HRM 107
Introduction to Human Resources
Semester 1, 2012
Year and Semester: Semester 1, 2012
Unit convenor: Dr Troy Sarina
Prerequisites / Co-requisites: Admission to BBA or BCom-Mktg;
Credit points: 3

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

The turbulent business climate, caused by increased global competition, changing technologies, changing employment legislation and changing workforce composition is challenging managers to use their employees more effectively in the search for sustainable competitive advantage (Bratton and Gold, 2004). It has led many organisations (both public and private) to adopt human resource (HR) strategies such as ‘downsizing’, ‘self-managing teams’, ‘re-engineering’, and performance-based pay strategies in their efforts to stay ahead of the competition. The focus on HR policy and practices reflects the view that employees are a source of sustainable advantage for organisations which makes employees he actual workers the sustainable advantage of the organisation. Recruiting, retaining and motivating employees, managing people across widely differing cultures and location, effectively renegotiating change and ensuring that all HR strategies are within the law are just some of the tasks faced by current HR practitioners.

The purpose of this unit is to introduce students to the basic elements of human resource management (HRM). Participants will critically analyse the relationship between strategy and core HRM activities such as recruitment, selection, performance appraisal and pay systems, workforce planning, training and development, career and succession management, and explore key contemporary issues to do with the quality of working life and diversity management. The course will locate HRM strategies within their organisational, business, demographic, economic, legislative and industrial contexts.

TEACHING STAFF

- Lecturer:
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Lecturers:
  o Mr Jo McIvor, email: joseph.mcivor@mq.edu.au
  o Mr Daniel Townsend, email: daniel.townsend@mq.edu.au

Other Teaching Staff:
  • Viktor Badenko, email: Victor.Badenko@mq.edu.au
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  • Dr Christopher Wright, email: Chris.wright@mq.edu.au
  • Katya Zhuralevla, email: Ekaterina_zhuravleva@hotmail.com

CONSULTATION TIMES

You are encouraged to seek help at a time that is convenient to you from a staff member teaching on this unit during their regular consultation hours. In special circumstances, an appointment may be made outside regular consultation hours. Students experiencing significant difficulties with any topic in the unit must seek assistance immediately.

Dr Sarina will be available for consultation on Wednesdays 3.00-4.00 pm by appointment. Contact: Building E4A, Room 652, troy.sarina@mq.edu.au or 9850 1815 (leave message)

Teaching staff will generally respond to emails within 48 hours (excluding weekends). Accordingly, students must organise their study schedules to ensure that they do not feel the need for urgent email replies. Note: students requesting detailed additional information on exams or assignments may be referred to class discussions where other students will benefit.

Students experiencing significant difficulties with any topic in the unit must seek assistance immediately.

CLASSES

One 2-hour lecture each week plus one 1-hour tutorial each week. The tutorials commence in Week 2. The timetable for classes can be found on the University website at: http://www.timetables.mq.edu.au/

• Once the tutorial groups are formed, students cannot change their classes.

• Attendance will be taken in all tutorials.

• Tutorial attendance is compulsory. Warning: You must attend at least 10 of the 12 tutorials – failure to do so will lead to failure of the subject
• Medical certificates must be provided if you are not able to attend a class without incurring a penalty.

• Students are expected to arrive on time, and not to leave until the class ends.

• If you have a recurring problem that makes you late, or forces you to leave early, have the courtesy to discuss this with your lecturer/tutor.

• Students must be quiet during classes, unless of course when class participation is required.

• Mobile phone must be turned OFF and not simply set to ‘silent’.

• Students who disturb or disrupt in lectures and tutorial class will be asked to leave.

• The lecturer has the final say in the adjustment of group-work marks taking into account peer assessment ratings.

**REQUIRED TEXTS AND MATERIALS**

The Compulsory Text for the unit is:


Other useful texts which comprehensively cover the core material include:


The publications listed below are highly recommended for further reading on the topics covered in the unit. Students should also consult them for the research and preparation of assignments.

**Books**

*These are suggested books in order to broaden your reading.*


**Journals**

Apart from books, students will find it invaluable to get into the practice of reading relevant articles from journals. Below students will find a list of journals to start their reading and research. Those suggested can all be found within the university library system.

- Academy of Management Journal
- Journal of Industrial Relations
- Asia Pacific Journal of Human Resources
- Work, Employment & Society
- Australian Journal of Management
- Employee Relations
- Human Resource Management Journal
- Harvard Business Review
- International Journal of Human Resource Management

**Some useful websites:**

- [http://www.ilr.cornell.edu/](http://www.ilr.cornell.edu/)
- [http://www.shrm.org](http://www.shrm.org)
- [http://europa.eu.int/comm/dg05/index_en.htm](http://europa.eu.int/comm/dg05/index_en.htm)
TECHNOLOGY USED AND REQUIRED

- Students are required to learn how to use word processing, blackboard and the library journals catalogue

UNIT WEB PAGE

Course material is available on the learning management system (ilearn)
The web page for this unit can be found at: https://ilearn.mq.edu.au/login/MQ/

LEARNING OUTCOMES

At the completion of the subject students will have been introduced to major conceptual debates within the field of HRM and the key functional areas involved in managing people. The learning objectives of this course are that, at its conclusion, students will be able to:

1. Identify and define key terms, concepts and theories discussed in the HRM literature.

2. Explain the strategic importance of HRM in managing for organisational effectiveness.

3. Demonstrate an understanding of the links between the different areas of HRM and how they may contribute to a coherent, strategically advantageous set of HR plans and policies.

4. Understand the importance of and principles of good communication and evaluation strategies for effective HRM.

GRADUATE CAPABILITIES

Human resource graduates are expected to know the following six disciplines specific knowledge and skills upon graduation. This unit contributes to this learning by helping students develop capabilities number 1, 2, 6 and 8 (italicised).

1. Understand the relevance of contemporary HR systems and functions to employment relationship and to organisational effectiveness

2. Critically evaluate the role and changing nature of government employers and employees and their representatives in the field of employment and industrial relations policy and practice.
3. Understand the need to enhance human capital through effective and sustainable recruitment and selection practices

4. Appreciate the key learning and cognition theories and how they link and inform effective human resources development practices

5. Critically analyse factors impacting on an organisation’s capacity to successfully manage their human resources in a global context

6. Evaluate key developments in contemporary HRM theory with the intention to inform practice and devise strategic HRM practices that enhance the operations of diverse organisations.

7. Understand different theoretical perspectives and key principles of managing change effectively and critically assess the phenomenon of sustainability in the context of organisational change.

8. Recognise the pivotal role of managing diversity, ethics and sustainability in contemporary organisations

This unit contributes to this learning by helping student develop generic skills number 1, 3 and 4 below (italicised).

1. Critical, Analytical and Integrative Thinking
2. Problem Solving and Research Capability
3. Creative and Innovative
4. Effective Communication
5. Engaged and Ethical Local and Global citizens
6. Socially and Environmentally Active and Responsible
7. Capable of Professional and Personal Judgement and Initiative
8. Commitment to Continuous Learning.

**LEARNING AND TEACHING ACTIVITIES**

Students are expected to read and research each topic in advance, participate in class and tutorial discussions and to maintain a strong interest in current issues and changes in HRM. Generally, the tutorial program follows one week after the lecture program. This means that the relevant reading for the lecture generally is also the specified reading for the tutorial in the following week. Students are expected to come to all tutorials having read the specified reading(s) for that week. For instance, you should read Chapter 1 before the first tutorial in Week 2, Chapter 2 before the second tutorial in Week 3, and so on.
This course exposes students to a number of different learning and teaching processes including but not limited to:

- Lectures; Tutorials; Case studies; Project work and Readings.

These activities are aimed at ensuring that the students can achieve the learning outcomes listed in this unit of study guide.

Topics to be covered each week are as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic (&amp; reading)</th>
<th>Tutorial Topic (see detailed program below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit Overview</td>
<td>No tutorial</td>
</tr>
<tr>
<td></td>
<td>Evolution of HRM (ch 1)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The context of HRM (ch 2)</td>
<td>The evolution of HRM (ch 1)</td>
</tr>
<tr>
<td>3</td>
<td>Employment relationships, industrial relations and HRM (ch 3)</td>
<td>HRM contexts (ch 2)</td>
</tr>
<tr>
<td>4</td>
<td>HR and the Law (ch 3 and tutorial readings)</td>
<td>Employment relationships, industrial relations and HRM (ch 3)</td>
</tr>
<tr>
<td>5</td>
<td>HR planning (ch 4,5)</td>
<td>Class test: 20 multiple choice based on material covered in weeks 1-4</td>
</tr>
<tr>
<td>6</td>
<td>READING WEEK AND ASSIGNMENT PREPARATION</td>
<td>No lectures of tutorials this week</td>
</tr>
<tr>
<td>7</td>
<td>Recruitment and attraction of talent (ch 6)</td>
<td>HR planning- exercise will be available for download this week. (NOTE: THERE WILL BE NO TUTORIALS THIS WEEK DUE TO A PUBLIC HOLIDAY)</td>
</tr>
<tr>
<td></td>
<td>NB: There is no Wednesday lecture this week as it is a public holiday. You must attend one of the lectures scheduled on Friday</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Effective employee selection (ch 7)</td>
<td>Recruitment strategies</td>
</tr>
<tr>
<td>9</td>
<td>Developing HR in organisations (ch 8)</td>
<td>Selection practices</td>
</tr>
<tr>
<td>10</td>
<td>Managing Performance (ch 9)</td>
<td>Human resource development</td>
</tr>
<tr>
<td>11</td>
<td>Strategic reward management (ch 10)</td>
<td>Managing performance</td>
</tr>
<tr>
<td>12</td>
<td>Occupational Health and Safety &amp; Employee Wellbeing (ch 11)</td>
<td>Understanding the motivations of employees: reward management</td>
</tr>
<tr>
<td>13</td>
<td>Subject Review and Exam Preparation</td>
<td>OHS &amp; employee wellbeing</td>
</tr>
</tbody>
</table>

**RESEARCH AND PRACTICE**

- This unit gives you practice in applying research findings in your assignments
- This unit gives you opportunities to conduct your own research
# RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

The assessment of the course has the following components:

<table>
<thead>
<tr>
<th>Assessment Task 1</th>
<th>Assessment Task 2</th>
<th>Assessment Task 3</th>
<th>Assessment Task 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Mid-term test</td>
<td>Tutorial Presentation (participation/assessed coursework)</td>
<td>Group Report</td>
<td>Final Exam</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Multiple choice test assessing understanding of basic concepts. 40 minutes.</td>
<td>10-15 minute presentation on allocated topic from the course</td>
<td>3000 word report on global company HR practices</td>
<td>Assessing understanding of themes discussed in the course. Short essay format. 2 hours.</td>
</tr>
<tr>
<td><strong>Due date</strong></td>
<td>Week 5 Tutorials</td>
<td>Ongoing</td>
<td>Friday 4th May, 4pm</td>
<td>Exam period - TBA</td>
</tr>
<tr>
<td>% Weighting</td>
<td>20%</td>
<td>20%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Estimated student workload (hours)</td>
<td>15 hours</td>
<td>10 hours</td>
<td>15 hours</td>
<td>15 hours</td>
</tr>
<tr>
<td><strong>Learning outcomes assessed</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify &amp; define key terms, concepts, frameworks, models and theories</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>Explain the strategic importance of HRM in managing for organisational effectiveness.</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>Demonstrate an understanding of the links between</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>Assessment Task 1</td>
<td>Assessment Task 2</td>
<td>Assessment Task 3</td>
<td>Assessment Task 4</td>
<td>Total</td>
</tr>
<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>the different HRM areas strategically set of HR plans and policies.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Understand the importance &amp; principles of good communication and evaluation strategies for effective HRM.</td>
<td></td>
<td></td>
<td>5</td>
<td>5%</td>
</tr>
</tbody>
</table>

| Graduate capabilities assessed | | | | | |
|--------------------------------| | | | | |
| 1. Critical, Analytical & integrative thinking | 5 | 5 | 5 | 5 | 20% |
| 3. Creative & Innovative | 5 | 5 | 5 | 5 | 15% |
| 4. Effective Communication | 5 | 10 | 5 | | 20% |
| Total | 10 | 30 | 30 | 30 | 100% |
• Requests for extensions will only be granted in accordance with the special consideration policy outlined within this guide.

• Students will be penalised 5% of their awarded mark for each day that their submission is handed in after the due date. Any piece of assessment submitted more than 7 days after the due date will not be marked (exceptions apply for approved special consideration applications).

ASSESSMENT ITEMS

1. Class test (20%)

20% of your total mark will be based on a multiple choice test held in the tutorials in week 5. The questions will be drawn from topics covered in week 1-4 and will be used to evaluate your understanding of some of the fundamentals of Human Resource Management (HRM).

2. TUTORIAL Participation and Presentation (and assessed coursework) (20%) (see appendices 1-2)

For this course, 20% of the mark is based on tutorial work. This is equally divided between a group presentation in weeks 4-13 (excluding week 5), and participation throughout the semester. Students will be assessed as follows:

1. Presentation (10%) – students are to present on a topic in weeks 4-13 (as allocated) in groups. Each group will consist of 3-4 students. Presentation is for 15 minutes, followed by 5 minutes of class questions or interactions.

2. Participation (10%) – This mark will be based on demonstrated preparation for and constructive contributions in tutorials through the semester. Please note: this is not a mark for attendance: attendance is compulsory and failure to attend at least 80% of tutorials may lead to failure of the subject.

NOTE: A tutorial guide will be available for download from ilearn at the end of week 1.

For more details on the tutorial assessment, see the document “Assessment criteria for Tutorial Participation and Presentation” for more details. This document is attached to the back of this guide.

3. GROUP REPORT- Evaluation Of Global Company HR practices (30%) - 3,000 words

This is a group written assignment (the same group as your tutorial presentation) – with a maximum length of 3000 words (max).
**Aim:** Each student group will be allocated a different case company to research in week 3. The case companies are the Top 10 Most Respected Companies for people management as listed by CNN. ([http://money.cnn.com/magazines/fortune/mostadmired/2011/best_worst/best2.html](http://money.cnn.com/magazines/fortune/mostadmired/2011/best_worst/best2.html)). The group will develop a report on the HR profile, practices, policies, responsibilities, strategic contribution and challenges of their allocated organisation. In researching this report students should draw on the company annual report. In addition newspaper and other press articles and any other independent reports can be used to acquire about the company’s human resource practices.

Students’ research, communication, analytical, integrative and critical thinking skills will be developed by these analytical exercises, presentations and reports.

As a minimum the report should:

- Identify the intended purpose of the organisational strategy and the HR techniques which follow from them.
- Explain the rationale for the strategy/policy
- Examine the internal (organisational) and external (environmental) factors that have influenced the organisation’s approach to human resource management
- Evaluate the extent to which two to three key HRM strategy/policies used by your nominated firm contribute to organisational performance
- Evaluate these practices with the use of academic material and explain how successful the HR function has been integrated into strategy development. How might this be improved?

The **due date** for the report is **Friday 4th May 4pm** and must be handed into the designated dropbox at Business and Economics Student Services (BESS) outside E4B.

Students are required to use 10 **refereed journal articles** in their report. This is a **minimum requirement** to receive a Pass grade for the assignment. Students may, of course, use as many references as they consider appropriate.

Please see marking criteria attached at the back of this course guide as well as Appendices 1 & 2.

4. **FINAL EXAMINATION (30%)**

A final examination is included as an assessment task for this unit to provide assurance that:

i) the product belongs to the student and

ii) the student has attained the knowledge and skills tested in the exam.
A 2 hour final examination for this unit will be held during the University Examination period.

The University Examination period in First Half Year 2012 is from 12th-29th June.

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://exams.mq.edu.au/

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. The University’s policy on special consideration process is available at http://www.mq.edu.au/policy/docs/special_consideration/policy.html

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. (Individual Faculties may wish to signal when the Faculties’ Supplementary Exams are normally scheduled.)

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

This will be a closed-book examination held during the University’s examination period. The exam may consist of case study and/or essay questions. Some further clarification of structure and content will be given in the final lecture.

**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

**GRADES**

Macquarie University uses the following grades in coursework units of study:

HD - High Distinction
D - Distinction
CR - Credit
P - Pass
F - Fail

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at:

**GRADING APPEALS AND FINAL EXAMINATION SCRIPT VIEWING**

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 your grade.

http://www.businessandeconomics.mq.edu.au/new_and_current_students/undergraduate/how_do_i/grade_appeals

**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

**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

**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 utilising 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.
Appendix 1

HRM 107-Introduction into Human Resources
Criteria for the Tutorial Presentation and Participation/ Assessed Coursework Mark

For this course, 20% of the mark is based on tutorial work. This is equally divided between a group presentation and general participation in the tutorials. The marking criteria for each component are given below.

➢ Participation in tutorials throughout semester (10%)
  o The first point to note is that participation marks are not based on attendance. As the Course Outline states, being physically present in tutorials is only the basic pre-requisite for passing this course.
  o Participation marks are based on what you contribute to tutorials. In this respect, your mark does not depend on you providing the ‘right answers’. Rather, your mark depends on you engaging in the group learning environment and making thoughtful contributions that reflect careful reading and consideration of the course material.
  o Criteria for assessing participation will include the following:
    ▪ Active involvement in discussions and group work
    ▪ Constructive tactful engagement with classmates
    ▪ Demonstrated preparation for tutorials in terms of reading topic materials
    ▪ Relevant discussion that does not ramble ‘off topic’
    ▪ Knowing when to stop speaking/ not dominating conversation.
    ▪ Respect and sensitivity towards others’ ideas
    ▪ Listening attentively
    ▪ Each group is required to hand in a summary of their responses to questions contained in the tutorial guide EACH week. Your participation mark will be based on both your participation and written responses to questions in the tutorial guide.
  o Mobile phones and laptops should not be turned on during tutorials. Accordingly, there are some behaviours which will reduce your participation marks and which may warrant your special mention – these include using mobile phones in tutorials (taking calls, texting messages, checking messages, leaving the room to take phone calls etc), playing with ipods, and surfing the internet.
Group presentations (10%)

- Each group will provide a presentation to their tutorial group on their nominate topic. There will only be one presentation per topic.
- Presentations are to take 15 minutes with an additional 5-10 minutes set aside in the tutorial for discussion of each topic.
- For your presentation, you may use any available technologies. There is no specific format you must adopt. You are encouraged to be creative and innovative, with the aim of engaging the attention of your fellow classmates and conveying your information effectively.
- Criteria for assessing presentations will relate to the following:
  - Introduction
  - Structure
  - Knowledge and Content
  - Quality of the Presentation

Attached below is the Group Presentation Assessment Form that will be used as the basis for assessment.

Working in Groups:

- Students will need to organise the work within their groups. This involves planning, dividing the tasks between members, coordinating meetings and so on. Normally, each group member will receive the same mark. However, teaching staff make final determinations on this. Sometimes, problems can arise once groups get started and this can interfere with the group meeting its assessment requirements. Usually, problems can fairly easily be resolved. Sometimes intractable situations do develop. Where students consider problems have emerged, they should contact their tutor as early as possible.
Appendix 2

Group Presentation Assessment Form

<table>
<thead>
<tr>
<th>Course:</th>
<th>Day/Time:</th>
<th>Group:</th>
<th>Topic:</th>
<th>Week:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 107</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Presentation by: [name/SID]

I. Introduction
Identification/set out of topic/question(s)/issues/problems
Set out of the content of presentation

<table>
<thead>
<tr>
<th>Indicative scale only</th>
<th>Poor</th>
<th>Satisf</th>
<th>Good</th>
<th>Very good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

II. Structure
Clarity and logical/coherent structure; Dimensions of the topic (issues; subsidiary issues; problems, dimensions); Appropriate use of data/information

<table>
<thead>
<tr>
<th>Indicative scale only</th>
<th>Poor</th>
<th>Satisf</th>
<th>Good</th>
<th>Very good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

III. Knowledge and Content
Evidence of understanding of key concepts; Quality of Analysis/Results/solution/resolution (where applicable); Relevance of reading/text; Evidence of wider reading and information.

<table>
<thead>
<tr>
<th>Indicative scale only</th>
<th>Poor</th>
<th>Satisf</th>
<th>Good</th>
<th>Very good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

IV. Presentation
Quality of delivery ☑ Clarity of speech ☑ Appropriateness of material ☑
Team coordination where used ☑ Use of visual aids, slides, audio and other aids ☑ Discussion initiated and directed ☑

<table>
<thead>
<tr>
<th>Indicative scale only</th>
<th>Poor</th>
<th>Satisf</th>
<th>Good</th>
<th>Very good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

Other Comments:

Mark (10%)
# Appendix 3

## Introduction to Human Resources (HRM 107)

**Report: Feedback Sheet**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Is the report well researched?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evidence that relevant reading has been undertaken</td>
</tr>
<tr>
<td></td>
<td>• Demonstrated deep (and / or) broad understanding of the issues</td>
</tr>
<tr>
<td>2. <strong>Is the report well structured</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The main organising units of the report are developed in response to the report question (relevance)</td>
</tr>
<tr>
<td></td>
<td>• The main organising units of the report reflect an analytical and critical interpretation of the topic (it is not just a description or summary</td>
</tr>
<tr>
<td></td>
<td>• The introduction provides a clear beginning to the essay</td>
</tr>
<tr>
<td></td>
<td>• The conclusion is effective</td>
</tr>
<tr>
<td>3. <strong>Is the report well-argued and substantiated</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Relationships between ideas are made clear (for example between theoretical explanations and practical examples)</td>
</tr>
<tr>
<td></td>
<td>• Significance of statements is made clear (for example the report answers the ‘why’, ‘how’, ‘so what’ and ‘what if’ sorts of questions) and the significance of quotations within the essay’s argument is made clear</td>
</tr>
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<td></td>
<td>• Appropriate evidence is used to support statements</td>
</tr>
<tr>
<td></td>
<td>• Examples are linked appropriately to the argument</td>
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<tr>
<td>4. <strong>Is the report well written?</strong></td>
<td></td>
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<tr>
<td></td>
<td>• Writing is clear and cohesive, with a smooth flow from one section to the next (for example a paragraph begins by indicating what the paragraph will be about and perhaps how it is related to previous paragraphs)</td>
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<tr>
<td></td>
<td>• Writing is appropriately technical and abstract</td>
</tr>
<tr>
<td></td>
<td>• Writing is appropriately formal and academic (eg avoiding contractions such as won’t)</td>
</tr>
<tr>
<td></td>
<td>• Writing is grammatically correct and well punctuated</td>
</tr>
<tr>
<td></td>
<td>• Writing avoids the use of gender specific and discriminatory language</td>
</tr>
<tr>
<td>5. <strong>Is the report well presented</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Citations are referenced appropriately within the essay</td>
</tr>
<tr>
<td></td>
<td>• Citations appear in the appropriate places</td>
</tr>
<tr>
<td></td>
<td>• Reference list is presented accurately and appropriately</td>
</tr>
</tbody>
</table>

**General Comments**

Your mark ___________________/30

Your marker: ________

(INITALS)
APPENDIX 4

Team Agreement/Group Project Formation

In order to encourage commitment on the part of all group members, each team member will sign this Team Agreement which defines how the group will operate during the conduct of the Group Project. Each member of the group is to sign below to indicate that they will abide by the conditions of the agreement as set out below. This form is to be handed in to your tutor in week 5.

Tutor Name__________________________ Group No:_____ Date: _______

Tutorial Time__________

Name________________________________________

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Email</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

1. Team Leader: ______________________________________ Mobile :_______________

2. Manage Meetings: Time Required/When/Where/Frequency?

3. Measure Performance? – Meeting deadlines, grammar, etc

4. Team Goal(s)? HD, D, equal workload, attend all meetings, etc

5. Mechanism for resolving problems/conflict/lack of co-operation/disruptive behaviour, etc?

6. Team Members Obligations (e.g. attend meetings on time; do all assignments on schedule; avoid personal conflict; allow free flow of ideas; listen to everyone; take personal responsibility for outcomes; inform people of decisions; make a file note after every meeting of future action steps and responsibility, help other team members to build their skills

7. How to share the workload?

8. Quality Audit? (e.g. grammar, referencing, meeting of assignment requirements, layout, etc)
APPENDIX 5

STUDENT EVALUATION OF MEMBER PARTICIPATION IN GROUP PROJECT

NOTE: THIS FORM IS ONLY TO BE FILLED OUT IF THERE IS A DISPUTE ABOUT MEMBER CONTRIBUTION TO THE GROUP PROJECT. THIS IS TO BE HANDED IN TO YOUR TUTOR ONE WEEK PRIOR TO REPORT SUBMISSION.

Group name/topic: ________________________________________________

Group time, date (tutorial): _________________________________________

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. Submit the form individually and directly to the course convenor.

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.

<table>
<thead>
<tr>
<th>Group member names</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Yourself</td>
<td>/100</td>
</tr>
<tr>
<td>•</td>
<td>/100</td>
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<td>•</td>
<td>/100</td>
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<td>•</td>
<td>/100</td>
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<td>•</td>
<td>/100</td>
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</table>

Please provide explanations for ratings of 80 or less, and if appropriate, describe how
you have attempted to encourage the group member to improve their performance (number according to the numbers next to the group members’ names above). These comments are reviewed if students appeal their peer evaluations, so it is important that your explanations are factual, legible and professional.

• For students who are given an average score of less than 50 by a majority of other group members, a **penalty** of 75% will be applied. For example, consider if an assignment is given a grade of 80/100. If a student is given an assessment of 40 by a majority of other group members, s/he will only receive a mark of 20/100 for the assessment task. The penalties that will be applied to individual students are set out in the following table.

<table>
<thead>
<tr>
<th>Average assessment made on PEF by other students in group</th>
<th>Penalty applied</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;50</td>
<td>75%</td>
</tr>
<tr>
<td>51-65</td>
<td>50%</td>
</tr>
<tr>
<td>66-80</td>
<td>25%</td>
</tr>
<tr>
<td>&gt;80</td>
<td>0</td>
</tr>
</tbody>
</table>

Information in this form will be kept confidential by your course convenor.