



# BUS 850

## Management of People at Work

S2 Day 2016

*Dept of Marketing and Management*

### Contents

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<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>Assessment Tasks</u></a>	3
<a href="#"><u>Delivery and Resources</u></a>	7
<a href="#"><u>Unit Schedule</u></a>	9
<a href="#"><u>Policies and Procedures</u></a>	11
<a href="#"><u>Graduate Capabilities</u></a>	12
<a href="#"><u>Changes from Previous Offering</u></a>	14
<a href="#"><u>Global Contexts &amp; Sustainability</u></a>	14
<a href="#"><u>Research and practice</u></a>	14

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## General Information

Unit convenor and teaching staff

Convenor

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Credit points

4

Prerequisites

BUS651 or MKTG696 or (admission to MIntRel or MBiotech)

Corequisites

Co-badged status

MGMT750

Unit description

This unit provides students with contemporary knowledge and skills concerning the effective management of people at work. The unit reviews the key systems required for organisations to effectively manage their people in the context of their overall business strategy and the allied managerial skills required for successful implementation. Students learn what the options are for recruitment, selection, development, performance management, reward systems and other fundamental aspects of managing people and the key challenges facing organisations. A particular focus of this unit is the requirement for students to critically evaluate real organisational practices against contemporary theory as well as long established principles.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Understand the importance of thinking strategically about HRM from different theoretical perspectives and the implications for the roles of HR professionals

Identify key strategic areas of HR practice and their potential contribution to the creation of value, competitive advantage and employee wellbeing

Understand the range of alternative techniques and practices in key areas of the HR function and the reasons for choices among options

Explain how metrics, measurement and evaluation contribute to HR sustainability

Understand some of the key contemporary issues for human resource management

## Assessment Tasks

Name	Weighting	Due
<a href="#">Participation</a>	10%	Weeks 1-13
<a href="#">Group presentation</a>	20%	Weeks 8-13 as per schedule
<a href="#">Essay</a>	30%	Week 7 (Tues 13 Sept 2pm)
<a href="#">Final exam</a>	40%	Final exam period

### Participation

Due: **Weeks 1-13**

Weighting: **10%**

Active participation by students in this Unit is essential to the teaching and learning mode. Participation enables clarification, discussion and debate about concepts and materials covered in the Unit as well as experiential learning through role playing and case study analysis. To complete this Unit successfully, students must attend 80% of classes. Also, students should be prepared to contribute and engage in class activities. Students are expected to attend each weekly session prepared to contribute and engage in class activities. Attendance will be recorded but will **not** constitute participation. Students' participation marks will be calculated from the first class to the last. Constructive involvement in activities is important. Mobile phones and the internet should be turned off during workshops.

Participation is based on:

- (1) demonstrating understanding of required readings .
- (2) active engagement in case study and role play discussions throughout the session. This may require prior reading of distributed case studies so that students are prepared for the activities in class.

Key issues in relation to expectations of students in tutorials are as follows.

1. **Quality of contribution:** Students should endeavour to make a regular and informed

contribution to discussion.

2. **Preparation:** To make an informed discussion, students should complete the recommended reading and relevant chapters of the textbook.

3. **Tolerance and Respect:** Group members should allow fellow students to express contrary views and be prepared to debate points in a reasoned and tolerant manner. Students should also behave with respect and courtesy towards the Convenor and fellow students.

4. **Attendance:** To participate, students must attend classes. However students should note also that silent attendance is not sufficient to earn marks for participation.

On successful completion you will be able to:

- Understand the importance of thinking strategically about HRM from different theoretical perspectives and the implications for the roles of HR professionals
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- Understand the range of alternative techniques and practices in key areas of the HR function and the reasons for choices among options
- Understand some of the key contemporary issues for human resource management

## Group presentation

Due: **Weeks 8-13 as per schedule**

Weighting: **20%**

This assignment involves analysis of how particular organisations manage specific aspects of managing people at work. Groups will present to the class on an assigned HRM topic in relation to a nominated company. Groups will consist of a maximum of four students. Groups are formed and allocated their topic and presentation date in week 2. Each group is required to identify the business strategy of their case study organisation (see lecture 1), present an overview of the particular HRM practices that their case study organisation uses in a specific area of HRM (eg recruitment, performance appraisal, diversity etc), and evaluate the company's approach, using scholarly literature as well as considering the firm's business strategy. A marking rubric will be provided on ilearn to guide your preparation.

This assessment item is marked as a group assignment. Students in a group will normally receive the same mark. It is important that individuals are also assessed in terms of knowledge/ understanding gained in group projects. In this Unit, individual understanding and knowledge gained from the group project will be assessed in the final exam. The final exam will include a question worth 20% of the total of this Unit which will assess this individual knowledge.

In presenting their project, groups may assume the position of an external management consulting firm hired to research the organisation's HRM practices and their strategic implementations and provide professional recommendations. Detailed assessment criteria are outlined in Presentation Marking Sheet to be provided on ilearn in week 3. Each group will follow

the same delivery template:

- A brief introduction to the company
- Identification of the company's dominant business strategy(s) (using the typology in Lecture 1)
- Outline of the company's approach to the designated functional area of HRM
- Analysis of the strengths and weaknesses of the organisation's policies, practices and strategy in the designated area. This should include
  - reference to critical scholarly literature on HR practices and strategies; and
  - consideration of how well these might contribute to the firm achieving its business strategy
- Two or three recommendations for improvement in the organisation's approach.
- The time limit for the presentation is 20 min. It is to be followed by 10 minute Q & A session. Students should provide a copy of any powerpoints (or other format) they intend to use immediately before they commence the presentation. Marks will be deducted if a Group does not do this.
- The presentation will require students to critically analyse the HRM issues in their designated company using the academic literature from a variety of sources. The group's recommendations are expected to remain practical and consider such issues as cost, labour skills, markets, politics or other challenges in implementing HR strategy that are relevant to the organisation.

**Note on late submission:** No extensions will be granted. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 20% penalty). This penalty does not apply for cases in which an application for disruption of studies is made and approved.

**Research sources:** In the research for their presentation, students should draw on sources they can obtain about the company both online and in print eg the company's webpage and annual reports; articles in business magazines, newspapers and other media reports; and independent reports which can build an understanding of the company and environment in which it is operating. You may also find if you search the library database that there are articles which contain research on the relevant company in academic journals as well as in HR practitioner journals. When using practitioner journals, students should remain conscious that articles generally express particular views rather than balanced, evidence-based analyses. Business magazines such as Harvard Business Review, Forbes, the Australian Financial Review, HR Monthly (from AHRI) and journal articles are often a great source of such practices and strategies. But groups must remain practical - and consider such issues as cost, laws, labour skills, markets, politics and other challenges in implementing HRM practices. Please note, you must not approach a company directly - unless of course you are an employee there already.

On successful completion you will be able to:

- Understand the importance of thinking strategically about HRM from different theoretical perspectives and the implications for the roles of HR professionals
- Identify key strategic areas of HR practice and their potential contribution to the creation of value, competitive advantage and employee wellbeing
- Understand the range of alternative techniques and practices in key areas of the HR function and the reasons for choices among options
- Explain how metrics, measurement and evaluation contribute to HR sustainability
- Understand some of the key contemporary issues for human resource management

## Essay

Due: **Week 7 (Tues 13 Sept 2pm)**

Weighting: **30%**

This individually written essay allows students to critically analyse current SHRM theories and provide examples of their practical application. The essay aims at assisting students in developing and demonstrating postgraduate level research skills including critical analysis and academic writing. The word limit of the essay is 1500 words. The essay topic will be posted on ilearn in week 2.

Assessment criteria are outlined in the essay marking rubric located on ilearn. Students are expected to use at least 8 scholarly references in their analysis. Scholarly references means refereed journal articles and academic books or chapters, but not textbooks, newspapers or magazines. The objective is to produce a piece of individually written work that is organised in a logical and coherent manner, addresses the essay question in a focused way and uses scholarly references to support and substantiate the analysis. Students will submit their essays through Turnitin and in hard copy to the Lecturer at the beginning of the week 7 lecture (13 Sept 2016).

**Format and layout:** Essays should be double spaced in Time New Roman font size 12, with either APA or Harvard referencing. There are to be no tables of contents, footnotes, or abstracts. Headings and subheadings may be used, but are not required.

**Note on late submission:** No extensions will be granted. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 20% penalty). This penalty does not apply for cases in which an application for disruption of studies is made and approved. No submission will be accepted after solutions have been posted.

On successful completion you will be able to:

- Understand the importance of thinking strategically about HRM from different theoretical perspectives and the implications for the roles of HR professionals

- Identify key strategic areas of HR practice and their potential contribution to the creation of value, competitive advantage and employee wellbeing
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## Final exam

Due: **Final exam period**

Weighting: **40%**

A two hour exam will be held during the university exam period. Students will be required to answer:

(a) one essay questions which assesses knowledge and understanding gained from the group project (worth 20% of final mark for the Unit); and

(b) short answer questions linked to a case scenario (worth 20% of the final mark for the Unit). These short answer questions will assess students' ability to analyse and argue the relevance and application of HRM principles in key areas of practices to particular company contexts.

Students are expected to present themselves for examination at the time and place designated in the University Examination Timetable. Documented illness or unavoidable disruption are the only exceptions when students can apply for Disruption of Studies. Please consult the Final Examination Policy for further details.

On successful completion you will be able to:

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## Delivery and Resources

- This Unit is taught in a three hour workshop mode. The workshop consists of 3 hours face-to-face per week, an interactive workshop format to maximise learning opportunities.
- The timetable for classes can be found on the University web

site at:<http://www.timetables.mq.edu.au/>

- Delivery of classes will be performed in lectures including substantial class discussions, question and answers, in-class case studies and group case study presentations, role plays, brainstorming and group activities.

**Technology Used and Required Technology: iLearn.**

Please ensure that you have access to a personal computer so you are able to use iLearn. Students will find resources to assist their study on iLearn, such as lecture notes and other resources. Please check iLearn regularly for announcements.

**Required and Recommended Reading** Students are required to take considerable responsibility for their own learning in this Unit. It is expected that every student will already know how to locate materials in the library, using e-journals and other resources. There is a textbook set for the Unit (see below) but this does not cover every topic. Additional readings have been lodged on iLearn - these are not compulsory but will expand your knowledge of each topic area. Students need to make their own judgments about how much reading they do, and which readings they select.

**Textbook** Stone, Raymond (2013) *Managing Human Resources*, 4th edition, John Wiley & Sons, Milton, Qld.

**Additional Recommended Reading** Some other books you may find useful for particular topics:

- Boselie P., (2010), *Strategic Human Resource Management: A Balanced Approach*, McGraw-Hill, Berkshire. (\*)
- Armstrong, M. (2011) *Armstrong's Handbook of Strategic Human Resource Management*, Kogan Page Publishers.
- Marchington, M. and Wilkinson, A., (2002) *People Management and Development: Human Resource Management at Work*, 2nd ed, CIPD, London.
- Mello, J. (2010) *Strategic Human Resource Management*, Cengage Learning.
- \*Millmore, M, Lewis, P. et al (2007) *Strategic Human Resource Management*, Prentice-Hall, Essex.
- Salaman, G. Storey, J., and Billsbery, J., (2005) *Strategic Human Resource Management: Theory and Practice*, Sage, London. • Storey, J., Wright, P., and Ulrich, D., (2009) *The Routledge Companion to Strategic Human Resource Management*, Routledge, Abingdon.

Journals recommended for HRM study include:

- Human Resource Management Journal • International Journal of Human Resource Management • Academy of Management Journal
- Asia Pacific Journal of Human Resources
- Work, Employment and Society
- Australian Journal of Management



- California Management Review
- Economic and Labour Relations Review
- Harvard Business Review
- International Journal of Employment Studies
- Labour & Industry
- Personnel Journal
- Personnel Management
- Personnel Review

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

- Ebsco host: Academic Search Elite Business Source Premier
- Psychology and behavioral sciences collection

Also search the websites of well-known consulting organisations such as Watson Wyatt, PWC, Deloitte, DDI, Hewitt Associates etc. These can be an excellent source for information on contemporary techniques and practices.

### **Students' Responsibility for Learning**

- Students are expected to take responsibility for their learning by reading the relevant chapter in the textbook or other compulsory readings where indicated.
- Students are expected to read and research each topic in advance, participate in class and tutorial discussions and maintain a strong interest in current issues and changes in HRM.

**Unit Web Page** The web page for this unit can be accessed via <http://ilearn.mq.edu.au>

Please check the ilearn site at least weekly for announcements and to access teaching and learning materials loaded onto the site as the course progresses.

**Research and Practice** This unit provides practice in applying research findings in your assignments. It also provides opportunities to conduct your own research through journal articles, texts and online data bases.

**Satisfactory completion of this Unit will require:** • participation in group work • attendance at classes. Note. It is assumed that students who fail to attend are undertaking considerable independent study to make up for material not accessed through classes.

## **Unit Schedule**

Week and date

Lecture topic, textbook chapter

**Week 1:** Tues 2 Aug 2016

Introduction to the unit:

Lecture: Managing People and Human Resource Management - What is it all about? What factors influence strategy?

Text: Ch 1

**Week 2:** Tues 9th Aug

Linking business strategy with HRM strategy. (**Best Fit, Best Practice and the RBV view**).

Text Ch 1. Other Readings on ilearn

**Week 3:** Tues 16th Aug: Job Analysis, Job Design and Quality of Working Life

Text: Ch 5

**Week 4:** Tues 23 Aug

Recruiting Human Resources

Text Ch 6

**Week 5:** Tues 30 Aug

Appraising and Managing Performance

Text Ch 8

**Week 6:** Tues 6 Sept

Employee Selection

Text Ch 7

**Week 7: Tues 13 Sept**

Human Resource Development and Career Management

Text Ch 9 and 10

**No classes: 19 to 30 Sept**

**Week 8:** Tue 4th Oct

Managing Diversity

Reading: Text ch 14

**Week 9:** Tues 11 Oct

Employee Health and Safety

Text: Ch 13.

**Week 10:** Tues 18th Oct

Rewarding Human Resources

Text Ch 11

**Week 11:** Tues 25 Aug

Managing employees in the multinational firm & international context

Text Ch 15

**Week 12:** Tue 1 Nov

Change Management and evaluating the HR Function (measurement and metrics)

Reading: see Reading list on iLearn + Text Ch 16

**Week 13:** Tue 8 Nov

Course Review and Exam briefing

**Exam Period 14 Nov to 2 Dec**

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

### Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

#### Learning outcomes

- Understand the importance of thinking strategically about HRM from different theoretical perspectives and the implications for the roles of HR professionals
- Identify key strategic areas of HR practice and their potential contribution to the creation of value, competitive advantage and employee wellbeing
- Understand the range of alternative techniques and practices in key areas of the HR

function and the reasons for choices among options

- Explain how metrics, measurement and evaluation contribute to HR sustainability
- Understand some of the key contemporary issues for human resource management

## **Assessment tasks**

- Participation
- Group presentation
- Essay
- Final exam

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## **Learning outcomes**

- Understand the importance of thinking strategically about HRM from different theoretical perspectives and the implications for the roles of HR professionals
- Identify key strategic areas of HR practice and their potential contribution to the creation of value, competitive advantage and employee wellbeing
- Understand the range of alternative techniques and practices in key areas of the HR function and the reasons for choices among options
- Explain how metrics, measurement and evaluation contribute to HR sustainability
- Understand some of the key contemporary issues for human resource management

## **Assessment tasks**

- Participation
- Group presentation
- Essay
- Final exam

## **PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## Learning outcomes

- Understand the importance of thinking strategically about HRM from different theoretical perspectives and the implications for the roles of HR professionals
- Identify key strategic areas of HR practice and their potential contribution to the creation of value, competitive advantage and employee wellbeing
- Explain how metrics, measurement and evaluation contribute to HR sustainability

## Assessment tasks

- Participation
- Group presentation
- Essay

## Changes from Previous Offering

The unit discussion topics, readings and examples have been updated since its last offering in session 2, 2015.

The weighting of group/individual marks given to the group assessment has been changed. Previously, the group presentation was worth 20% of the total marks for the Unit. From Session 2, 2016, the group presentation mark will still constitute up to 20% of the Unit value but individual knowledge and learning will be assessed also through the Final exam - with 20% of the total mark for the Unit being allocated to an essay question in the exam.

## Global Contexts & Sustainability

The Australian context is used as the base case to illustrate human resources functions in global contexts, and international organisations are used as case studies in most instances. Students are encouraged to share their knowledge of international experiences that may demonstrate consistency or contrast with local practice. There is one full lecture devoted to specific international contexts. Sustainability and sustainable practices are incorporated into all lectures.

## Research and practice

**Research used in this Unit** This unit uses research from internal (Macquarie University) and external sources, both theory oriented and industry (case study) based, for example:

- Varhegyi, M. M. & Jepsen, D. M. 2016 (in press). Director succession planning and board effectiveness in nonprofit boards. *Asia Pacific Journal of Human Resources*
- Jepsen, Knox-Haly & Townsend (2015). Recruitment Practices in Australia: A Review and Comparative Research Agenda, *Employment Relations Record*
- Dunford, R. & Palmer, I. (2002). Managing for high performance? People management practices in Flight Centre. *The Journal of Industrial Relations*, 44(3), 376-396. (Internal/

industry)

- Paauwe, J. & Boselie, P. (2003). Challenging 'strategic HRM' and the relevance of the institutional setting. *Human Resource Management Journal*, 13(3), 56-70. (External/theory)
- Thornthwaite, L. (2004), 'Working Time and Work-Family Balance: A Review of Employee Preferences', *Asia-Pacific Journal of Human Resources*, 42 (2), pp.166-184.
- Thornthwaite, L., 2013, 'Social Media, Unfair Dismissal and the Regulation of Employees' Conduct Outside Work', *Australian Journal of Labour Law*, 26 (2), 164-182.

In the unit, both classic and most recent research works are used, for example:

- Barney, J.B. & Wright, P.M. (1998). On becoming a strategic partner: The role of human resources in gaining competitive advantage. *Human Resource Management*, 37(1), 31–46. (Classic)
- Kotter, J.P. & Schlesinger, L.A. (1979). Choosing strategies for change. *Harvard Business Review*, March-April, 106-114. (Classic)
- Riach, K. (2009). Managing 'difference': Understanding age diversity in practice. *Human Resource Management Journal*, 19(3), 319–335. (Recent)
- Rousseau, D.M. & Barends, E.G. (2011). Becoming an evidence-based HR practitioner, *Human Resource Management Journal*, 21(3), 221-235. (Recent)

### **Connections between the content of the unit and current research**

1. Lectures and discussions are designed on the basis of the textbook and relevant scholarly research studies, with a constant theme being to integrate understanding of actual and emergent policy and practice with evidence on what happens, what works, and what is possible.
2. The individual essay requires students to locate and demonstrate their understanding of contemporary scholarly research in the light of concepts and issues covered in the textbook and lectures.
3. The assessment criteria of the group presentation includes research criterion which judges students' ability to relate research findings to their practical cases; to demonstrate broader literature knowledge and to critically evaluate HR practices using relevant and rigorous research.