



LEVEL 7 ASSESSMENT SPECIFICATION

Student name:..	SIN Yik Ngan..	Student ID number:..	1812212..
Programme:..	MBA..		
Module:..	Human Resource Management..		
Module code:..	SBMA7101..	Contribution to Overall Module Assessment (%):..	50%..
Lecturer:..	Dr Leo Ho..	Internal Verifier:..	..
Assignment Title:..	Assignment 2..	Word count (or equivalent):..	2,500 words..
Submission deadline:..	3 May 2019..	Return date of provisional marks & written feedback:..	23 May 2019..
Submission method:..	All written assessments, where practical and possible, <u>must be submitted via Turnitin</u> unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into <u>Turnitin</u> or it will match many similarities with other students' submissions.).. Alternative submission method (if applicable): .. Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to <u>one week late</u>, maximum mark of 50%. <u>Over one week late, 0%.</u> Only the Extenuating Circumstances Panel may approve a change to submission dates...		
Academic honesty / referencing:..	Academic honesty is required. In the main body of your <u>submission</u> you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		
Module Learning Outcomes .. (from module syllabus)..			
Upon the successful completion of this module, the student should be able to.. 1. Critically review and appraise current research and advanced scholarship so to enable them to evaluate managerial and business environments;.. 2. Demonstrate a systematic understanding of current issues in HRM and IHRM within a variety of organisations so to enable them to manage effectively the design and implementation of fair, efficient and effective policies and procedures that serve to deliver upon the strategic aims of the organisation...			

UWTSD MBA

Human Resources Management

– SBMA7101

Assignment 2

Challenges of company expansion in staff training
and development

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Submission Date:	3 May 2019
Lecturer:	Dr. Leo Ho

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Executive Summary

Globalization is a goal for many companies. With growing global integration and the sharing of information resources, companies need to expand their overseas operations because the domestic markets have been developed and even becoming saturated such as Europe and United States. At the same time, new competitors have emerged. Competition in participating in overseas markets is inevitable. This is the pursuit of the maximization of commercial interests. However, due to cross-cultural differences, companies may need to face some problems and conflicts in human resources management when expanding its business abroad.

In this case study, we are going to discuss and analysis the challenges of HRM that will need to face when companies expanding their business to another country. I will focus in staff training part through sharing two cases. Sasa International Holdings Limited, a Hong Kong listed company and Huawei Investment & Holding Co., Ltd., a provider of information and communications technology, infrastructure and smart devices company in China. To find out what challenges that Sasa and Huawei as well as other multinational companies are facing and then provide recommendations and conclusion.

Company Background

Sasa International Holdings Limited (known as “Sasa”)

A leading cosmetics retailing group in Asia which listed on The Stock Exchange of Hong Kong Limited in 1997 (Stock Code: 178). It has over 270 stores in Hong Kong, Macau, China, Singapore and Malaysia with almost 4,800 staffs. Sasa was established by Mrs. Eleanor Kwok and her husband Mr. Simon Kwok in 1978, having their first store in Macau, Taiwan and Singapore in 1997, happened in the same year of listing. Followed by store in Malaysia in 1998 and Shanghai in 2005.

Sasa provides training to its employees and each employee receives over 260 training hours before they start working. Sasa also designed 18-months to 24-months Management Trainee Programme for its future retail operation leaders. In this training program, trainee will experience cross-functional exploration and job rotation before assigning to suitable department.

Huawei Investment & Holding Co., Ltd. (known as “Huawei”)

Established in 1987 by Mr. Ren Zheng Fei, the founder and CEO of Huawei. Huawei is a company which specializes in research and development (R&D), production and marketing of communications equipment, providing customized network solutions for telecom carriers in optical, fixed, mobile and data communications networks. The

company has around 180,000 employees over the world. Half of them are working in research & development department. It set up research and development center in UK, Pakistan, Canada, Turkey, Ireland, Sweden, Russia, etc. The products and services of the company are deployed in around 140 countries. Huawei was initially started as a sales agent where they used to produce private branch exchange switches.

Challenges facing by the companies

Sasa believes that the management resources of their China market needs to be improved, thus, they have appointed a new management team and recruited new staffs to refine the structure. They also hire experienced Hong Kong staff to improve the product mix and inventory management. To develop an effective learning curriculum can let multicultural exchanges become effortless and productive.

Huawei understands global training for its employees is very important. There are differences between local and overseas employees such as language, thought, concept and academic background. In order to set up a learning platform for its employees, Huawei established Huawei University in 2005 to provide various training courses, especially for family members who are sent from overseas, a cross-cultural training is necessary so that they can understand the language, culture and skills. It is not only reduce unnecessary misunderstandings and frictions but also conducive to enhance the

productivity when working overseas. Meanwhile, Huawei requires their foreign managers to strengthen training for local employees so that they can easily to adopt the new environment and company culture.

As more and more companies are now operating or planned to operate its business on an international scale, the impact of globalization on human resources can be difficult to navigate. There are many benefits to expanding your business globally, but it also brings countless challenges. And the most important challenge is how to get your new international workforce to speed up your business. Training programs typically include in-house seminars and conferences designed to provide employees with on-the-job knowledge of the skills necessary to conduct business globally.

Many managers report that the cultural and communication barriers are some of the most difficult to navigate. Individuals from other cultures may have different approaches to teaming, resolving conflict, working with management, or even providing customer service. Different attitudes and approaches may lead to performance problems, weaken a team's cohesiveness, and lower morale.

These are some common problems of companies usually face when having global training strategy. When companies expand their business to overseas, they must learn how to maximize and leverage their diverse workforce. They must adopt new programs to train

and adjust employees. The solution must bridge the gap between language and communication.

1. Culture and Language

Culture can be discussed forever, but as an organization dealing with beneficiaries in other countries, it is extremely important. It affects not only product decisions, but also communication and training decisions. Pointing out cultural and language difference in training is critical. The western mode of thinking of company management is different from traditional Chinese culture. Western companies usually pay more attention to evaluation and testing in employee competition, fairness is very important. But in Chinese culture, they are more concern about qualifications and relationship.

2. International Regulations and Logistics

Training can help employees understand the complex nature of international trade. Tariffs and trade barriers are less than they use to be, but they still exist in many countries and need to be known and followed. In many countries, it is important to know someone in the ruling class in order to do project purpose there. It is often usual to give them a gift, sometimes money. In America, it is illegal to do so, but in most of the rest of the world, it is just a cost of doing project purpose, and in some countries, it is considered to be good manners. In fact, regulate doubtful transactions issue, as well

as transactions that are potentially unsafe for the local economy. To be informed in solving this problem, companies need to contact the local lawyer. Employee compensation insurance laws can also be complicated, to consult a payroll expert to guide through the regulations is necessary.

3. Adapting to Local Conditions

When a company goes to a different country or region of the world, they must expect things to be different, perhaps wildly so and need to be taken into account when planning training.

4. Selecting International Managers and Trainers

Management usually choose right candidate from mother company rather than hire a new staff from local. Indeed performance evaluations were the most common method for selecting candidates, followed by interviews, references, written tests, and other types of evaluations. Performance evaluations can be used to rate an individual in many areas, including technical expertise, managerial ability, communication skills, and the like. Even when suitable candidate is selected, there are certainly issues to sending staff based overseas. Firstly, sending staff to work abroad can be an investment, in both time and money. Second, he/ she can easily feel lonely when working alone in a new location without direct support. He/ She might think about to

leave. Family matter is also one big concern for employee who being selected to relocate.

5. *Multiple HR system*

Many international companies have a problem on HR system when expansion took place. When the HR system in different locations is not aligned or updated, HR employees will take time to consolidate all the information and reports in another indirectly way such as by sending email, from subsidiary to its parent company. It might also affect to payroll in both time and currency exchange. Trainer was sent from parent company might has his/her own personal concern about this.

Analysis

Who do we want to emphasize the importance of global workforce training? Training is a great opportunity to expand the knowledge base of all employees. Providing overall benefits to individuals and companies makes cost and time to be a valuable investment. When employees know that they are doing their jobs well, they know they are contributing. This is satisfactory. When they know they are contributing and they know they are doing well, they will lead them into other opportunities.

Many employees work in multinational companies are facing the same problem. How to communicate effectively with colleagues who come from different country with different

cultural background? In fact, they are eager to communicate but at the same time they do not know how to break the ice. Hence, lack of communication is caused because employees do not know and afraid to communicate, ultimately speculation and doubt happen due to insufficient communication. If supervisor cannot treat such conflicts correctly and properly, it will become serious emotional impact. Finally, the result is a vicious circle, means more misunderstandings, deeper contradictions and more conflicts.

Recommendations

Training people in a multicultural environment is both timely and expensive, and often does not produce the desired results. Especially for globalized world companies. Although it is not easy to have an effective and valuable global workforce training, but there are still ways to make it happen. In terms of the above case sharing and analysis, here are some recommendations for companies:

- Provide opportunities for trainers to apply the learning to their own cultural situation through case studies and role plays.
- Listen to feedback from trainers from both the verbal and non-verbal perspective, realizing both will be different in different cultures;
- Look for opportunities to take advantage of cultural differences, asking how various ideas and practices would be modified to fit local practices;

- Be flexible in adapting to local cultural learning methods. In some cultures, lecture is more accepted than experiential learning;
- Learn about the local region and the available technology so that training designs make sense. Sophisticated computer programs may not make sense if the trainees are used to chalk boards
- As a trainer from outside the culture, remember that you will probably not know or recognize the nuances of the trainees' culture. Flexibility in training content and design are imperative.
- To recruit local candidate where the company needs to deliver learning and development.
- Start the training as soon as people are hired in order to speed up the business grows.
- Assess facilities and the number of learning staff.
- Create a global budget in advance for better arrangement.
- Align learning to the business audience and the organization's goals.

Thanks to the digital economy, it is now much less commonplace for a company's employees to share a common workplace. Online training and development is one of the popular method nowadays to provide staff training in globalized companies. To ensure your company and your employees get the most out of your online learning and

development program, here are few considerations and best practices for bridging skills gaps even across geographic gaps.

- Design for multiple languages

Even with automatic translation tools driven by AI, adapting your training materials for other languages is complicated. It's not just about changing words. Not only can some things get lost in translation, the translation itself can create its own problems for training global audiences such as abbreviation. Some of the words are untranslatable or nonverbal.

- To give clear training objectives

It is important to decide and establish clear goals for the training for both executives and the employees.

- Start training whenever needed

Elearning eliminates the need to wait until you have enough employees together to make classroom training cost-effective. Whether local or remote, employees can start training as soon as they're hired or when they or their managers desire them to learn a new skill.

- LMS

A learning management system (LMS) or similar dashboard through which training could be administered and monitored by local and headquarters management alike.

To be effective, an e-learning solution cannot simply be a static library for employees to visit.

Conclusion

To summarize, it is important to recognize that differences in education, technology, religion, family structures, social mores, holidays, and a host of other variables can greatly affect the training methods. Managing a strong team across geography and cultures, and keeping its members informed and educated will create a capable workforce that can rely on to be valued advocates for your company.

It is not easy to instill corporate norms regarding corruption, teamwork, quality assurance, lines of responsibility. A successful training program must to a substantial extent be built from the ground up in order to understand the mind-sets of local hires and develop effective training techniques. So therefore, when implementing a global training strategy, companies should always remember to put three big things into consideration which are

resources, learners and the role of global training team. These three areas need to be balanced to ensure that the company gets the most out of its global training and development programs.

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STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill 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.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	15	
- Critique of the interviews and literatures related to selected Human Resources Management Refer to literature, text books, current news items and benchmark your chosen organisation. - Demonstrate the high-level referencing skills (Harvard Method System).		
2. Knowledge and Understanding Skills	25	
- Understanding of the business challenges in related to Human Resources Management and highlight the management problem/issue, relevant solutions and discuss what measures should be taken to improve the performance. - Critically evaluate external and/or internal issues related to challenges facing Human Managers in real world.		
3. Cognitive and Intellectual Skills	25	
- Analysis of the findings of the interviews and related articles on Human Resources Management - Ability to analyse the root causes of the issue for further development of possible recommendations - Analytical skill of the data presentation. - Discussion of the findings		
4. Practical Application Skills	20	
Conclusion and recommendation are relevance to the project objectives. - Analysis the strength and limitation of the different alternative suggestions - Conclusion is justifiable and relating to the findings - Recommendation - practical to solve the problem/issue - Results are applicable to business organization		
5. Transferable Skills for Life and Professional Practice	15	
Independent critical strategic thinking skill, writing style, logical flow, structure, communication/presentation style, appendix and referencing (Harvard Referencing System).		

Assessment 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 (50% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 7

In accordance with the Framework for Higher Education Qualifications, at the end of Level 7 students should be able to demonstrate: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice; a comprehensive understanding of techniques applicable to their own research or advanced scholarship; originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. They will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level to continue to advance their knowledge and understanding, and to develop new skills to a high level. They the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations/professional environments; and the independent learning ability required for continuing professional development.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including current research, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and	Major gaps in knowledge and	Gaps in knowledge, with	Limited knowledge and	Knowledge is accurate and	Knowledge has a well-defined	Excellent mastery of a	Exceptional mastery of a

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
understanding (A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline.	only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is informed by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship. A critical awareness of current problems and/or new insights though this may be under-developed occasionally.	focus, which is reasonably extensive, coherent and detailed, with a critical awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship.	complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the subject informed by current research and scholarship. Highly critical awareness of current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and intellectual skills (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound	Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses	Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant.	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
judgements in the absence of complete data.)	judgements. Unsubstantiated generalisations, made without use of credible evidence.	generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	but not systematically or creatively. Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.	Can deal with complex issues but not fully systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	creativity. Ability to make sound judgements based on data (that may be incomplete)	and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research.
Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of	An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making	An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify	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 insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
	unpredictable contexts.	making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts.	problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	originality and creativity.	advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
approach; clarity and effectiveness in presentation and organisation.)	the skills required in professional, postgraduate employment.	initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment.	some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness.	required in professional, postgraduate employment, with some areas of strength and some of minor weakness.	employment skills.	conflict and meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.	professional, postgraduate employment skills and a strong appetite for further development.

Student Self Evaluation Form

Student name:	Sin Yik Ngan	Student number:	1812212
Programme:	MBA Human Resource Management SBMA7101	Year of programme	2019
Assignment Title:	Assignment 2		

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			PASS		DISTINCTION	
	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD to VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Engagement with literature	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	☐	☐	☐	☐	✓	☐	☐
2. Knowledge and Understanding	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	☐	☐	☐	☐	✓	☐	☐
3. Cognitive and intellectual skills	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	☐	☐	☐	☐	✓	☐	☐
4. Practical Skills	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	☐	☐	☐	☐	✓	☐	☐
5. Transferable Skills for Life and Professional Practice	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	☐	☐	☐	☐	✓	☐	☐

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	Sin Yik Ngan	Date	3 rd May 2019
Student's Signature			