



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

School of International Hotel Management

BA International Hotel Management

Module Handbook Summer Term 2020

M5X01921

Personnel Resourcing and Development

LEVEL 5

Module tutor:

Dr Jahanzeeb Qurashi
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Personnel Resourcing and Development Summer Term 2020

Welcome to this generic overview handbook for the above module. This is a level 5, 20 credit module taught in semester 1 to Level 5 IHM students in the School of International Hotel Management.

It should be read in conjunction with supplementary information and materials available on Moodle together with information and instructions delivered by the module tutor.

To get the best out of this module it is vital that you engage with the themes explored as well as with both the online and offline activities during tutorial sessions which are designed to enrich the learning experience as well as to encourage self-directed study together with collaboration and interaction with your peer group.

AIMS

- To develop student knowledge and understanding of the principal internal and external environmental contexts of contemporary organisations within which HR professionals and workers interact to service customer demands and expectations. This module will also explore the connection and the implications for and applications in, professional practice.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. Demonstrate a critical understanding of the managerial and business environment within which personnel professionals work and analyse how resourcing an organisation is influenced by internal and external factors that determines a firm's need to recruit, select, socialise, performance manage and mobilise people to meet and exceed their objectives and sustain competitive advantage;
2. Effectively communicate the links between personnel development and positive organisational outcomes evidenced in contemporary research and practiced by organisations committed to developing an engaged and talented workforce in possession of the appropriate skills, attitudes and experiences that enables them to sustain life-long employment.

INDICATIVE CONTENT

- The role of personnel professionals within varying sectors and within small, medium and large enterprises.
- Internal (SWOT) and external (PESTLE) environments that impact upon the work of personnel professionals, managing and initiating change for improvement.
- Major features of national and international employment markets from which organisations source and mobilise staff; how employment markets are evolving and/or changing.
- Staffing processes employed by organisations and how these are now influenced by technology; ensuring such processes are administered lawfully, fairly, efficiently and effectively.
- Socialising personnel into the organisation; managing diversity; building the business activist.
- Processes of managing performance; innovating new working practices; delivering outstanding customer service; breeding an environment where talent may grow.

- Individual learning styles; retention and levels of engagement of individuals within firms
- Linkages between individual and organisational learning.
- Traditional and contemporary means of professional development; coaching and mentoring; continuous professional development.
- Ethics and professionalism; commitment to equality of opportunity; managing diversity.

LEARNING AND TEACHING STRATEGY

- The learning and teaching strategy for this module will focus on enquiry-based learning (EBL) and facilitated and supported by technology and traditional teaching and learning methods. EBL describes an environment in which learning is driven by a process of enquiry owned by the student.
- The process of EBL for the Personnel Resourcing and Development Module will typically be delivered thus:
- Each week students will attend a one-hour lecture, details of which will be listed on a lecture schedule. Essentially, these lectures will serve to provide students with underpinning knowledge and understanding of the topic areas that, in turn will enable them to produce an informed and evidence-based response to their assessed work. It will be emphasised to students that lectures are intended to lead them into other areas of research so to expand their learning, understanding and critical awareness of the topic areas studied.
- Guided by the module lecture schedule, each week students will deliver a short informal update on their enquiries. They may work individually or within small groups, depending upon the enquiry or the nature of the enquiry. How students deliver and record the results from their enquiries is for them to decide although they will be encouraged to use technology, for example, PowerPoint, Blogs, Wikis and Discussion Boards. The point of students delivering updates on their enquiries is that they can share information, learn from each other and the tutor can comment upon the content and so extend the learning.
- Feedback and guidance from the module Tutor, will aid students identify pertinent and relevant issues that will lead to them identifying their own enquiry and subsequent questions as they progress through the module. It will follow through the module that students will research and examine the resources available to them and so independently acquire the requisite knowledge, understanding and critical awareness that will enable them to be successful in this module.
- The EBL process recognises that students are educated for knowledge creation, lifelong learning and leadership. It is anticipated that students will: take on leading roles in their future working environments; be required to adopt an entrepreneurial and innovative approach to managing resources; be active in directing change; support their professional status through research and development; and be confident in asking important questions to enable them offer solutions to challenges; and in turn, developing new knowledge.
- EBL methods used in this module will cover a spectrum of approaches, for example:

Solutions-focused learning	Small scale enquiries	Project and research
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Exploration of scenario driven learning experience to identify solutions to challenging issues. Typically used for classroom learning.	Field work or case study scenarios adapted to elicit information and develop depth of understanding of issues and the context in which they exist. Typically used as a vehicle for formal assessment	Introduction to self-identification of research-based projects typically used to prepare students for Level 6 study, or as a vehicle for formal assessment at Level 6.
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10-week teaching plan.

Week	Time	Lecture content – main themes to be covered	Supporting material	Assessment hand out date	Assessment submission date
1 May 11 th	14.00 15.10 16.30 17.45	Placement Feedback My Hotel Journey The Tourism Industry – Employment The 10 Rules for Creating a Service Culture - Rule # 1 - It Starts at the Top	1. Placement Feedback Form 2. My Property Portfolio and staffing structure Matrix 3. Click View Video – Jobs in the hospitality Industry 4. Mac Anderson	Assessment 1 2000-Word Case Study- Hotel International	June 19 th 2020
2 May 18 th	14.00 15.10 16.30 17.45	Evolution of Human Resources Modern Day HR Rule # 2 - Your Customers Must Come Second	1. People don't leave bad jobs, they leave bad bosses 2- The Role of HR 3. Different Types of Companies- Small, Medium & Large 4. Different Types of Managers	Homework – SWOT Analysis - Placement	
3 May 25 th	14.00 15.10 16.30 17.45	Working for Marriott Recruitment and Selection Careers with Marriott Rule # 3 - Engage the Hearts and Minds of your Employees	1. An Employee Perspective 2. International Employment Markets- evolving/changing 3. Appreciating Diversity 4. Recruitment Methods and Sources 5. The Recruitment Pathway 6. Internal versus External Recruiting 7. Metrics for Evaluating Recruitment 8. Internal SWOT & 9. External PESTLE	Homework – PESTLE Analysis – Hotel Brand/Location	

4 June 1st	14.00	Equality and Diversity in the Workplace	1. Ensuring a Respectful Workplace 2. The Importance of Diversity 3. Staffing & Technology 4. Cultural Importance 5. Protected Groups 6. Best Practices	Homework – Cultural Importance – The People behind the Brand	
	15.10	The Social Justice and the Business Case			
	16.30	Discrimination			
	17.45	Rule # 4 - Make Your Culture Your Brand			
5 June 8 th	14.00	Performance Management	1. Process of Managing Performance 2. Company Culture 3. Employee Onboarding & Engagement 4. Employee Retention 5. Talent Development 6. Job Descriptions & Checklists 7. Performance Reviews & Job Chats 8. Promotion	Homework – Employee Shift Checklist and Job Description	
	15.10	Flexible Working			
	16.30	Employee Tool Kit			
	17.45	Rule # 5 – Understand the ‘How of Wow’ Revision sessions for Assignment 1 (part 1)			
6 June 15 th	14.00	Socializing Personnel into the Organization	1. Managing Diversity 2. Building the Business Activist 3. Teamwork & Teambuilding 4. Recognition 5. Employee Productivity 6. Health & Wellness 7. Healthy Hotel Certification	Homework – Corporate Social Responsibility	
	15.10	Marriott – TakeCare Program			
	16.30	Corporate Social Responsibility			
	17.45	Rule # 6 – You Only Get One Chance to Make a First Impression Revision sessions for Assignment 1 (part 2)			

7 June 22nd	14.00	Assignment 1 Hotel International Presentations	Time Slots for Microsoft Team Presentations	Assignment 2 The Project Proposal	June 22nd 2020
8 June 29th	14.00 15.10 16.30 17.45	Employee Engagement Marriott Spirit to Serve Marriott Serve 360 Rule # 7 – Identify Your Moments of Truth Rule # 8 – Don’t Assume.... Ask	1. CSR Homework Review- Company Ethics & Culture 2. Tools for Measuring Employee Satisfaction 3. Marriott Awards 4. Marriott Spirit to Serve 5. Company Sustainability 6. Marriott - Serve 360	Homework – Best Employers for Diversity and Engagement	
9 July 6th	14.00 15.10 16.30 17.45	Continuous Professional Development Individual and Organized Learning Coaching and Mentoring Rule # 9 Celebrate Success	1. Individual Learning Styles 2. Employee Retention 3. Chartered Institute of Personnel and Development 4. Traditional and Contemporary means of Professional Development	Homework – CPD Company Review	
10 July 13th	14.00 15.10 16.30 17.45	Ethics and Professionalism John C. Maxwell Mac Anderson Rule # 10 – Reinforce..Reinforce..Reinforce.. Revision session for assignment 2	1. Code of Professional Conduct 2. Successful Managers Handbook 3. Leadership 101 4. How Successful People Think 5. 10 Rules for Creating a Service Culture 6. 212 Degree Service		Assignment 2 Submission Deadline Friday July 24th 2020

Time of each session	Type of session
14.00 – 14.30	Lecture / Tutor presentation
14.30 – 15.00	Activity / Group discussion
10-minute break	
15.10 – 15.40	Lecture / Tutor presentation
15.40 – 16.10	Activity / Group discussion
20-minute break	
16.30 – 17.00	Lecture / Tutor presentation
17.00 – 17.30	Activity / Group discussion
17.30 – 17.45	Availability of tutor for individual discussion

BIBLIOGRAPHY

Essential

Torrington, D. Hall, L. Taylor, S and Atkinson, C. (2009) Fundamentals of Human Resource Management: Managing People at Work, London: Prentice Hall

Taylor, S. and Woodhams, C. (2012) Studying Human Resource Management. London: Chartered Institute of Personnel and Development

Recommended

Marchington, M. and Wilkinson, A. (2012) Human Resource Management at Work. 5th ed. London: Chartered Institute of Personnel and Development.

Friedman, A. (2012) Continuing professional development: lifelong learning of millions. London: Routledge.

Horn, R. (2009) The business skills handbook. London: Chartered Institute of Personnel and Development.

Gallagher, K. (2010) Skills development for business and management students. Oxford: Oxford University Press.

Johnston, R. Clark, G. Shulver, M (2012). Service Operations Management, Pearson, London

Murton, A. Inman, M., O'Sullivan, N. (2010) Unlocking Human Resource Management, Hodder Education

Background

Journals

People Management

Available at www.cipd.co.uk/pm

Personnel Today

Available at www.personneltoday.com

Human Resource Management Journal

Available at: www.cipd.co.uk/journals

International Journal of Human Resource Management

Available at: www.cipd.co.uk/journals

Websites

Chartered Institute of Personnel and Development (2012) Employee communication [online]. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z

Chartered Institute of Personnel and Development. (2013) Identifying learning and talent development needs [online]. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z

www.cipd.co.uk/cpd - Continuing professional development (CPD) information on the website of the Chartered Institute of Personnel and Development (CIPD).

www.cipd.co.uk/hr-topics/performance-management.aspx

Links to the CIPD's top resources on performance appraisal and feedback in general, including factsheets, surveys, research, books and more

www.customerserviceglobal.com - website of Customer 1st International.

www.instituteofcustomerservice.com - website of the Institute of Customer Service.

www.gov.uk/government/organisations/departmentforbusiness-innovation-skills - website for the UK government Department for Business, Innovation & Skills

www.ukces.org.uk

Website of the UK Commission for Employment and Skills

BA DEGREE ASSIGNMENT SPECIFICATION

SCHOOL OF TOURISM & HOSPITALITY

Student name:		Student P number:	
Programmes:	BA International Hotel Management		
Module:	Personnel Resourcing and Development	Module Level (4, 5, 6):	5
Module code:	M5X01921	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Dr Jahanzeeb Qurashi	Internal Verifier:	Dr Olu Adegbite
Assignment Title:	Hotel International 75% (2000 words) Present your findings in a ten-minute power-point presentation 25%	Assignment No:	1
Hand Out Date:	May 11th 2020	Submission deadlines: Return date of provisional marks & written feedback:	June 19 th 2020 TBC

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).				
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty mark. Penalties for late submission: Up to ONE week late, maximum mark of 40%. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:			
Lecturer to indicate if a hard copy version of the assignment must be submitted. DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.			<table><tr><td>NO</td><td>X</td></tr></table>	NO	X
NO	X				

Learning Outcomes tested (from module syllabus)	Assessment Criteria - To achieve each outcome a student must demonstrate:
Demonstrate a Critical Understanding of the Managerial and Business Environment within which Personnel Professionals work and Analyse how Resourcing an Organisation is influenced by Internal and External Factors that determines a firms need to Recruit, Select, Socialise, Performance Manage and Mobilise people to Meet and Exceed their objectives and sustain Competitive Advantage .	- An understanding of Internal and External Factors - Thorough Analysis of Selection & Recruitment Methods - Linkage between Recruitment; Socialisation and Performance Management - Demonstrate a Critical Understanding of such methods - Analysis of the Hotel Brand and Location and Sustaining Competitive Advantage in the Hospitality Industry - Referencing Skills

TASK DESCRIPTION:	

You have been asked to prepare a 2000-word report with supporting presentation. The presentation should include secondary research on best practice on each theme.

The Hotel International is based in your country of choice and has recently appointed a new General Manager. You have been asked to prepare the report based on the following tasks and present this at the next meeting.

Task 1 - Compile a PESTLE analysis of the External Environment (**Location** you have chosen) related to the Hotel (**Brand** you have chosen) that demonstrates a Critical Understanding of the Management and Business Environment within which personnel professionals work.

Task 2 - Using examples from the Hotel Industry discuss the importance of an effective Recruitment and Selection process in order to sustain competitive advantage.

Task 3 - Analyse and Evaluate the principal factors that affect the Culture, Equality and Diversity of an organisation.

Task 4 - Identify and Describe the main methods of Performance Management utilised by organisations to ensure targets are achieved and organisation competitive advantage is maintained

Task 5 - You are also to submit and discuss an Outline Plan which offers recommendations on issues raised in the presentation.

This plan should be based on ways of managing people to exceed targets and sustain competitive advantage within the hotel industry.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

1. Research-informed Literature

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard/APA referencing system.

Specific to this assignment:

You should show a wide level of reading, a minimum of 20 references, from a variety of sources including textbooks, academic journals and academic based websites. You must reference academic sources for theory.

2. Knowledge and Understanding of Subject

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Specific to this assignment:

Make reference to relevant cross-cultural communication theories/models. You do not need to explain these in depth but introduce them briefly before analysing and applying them.

3. Analysis

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing What! But also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

Specific to this assignment:

The task specifies what is required of you. Take care to answer only the question set fully. You may find it helpful to keep the task to hand when writing to remain focused on it. Make sure you draw conclusions from the content of your work and provide a direct answer to the question in summary at the end of the task.

4. Practical application and deployment

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Specific to this assignment: *You should deploy your chosen techniques, models and/or theories and wider reading to illustrate the points you make. Where possible you should show awareness of the practical limitations of the models selected.*

5. Skills for professional practice

Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your individual initiative and/or collaborative working. You must communicate effectively in a suitable format, which may be written and/or oral, for example, essay, management report, presentation. Work should be coherent and well-structured in presentation and organisation.

Specific to this assignment:

You should write an essay in a recognised format. All writing should be academic style, formal, focused, concise and subject specific. It should use a font of Arial 11 point or Times New Roman 12 point and be 1.5 or double spaced.

Essential Resources: Resources provided in module handbook, lecture notes, tutorial material and on Moodle

ASSIGNMENT 1 - MARKING CRITERIA AND FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	10	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	25	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	25	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	25	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	15	

Assignment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late	40% Max	
	Over 1 week late	0%	

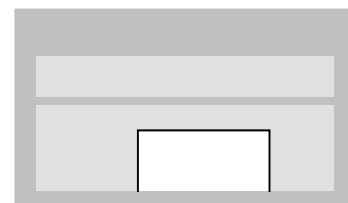
COMMON ASSESSMENT AND MARKING CRITERIA							
Assessment Criteria	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupported/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.

Student Self Evaluation Form			
Student name:		Student P number:	
Programme:		Year of programme	
Assignment Title:			

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
2. Knowledge and Understanding of Subject	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
3. Analysis	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
5. Skills for Professional Practice	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL				PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP			
Student's Name				Date			
Student's Signature							



BA DEGREE ASSIGNMENT SPECIFICATION

SCHOOL OF TOURISM & HOSPITALITY

Student name:		Student P number:	
Programme:	BA International Hotel Management		
Module:	Personnel Resourcing and Development	Module Level (4, 5, 6):	5
Module code:	M5X01921	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Dr Jahanzeeb Qurashi	Internal Verifier:	Dr Olu Adegbite
Assignment Title:	The Project Proposal	Assignment No:	2 of 2
Hand Out Date:	May 11 th 2020	Submission deadline:	July 24 th 2020

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty mark. Penalties for late submission: Up to four weeks late, maximum mark of 40%. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:	
Lecturer to tick to indicate if a hard copy version of the assignment must be submitted.			YES
			NO

Learning Outcomes tested (from module syllabus)	Assessment Criteria: To achieve each outcome a student must demonstrate the ability to:
Effectively communicate the links between personnel development and positive organisational outcomes evidenced in contemporary research and practised by organisations committed to developing an engaged and talented workforce in possession of the appropriate skills, attitudes and experiences that enables them to sustain life-long employment.	• Thorough research and analysis of links between the chosen company and personnel development • Demonstrate clear understanding of engagement and the necessary drivers • Critically analyse with examples from other organisations – good and poor practice • Demonstrate research of company ethics with examples and sustainable conclusion • Provide sound proposals for company • Referencing Skills

TASK DESCRIPTION

You are required to develop a proposal of 2000 words which will be based on Employee Engagement in the hotel industry. The theme of the proposal is personnel development links to organisation outcomes.

Task 1 - Briefly discuss the organisation on which the proposal is to be based. Within your discussion, identify the current issue the proposal will examine based around the theme of employee engagement and developing a talented workforce.

Task 2 - Using your proposal theme as the focus for your research, discuss the issue from your chosen organisation and examples from other organisations in the hotel industry highlighting the good/poor practice. Support your discussion with secondary research.

Task 3 – Detail the **Corporate Ethic Strategy** of your chosen organisation and their sustainability for life-long employment.

Task 4 - Provide a conclusion to your proposal which clearly offers suggestions to the chosen organisation to help them develop a workforce with skills and attitudes for lifelong employment.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five common assessment criteria overleaf.

1. Research-informed Literature

Your work must be informed and supported by scholarly material that *is relevant* to and *focused on* the task(s) set. You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up to date, typically published within the last five years or so, though seminal works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard referencing system.

2. Knowledge and Understanding of Subject

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you may have acquired through your learning. You must demonstrate your *understanding* by interpreting the meaning of facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc appropriate to the task set. You should be able to explain the theories, concepts, etc meaningfully to show your understanding. Your mark/grade will also depend upon the extent to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

3. Analysis

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing What!, but also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

4. Practical Application and Deployment

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or

theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts

5. Skills for Professional Practice

Your work must provide evidence of your attributes in the application of professional practice. This includes demonstrating that you are highly capable of individual and collaborative working. You must communicate effectively in a suitable format, which may be written and/or oral, for example, essay, management report, presentation. Work should be coherent and well-structured in presentation and organisation.

Essential Resources:

- Resources listed on the lecture schedule and on Moodle
- The student handbook
- The UWTSD/SMU website at <http://www.smu.ac.uk/academicskills/>

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Marks available	Marks
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	10	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	25	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	25	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	25	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	15	

COMMON ASSESSMENT AND MARKING CRITERIA							
Assessment Criteria	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupported/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.

Student Self Evaluation Form			
Student name:		Student P number:	
Programme:		Year of programme	
Assignment Title:			

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
2. Knowledge and Understanding of Subject	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
3. Analysis	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
4. Practical Application and Deployment	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
5. Skills for Professional Practice	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

Student's Name		Date	
Student's Signature			

