

MACQUARIE  
UNIVERSITY



FACULTY OF  
BUSINESS AND ECONOMICS

**BUS850  
MANAGEMENT OF PEOPLE AT WORK**

**Mr Christiaan McComb**

**Semester 1**

**2010**

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

**Year and Semester:** Semester 1, 2010

**Unit convenor:** Christiaan McComb

**Prerequisites / Corequisites:** Nil

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

**ABOUT THIS UNIT**

This unit examines a range of theories, processes, and techniques for developing human resource capital. The unit takes a strategic HR focus since the HRM function has changed in recent years and is a demanding factor in managerial activity. The aim of the unit is to provide students with a contemporary understanding of people management skills in modern workplaces. To this end, students will gain a greater appreciation of the human resource function. They will have an increased understanding of why HRM is important in developing competitive advantage and how it is linked to business goals and strategy. A further aim of the unit is to broaden the skills of students so that they are better equipped to negotiate a challenging HRM environment.

**TEACHING STAFF**

- Convenor: Mr Christiaan McComb
- Email: to be confirmed
- Consultation hours: by appointment, via email or phone 0407218871

**CLASSES**

- The unit consists of 12 lectures and tutorials that will vary from week to week. Students are advised to attend all lectures and attend all tutorials to ensure their learning. Satisfactory attendance may be considered in the allocation of final results for students who have scored borderline marks.
- The timetable for classes can be found on the University web site at:  
<http://www.timetables.mq.edu.au/>

## REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

- Prescribed text: Stone R. J. (2008) Human Resource Management, 6th edition, John Wiley and Sons, Milton
- Readings which can be downloaded from E-reserve

## UNIT WEB PAGE

- Please note the unit's logon web page address is <http://online.mq.edu.au/> To log on, you must first obtain a log on password from IT services or the library then click through to BUS 850. Please check this site each week for possible lecture slides. Also, all examination, results, and other notes will be posted on the site from time to time.

## LEARNING OBJECTIVES AND OUTCOMES

By the end of this unit, students should be able to:

1. Define and explain the key SHRM functions.
2. Demonstrate an understanding of the utility and contribution of SHRM within contemporary organisations, especially its link to business strategy as a device for change and continual improvement.
3. Communicate the value of SHRM models for solving common human resource management issues and be able apply the theory to workplace situations at an organizational, task and person level.
4. Demonstrate awareness of the key tenants and current theoretical debates surrounding SHRM across a broad range of content.
5. Demonstrate an understanding of the relevance and range of competencies and roles required of SHRM practitioners within various organisational settings.
6. Acquire skills for managing people in contemporary organisations, including communication, reflection, group leadership and/or team contribution skills.
7. Gain an appreciation of the dynamic nature of daily managerial work.

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop students' generic skills in a range of areas. One of the aims of this unit is that students develop their skills in the following:

Self-awareness and interpersonal skills;  
Communication skills;  
Critical analysis skills;

Problem-solving skills;  
Creative thinking skills.

#### TEACHING AND LEARNING STRATEGY

- The unit adopts an interactive problem based approach to learning. The course is delivered using taught using a combined lecture and interactive workshop style of delivery which utilizes formal lectures, weekly case study, problem solving activities and group work.
- Students are expected to read all assigned text and additional reading in advance of each week's lecture, engage in collegial group work; actively participate in class discussion.

#### **Week-by-week list of the topics to be covered.**

Lecture 1: **HRM and the resource-based view:** Understand the strategic resource-based view and why this is different to other approaches. Identify why various HR processes lead to the development of competencies, both personal and organisational. Determine how a resource-based approach and particular way of thinking underpins the development of people at work.

Lecture 2: **Learning and Development:** Distinguish between training and learning and how this relates to cognition and action. Develop a needs assessment and investigation and identify how this is linked to strategic HR. Explore the different approaches for individual, group, and organizational learning

Lecture 3: **Job analysis and design:** What are the key types of information for a job in terms of definition. Analyse types of structures and determine how job positions are established. Identify the factors in job design; what are we really aiming for?

Lecture 4: **Recruitment and Selection.** Determine some of the contemporary issues in recruiting. Why is this no longer just an HRM function? Examine criteria and the selection process including types of selection processes.

Lecture 5: **Motivation at Work:** Discuss the link between motivation techniques and work performance. Gain a general appreciation of different motivational requirements and form opinions about the merits of these.

Lecture 6: **Performance Management:** Examine the key issues of performance management and how to reward staff. Assess the influence of different rating systems and their effectiveness.

Lecture 7: **Managing Careers:** Explore the different methods for assessing behaviour including the importance of interpersonal relationships. Understand the different types of career management systems. Identify the issues in succession planning.

Lecture 8: **Diversity Management:** Explore diversity. What does it mean to have a diverse workforce. What are the issues? To what extent do HRM practices influence the diversity process?

Lecture 9: **Work-life balance:** Identify the concepts related to work-life. What are the key issues and determinants to consider? How do we separate the idea of work-life on the one hand and productivity issues on the other?

Lecture 10: **Internationalizing the HRM function:** Analyse the key issues for international HR. To what extent are these activities linked to strategic HR and why? Distinguish between the different types of nationals and how HR deals with the issues.

Lecture 11: **Employee retention:** What are the key issues? Determine the different ways for managing employee retention. How can modern workplaces manage job satisfaction?

Lecture 12: **Bringing it all together:** How can we classify and make sense of all we have learned in this unit? How can we map this for future reference in the workplace?

#### RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

The assessment items for this unit have been designed to measure students understanding, comprehension and application of the learning objectives and outcomes of this course and to assist the development of students' generic skills in communication, critical analysis, problem-solving and creative thinking.

Assessment for this course is continuous. Separate explanations are provided for each assessment item below. The broad assessment consists of the following:

	Assessment Item	Marks %	Learning Outcomes	Due Date
1	Personal Reflective Journal	10	2, 6	Due 1 week after assignment 2 presentation. See lecture schedule.
2	Group Case Study Presentation	20	3, 6, 7	See lecture schedule
3	Group Major Assignment	30	2, 3, 4, 6, 7	Due week 11
4	Exam	40	1, 2, 3, 4, 5	Week 13
		<b>100</b>		

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 and in the final exam.

Please note that pressures relating to work are not sufficient reasons for not attending or completing a mandatory component. A **lecture log will be kept each week** to monitor attendance in lectures and tutorials. Whilst the log will not be used as an assessment item, satisfactory attendance at a majority of lectures is required for students to pass this course.

Individual and group written work should have a cover sheet which is available from the following link:

[http://www.businessandconomics.mq.edu.au/for/new\\_and\\_current\\_students/undergraduate](http://www.businessandconomics.mq.edu.au/for/new_and_current_students/undergraduate)

### **Assessment item 1. Individual Reflective Journal (10%)**

**Due: 1 week after assignment 2 presentation (see lecture schedule).**

An important part of managing people is the ability to reflect on individual and group experience, learn and apply insight. For this reason, the literature suggests that managers should be 'reflective practitioners'. This assignment is designed to help you develop reflective skills.

The assignment is a personal reflection on the group problem exercise and presentation activity (see assignment 2). Each student will be required to submit a written reflection which documents their learning experiences that relate to the process of preparing and delivering the group problem exercise and presentation. The basic structure of your journal reflection will incorporate the principles of continual improvement cycles, and should include the following elements/headings:

1. Identification: identifying the critical incidents that occurred working with fellow team members, with particular reference to issues/patterns that arise.
2. Analysis: analysing these critical events by determining personal, task and team factors which contribute to the issues/patterns; the implications for individuals and the group; documenting how they were resolved (if they were) and the strengths and weaknesses of the problem solving approach.
3. Theorise and Conclude: making conclusions about what has been learned from your participation in the activity.
4. Managerial Action: based on your analysis and theorising, generate a plan for, and discuss how you would manage these events if you were the team leader/manager of the group.

## Assessment Rubric

Item	Criteria	Marks	Comments
Identification	Described the team activity: Background, Purpose, Objectives. Identified any critical incidents, issues, patterns. Refrained from evaluating, described only	/2	
Analysis	Analysed these critical events by determining personal, task and team factors which contribute to the issues/patterns; the implications for individuals and the group; documenting how they were resolved (if they were) and the strengths and weaknesses of the problem solving approach; compare and contrasted different aspects of the experience with with similar experiences the student has had	/3	
Theorise and Conclude	Made conclusions about what has been learned from participation in the activity and from the analysis; identified what needed to change or improve upon; explicitly articulated what was learned from the experience; identified person strengths and weaknesses.	/3	
Managerial Action	Adopts the perspective of a manager and generates a plan for, and discussed a an approach to managing these events (as if team leader/manager of the group); explicitly articulated what was learned from the experience; identified strategies to minimize your weaknesses, and maximize your strengths, and those of other team members.	/2	
	<b>Total</b>	/10	

### Assessment item 2. Group Case Study Presentation (20%)

**Due: From week 5 onwards (see lecture schedule).**

Students will be formed into groups of 4 – 5 in week two of the course (these groups will be used for weekly tutorial exercises and scheduled assignments). For this assignment, your group should select a chapter ending case study from a chapter relating to the previous week's lecture (e.g. if you were presenting in week 4, you would select a case from the end of Chapter 5). One of the objectives of this assignment is to provide revision for the class of the previous week's lecture materials.

Each chapter ending case study poses a 'human resource dilemma', which is intended to facilitate student understanding of the theoretical concepts through their application to a realistic workplace scenario. Your group's task is to determine the main issues in the case (symptoms and causes) and solve the dilemma based on your knowledge of the chapter material. A key feature of your presentation should be that it should explore the interplay that exists between the organization and its employees i.e. make the link between the two explicit. You should also ensure that you don't simply use logic to analyse the scenario, but draw from the concepts presented in the text and lecture notes (as a minimum) and practitioner and scholarly literature. The following is a suggested structure for the presentation and analysis:

Context: first you must establish a context for the analysis. The aim of this section is to preface the analysis, capture and focus the attention of the reader, and prepare them for the next section. This means identifying and describing the broad nature and scope of the problem in the case i.e. from an organisational perspective, as well as an individual one. In this section, you should be sure to establish the relevance of the human resource issues at hand and highlight the importance of finding a viable solution. By the end of this section, it should be clear to the audience exactly what is to be solved and why it is important to solve it.

Research question: Now that you have provided some context, you need to indicate the direction your analysis will take. You should do this by developing a set of questions that you want to answer. It should be obvious at this point what how you formulated these questions from the previous section i.e. the research question(s) should flow logically from them. The development of your research questions should be formulated in such a way as to guide your information search and analysis to solve the case.

Facts & Assumptions: In this section of your analysis, you need to separate fact from fiction by clearly stating the facts of the case. Also, on the basis of what is known, you need to generate a justifiable set of assumptions to bridge the information gap. You should make clear the rationale for making these assumptions.

Casual Analysis: To solve the case, you need to identify the main human resource issues presented in the case. Where appropriate, you should apply 'systems thinking' by identifying and distinguishing the relationship of the issues to one another. In the first instance, this entails determining whether an issue is a symptom or cause or both.

Theoretical Input:

To give your analysis credibility, you need to consult the text, lecture notes and human resource literature to inform it (you will need to go to the library databases and/or practitioner sources). It is expected that you conduct a brief but relevant review of concepts for this purpose. Make clear the contribution that the literature makes to your analysis. You should also make conclusions based on the insight gained from an application of the literature. These conclusions should assist in answering the research question(s) you formulated earlier in the presentation. The link should be made clear.

Solutions and Implementation – based on the discussion you have generated, outline the possible solutions you believe will solve the problem. You should develop an implementation plan which includes an action plan and timeframe and identifies any resources that may be required.

Q&A – at the end of your presentation, you must stimulate discussion amongst class members by facilitating a 10 minute question and answer time about the case. Do not simply ask if there are any questions! Have a structured Q&A session planned.



**Your presentation should run for a maximum of 40 minutes (including question time).** You will be required to submit a copy of the presentation slides to the lecturer at the end of the presentation.

Item	Criteria	Marks	Comment
Context	<ul style="list-style-type: none"> <li>- established a context for the analysis, captured and focuses the attention of the reader, and prepares them for the next section.</li> <li>-identified and describing the broad nature and scope of the problem in the case.</li> <li>-describes the problem from an organisational perspective, as well as an individual one.</li> <li>- established the relevance of the human resource issues at hand and highlights the importance of finding a viable solution.</li> <li>- it is clear to the audience exactly what is to be solved and why it is important to solve it.</li> </ul>	/3	
Research Question(s)	<ul style="list-style-type: none"> <li>- indicates the direction the analysis will take by developing a set of questions to guide the analysis.</li> <li>- is obvious how these were formulated/developed i.e. the research question(s) should flow logically from them.</li> <li>- the research questions are sufficient to guide your information search and analysis to solve the case.</li> </ul>	/2	
Facts and Assumption	<ul style="list-style-type: none"> <li>- separates 'fact from fiction' by clearly stating the facts of the case.</li> <li>- on the basis of what is known, generates a justifiable set of assumptions to bridge the information gap.</li> <li>- makes clear the rationale for making these assumptions.</li> </ul>	/3	
Causal Analysis	<ul style="list-style-type: none"> <li>- identifies the main human resource issues presented in the case.</li> <li>-where appropriate, applies 'systems thinking' by identifying and distinguishing the relationship of the issues to one another.</li> <li>- determines whether issues are symptoms or causes or both.</li> </ul>	/3	
Theoretical Input	<ul style="list-style-type: none"> <li>-consults the human resource literature to inform the analysis.</li> <li>- conduct a brief but relevant review of literature</li> <li>- makes clear the contribution that the literature makes to the analysis.</li> <li>- makes conclusions based on the insight gained from an application of the literature.</li> <li>- conclusions directly answer the research question(s) formulated earlier in the presentation.</li> </ul>	/3	
Solutions and Implications	<ul style="list-style-type: none"> <li>- based on the discussion generated, outlined the possible solutions believed will solve the problem.</li> <li>- developed an implementation plan which includes an action plan and timeframe and identifies any resources that may be required.</li> </ul>	/3	
Q&A	<ul style="list-style-type: none"> <li>- at the end of the presentation, stimulated discussion amongst class members by facilitating a 10 minute question and answer time.</li> <li>- sufficiently engaged audience participation</li> </ul>	/3	
	<b>Total</b>	/20	

Please note: each student must fill out and submit a peer review form for assignment 2. All peer review forms should be submitted with the assignment. Each student's peer review form should remain confidential. The peer review form is located at the end of this course outline.

**Assessment item 3. Group Major Assignment (3000 words) (30%)**  
**Due: Week 11**

A goal of this course is to help you come to an appreciation of the 'reality' of managerial work-life. Yet, so often in academic course work, the course materials are purely theoretical, making it difficult to achieve this. For this reason, this assignment involves students analysing primary data collected during a recent research study conducted by your lecturer in the area of workplace coaching. The data will be distributed in class. Please note that this data is copyrighted by the lecturer and copies of the data may not be made. All material must be returned to the lecturer once the analysis is complete.

Your task is to read the interview manuscript(s). Once you have done this you need to identify the salient human resource issues within it as communicated by the research participants. Then, your task is to discuss coaching as a solution to the particular human resource issues identified. You should synthesise (organize) the data into themes and communicate your findings into a cohesive thesis. Specifically, you need to consider the following research questions:

1. What are the salient human resource issues identified in the interview text?
2. What is the role and purpose of coaching as a human resource tool in a managerial context? Discuss using the interview text and scholarly human resource/coaching literature. In your answer, you should consider the employer/employee relationship i.e. the interplay between the organisation and individual needs.

The following is a suggested approach to the task:

To begin, you should evaluate the meaning of the research question i.e. interpret what is being asked, to help you determine the parameters of the project. This will ensure that you do not unnecessarily stray from the scope of the question.

To answer the research question 1 and to create a context for the discussion of workplace coaching, you should briefly report on the salient human resource issues you have identified within the interview text and their generic importance to human resource management. You then briefly compare and contrast these with a review of these issues as discussed in human resource literature. This section of the report should constitute approximately half of your word count.

To answer the second research question, you should begin this section with a focussed review of the relevant workplace coaching literature (approximately 10 scholarly articles). Then you should compare and contrast this with your findings from the interview text in approximately 1500 words.

The assignment is to be formatted as an academic essay (see University guidelines), consisting of a formal introduction, body and conclusion. You must also provide a

comprehensive reference list formatted according to harvard style (see course outline for examples).

### Assessment Rubric

Item	Criteria	Marks	Comment
Scope	Directly addresses the research questions, providing a comprehensive and detailed response. Has considered the employer/employee relationship	/4	
Essay Structure	Is structured as an academic essay with formal introduction, body and conclusion.	/4	
Structural Integrity	Introduction overviews the paper, summarises the main thesis, and signals the direction the paper will take; body of paper consists of cohesive paragraphs; makes valid conclusions	/4	
Argumentation	Is not purely descriptive. Where appropriate, each paragraph contains a single argument upon which the rest of the paragraph is built. Includes examples and evidence to support argument.	/7	
References/Literature	Made reference to at least 10 scholarly coaching articles; Referencing is harvard style.	/4	
Analysis	Critical thinking: has compared and contrasted the relevant literatures with the interview text; has demonstrated a systematic and thematic approach to the analysis.	/7	
	TOTAL	/30	

Please note: each student must fill out and submit a peer review form for assignment 3. All peer review forms should be submitted with the assignment. Each student's peer review form should remain confidential. The peer review form is located at the end of this course outline.

#### **Assessment item 4. Exam (40%)**

**Held: Week 13 in class**

A two hour final examination for this unit will be held during the University Examination period. The exam for this unit will be based on relevant book chapters and lecture notes. You must have a thorough understanding of all the key ideas presented in the unit.

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/APSCon.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.

**Late submission of assessment items must strictly meet the university's policy on late submission of assessment items.**

#### **Style Guide References:**

When using references to publications, these 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 in round brackets, e.g. (Fox, 1994). At the end of the report, 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- 126.

C) 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.

For more information about this and other writing issues, please go to:

[http://www.businessandconomics.mq.edu.au/for/new\\_and\\_current\\_students/postgraduate\\_students/resources](http://www.businessandconomics.mq.edu.au/for/new_and_current_students/postgraduate_students/resources)

### **Journals, Articles**

CCH Australia, Butterworths, et. al. produce very good loose-leaf subscription services available in the Reference Section of the library. It is worthwhile examining these comprehensive ranges of publications. Other journals include:

*Asia Pacific Journal of Human Resources (Aust)*

*The Learning Organization: An International Journal (Emerald)*

*Journal of Industrial Relations (Aust)*

*Australian Journal of Labour Law (Aust)*

*Journal of Compensation and Benefits (USA)*

*Harvard Business Review (USA)* ([www.hbsp.harvard.edu](http://www.hbsp.harvard.edu))

*H.R. Magazine (USA)*

*Human Resource Management (USA)*

*Mt.Eliza Business Review (Aust)* ([www.mteliza.com.au](http://www.mteliza.com.au))

*Organisations & People (UK)*

*People Management (UK)* ([www.peoplemanagement.co.uk](http://www.peoplemanagement.co.uk))

*Business Review Weekly (Aust)* ([www.brw.com.au](http://www.brw.com.au))

*Australian Financial Review (Aust)* ([www.afr.com.au](http://www.afr.com.au))

*Workforce (USA)* ([www.workforce.com](http://www.workforce.com))

*'My Career' Sydney Morning Herald*

### **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.

#### **DETERMINATION OF OVERALL GRADE**

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> .

#### **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>.

## Lecture Schedule

Lecture Topics	Required Readings	Date	Assignments Due
<b>Lecture 1:</b> HRM and the resource-based view	Chp 1, 2	22 <sup>nd</sup> Feb	
<b>Lecture 2:</b> Learning and Development	Chp 9	1 <sup>st</sup> March	
<b>Lecture 3:</b> Job analysis and design	Chp 5	8 <sup>th</sup> March	
<b>Lecture 4:</b> Recruitment and Selection	Chp 6, 7	15 <sup>th</sup> March	
<b>Lecture 5:</b> Motivation at Work	Lecture notes	22 <sup>nd</sup> March	Assignment 2: Group 1&2 Presentation
<b>Lecture 6:</b> Performance Management	Chp 8	29 <sup>th</sup> March	Assignment 2: Group 3&4 Presentation Assignment 1: Group 1&2 individual Reflection Due
<b>SEMESTER BREAK</b>		5 <sup>th</sup> April	
<b>Lecture 7:</b> Managing Careers	Chp 10	19 <sup>th</sup> April	Assignment 2: Group 5&6 Presentation Assignment 1: Group 3&4 Individual Reflection Due
<b>Lecture 8:</b> Diversity Management	Chp 19	26 <sup>th</sup> April*	Assignment 2: Group 7&8 Presentation Assignment 1: Group 5&6 Individual Reflection Due
<b>Lecture 9:</b> Work life balance	Chp 10, 8	3 <sup>rd</sup> May	Assignment 2: Group 9&10 Presentation Assignment 1: Group 7&8 Individual Reflection Due
<b>Lecture 10:</b> Internationalizing the HRM function	Chp 20, 21	10 <sup>th</sup> May	Assignment 1: Group 9&10 individual Reflection Due
<b>Lecture 11:</b> Employee retention	Chp 11, 12, 13	17 <sup>th</sup> May	Assignment 3 Due
<b>Lecture 12:</b> Bringing it all together	REVISION	24 <sup>th</sup> May	
<b>IN CLASS EXAM</b>		31 <sup>st</sup> May	

nb – you will be notified of optional readings and articles in class.

\*to be rescheduled due to a public holiday.

## PEER REVIEW FORM

The following sheet must be filled out individually and confidentially by each **group member** after the group exercise and after the submission of the final report.

Group Members:

1. Allocate a reward to each member based on his or her contribution to each group assignment. For example, you have five group members and have \$1m to split. If you have all contributed equally, you will allocate \$.2m to each member. On the other hand, if one or two have not contributed equally, then you should allocate an amount based on their % contribution to the team report.

Group Member	Contribution Amount
Member 1: (Name)	
Member 2: (Name)	
Member 3: (Name)	
Member 4: (Name)	

2. Write a brief report on each others contribution to justify why you gave them the mark/allocation you did. This will be used for grade moderation purposes.

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

Why do these students deserve the amount you have nominated?

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\_\_\_\_\_ Signed: \_\_\_\_\_

**Note: The amount allocated will be used to moderate the individual student marks for both the group report and the group presentation.**