reflect the student's perceived contribution. Any problems with the group dynamics should be resolved within the group if possible in the first instance. Any continuing group problems should be discussed with your tutor.

#### Assessment #4: Final exam

A final examination is included in this unit to provide assurance that the product belongs to the student and the student has attained the knowledge and skills tested in the exam. A three hour exam will be held during the university exam period. The exam will consist of two parts:

##### Part A: Short Essay Questions

Students are required to answer three short essay questions from a choice of five essay questions. As a guide, responses are expected to be approximately one page. Note:

- Essay questions will come from the whole of the unit, including the guest law lecture, chapters 6, 7 and 8 (not otherwise examined) and sustainability in recruitment and selection.
- A selection of sample essay questions will be given to students in Week 13.

##### Part B: Multiple Choice Questions

This will be in the same format as the early semester test. There will be 60 multiple choice questions from each of textbook chapters 9 to 14 and 16 (but NOT chapters 6, 7 and 8) as follows:

Lecture Week	Text chapter	Number of questions
Week 8	Chapter 9 – Application Forms, Reference Checks	5
	Chapter 10 – Weighted Application Blanks and Biographical Data	5
Week 9	Chapter 11 – The Selection Interview	10
Week 10	Chapter 12 – Ability Tests	10
Week 11	Chapter 13 – Personality Assessment	10
Week 12	Chapter 14 – Performance Tests and Assessment Centres	10
Week 13	Chapter 16 – Measures of Job Performance	10
Total		60

**Exam attendance:** The university exam period in the first half of 2010 is from 17th Nov to 3rd Dec 2010. You are expected to present yourself at the time and place designated in the exam timetable (<http://www.timetables.mq.edu.au/exam>). The DRAFT exam timetable will be available approximately eight weeks before the start of exams and the final timetable around four weeks before exams start. IT IS NOT POSSIBLE FOR THE LECTURER TO MOVE THE EXAM TIME. PLEASE DO NOT ASK.

**Request for early exams:** It is Macquarie University policy not to set early exams for individuals or groups of students. Students are to be available until the end of the teaching semester, i.e., the final day of the official exam period.

**Determination of overall grade:** You are not required to pass every assessment in this unit. You must obtain 50% overall to pass this unit. The 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. 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/rules/Guidelines2003.doc> or <http://www.mq.edu.au/senate/rules/detailedguidelines.doc>

**Special consideration for documented illness or unavoidable disruption:** The only exception to not sitting an exam 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 the special consideration process is available at <http://www.reg.mq.edu.au/Forms/APSCon.pdf>. If a Supplementary Exam is granted as a result of the Special Consideration process, the exam will be scheduled after the end of the official exam period.

The Macquarie university examination policy details the principles and conduct of examinations at the University. The policy is available at: <http://www.mq.edu.au/policy/docs/examination/policy.htm>

## 19. ACADEMIC HONESTY

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at [http://www.mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

## 20. 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: <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.

## 21. GRADES, GRADING APPEALS AND FINAL EXAM SCRIPT VIEWING

Please refer to relevant Bachelor Degree rule in the Handbook of Undergraduate Studies for grades. If, at the conclusion of the unit, you have performed below expectations and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing: [http://www.businessandconomics.mq.edu.au/for/new\\_and\\_current\\_students/undergraduate/admin\\_central/grade\\_appeals](http://www.businessandconomics.mq.edu.au/for/new_and_current_students/undergraduate/admin_central/grade_appeals).

## 22. SPECIAL CONSIDERATION

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: [http://www.mq.edu.au/policy/docs/special\\_consideration/procedure.html](http://www.mq.edu.au/policy/docs/special_consideration/procedure.html)

## 23. STUDENT SUPPORT SERVICES

A range of Academic Student Support Services are available at <http://www.student.mq.edu.au>:

- Forms and documents
- Timetables
- Library & IT help
- Macquarie International & study abroad
- Co-op bookshop
- Study Skills Support Unit.

## **24. IT CONDITIONS OF USE**

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times. Students are expected to act responsibly when using University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted. Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice. Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.

**HRM250 Assessment #2: Literature review - Marking and feedback sheet**

Student Name: \_\_\_\_\_ ID: \_\_\_\_\_

Topic: \_\_\_\_\_

Assessment criteria	Very poor	Poor	Satisfacto	Good	Very good
1. Quality of the research i.e., relevance of your references as they relate to the topic					
2. Quantity of the research - was there evidence of a review of enough literature?					
3. How clearly the review identified the major themes and issues in the literature					
4. The report's critical analysis of the literature					
5. The overall structure and logical development of the review					
6. Citations and referencing					
7. Writing clarity and grammar					
8. Presentation					
9. Tertiary standard: Does the review reach a high standard of research, analysis and writing?					
Overall, the review is worth					

**Comments**

  
  
  
  
  
  
  
  
  
  

<b>Mark</b>	<b>Grade</b>	Signed: _____
		Date: _____

**HRM250 Assessment #3: Presentation - Marking and feedback sheet**

Group Name: \_\_\_\_\_

Topic for presentation: \_\_\_\_\_

Date, time of presentation: \_\_\_\_\_

Student Name: \_\_\_\_\_ ID: \_\_\_\_\_

**Assessment #3:  
Assessment criteria**

**Very poor  
Poor  
Satisfacto  
Good  
Very good**

- |   |  |  |  |  |  |
|---|--|--|--|--|--|
| 1. <b>Presentation:</b> Quality of presentation i.e. the appropriate use of technology, lively discussion, promoting interest, variations such as handouts, questions, rewards, role plays                          |  |  |  |  |  |
| 2. <b>Topic:</b> Summary of key issues; how clearly the major themes and issues in the readings were identified and conveyed; what the presentation added to the audience's knowledge or understanding of the topic |  |  |  |  |  |
| 3. <b>Research:</b> Evidence of research quality; level of critical analysis of the material, not just descriptive presentation   |  |  |  |  |  |
| 4. <b>Tertiary standard:</b> Did the presentation reach a high standard of research, analysis and communication?  |  |  |  |  |  |
| 5. <b>Handout:</b> To what extent does the handout support other students' learning about this topic?   |  |  |  |  |  |
| 6. Overall, the presentation is worth   |  |  |  |  |  |

**Comments** (continued overleaf)

<b>Mark</b>	<b>Grade</b>	Signed: _____
		Date: _____

## HRM250 Assessment #3: Group presentation and report - Peer Evaluation Form

PRIVATE AND CONFIDENTIAL

**Group name/topic:** \_\_\_\_\_

**Group time, date:** \_\_\_\_\_

**Your name:** \_\_\_\_\_

This form is for you to evaluate the contributions made by each of your group members to the overall performance and success of your group's assignment. In making your assessment, you might take into account factors such as:

- a. Effort
- b. Quantity of contribution
- c. Quality of contribution
- d. Meeting of deadlines
- e. Degree of cooperation with other group members.

### Directions:

1. In the space below, write the names of all group members (including yourself). You should omit anyone who was part of your group initially but dropped out of the course during the semester.
2. Allocate a total of 100 points to each group member (including yourself) so that the points awarded indicate your judgment of the overall value of each member's relative contribution.
3. Submit the form individually and directly to the tutor on the day of your presentation.

For example, if you have five group members (and in your judgment) all members made equal contributions, each group member (including yourself) would be allocated 100 points. If you award someone 50 points and someone 100 points, this would indicate that you valued the latter person's contributions two times more than the first person's contribution.

Group member names	Points
Yourself	/100
	/100
	/100
	/100
	/100
	/100

Information in this form will be kept confidential by your tutor.