



LEVEL 7 ASSESSMENT SPECIFICATION

Student name:	Pang Steven Andrew	Student ID number:	
Programme:	MBA		
Module:	Human Resources Management		
Module code:	SBMA7101	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Dr Leo Ho	Internal Verifier:	
Assignment Title:	Assignment 1	Word count (or equivalent):	1,500 words and 5-6 PPT
Submission deadline:	14 April 2019 (presentation) 22 April 2019 (Submission deadline)	Return date of provisional marks & written feedback:	6 May 2019
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin 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 one week late, maximum mark of 50%. Over one week late, 0%. 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 submission 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 demonstrate the ability 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.

TASK DESCRIPTION

Assignment # 1: 50%

Assignment #1	Requirement	Marks
Written Report	1500 words	25%
Presentation (Oral Presentation)	10 minutes (5-6 maxi. 6 PPT - not include cover/end page)	25%

Produce a HR management report that focus on impacts of digital transformation to HRM. The report must contain strategies, insights, solution and conclusions derived from the findings detailed within the report and culminate in fully justified recommendations and an implementation plan for recommended changes.

Key Change Drivers of Digital Transformation – (1) Artificial Intelligence (AI), (2) Robotic, (2) Big Data, (3) Machine Learning, (4) Block-chain, (5) cognitive technology, and (6) IoT (Internet of Things) and etc., are changing the way organizations being managed. For example, the way we lead, attract, motivate, and retain staffs, the way we lead as HR leader and team for performance, the way to serve our stakeholders (employees / customers / suppliers / investors / partners), the way we compete, and definitely have profound impacts to the way we manage and drive performance effectiveness in our organization today and future.

Provide an insightful critical analytical report based on 1-2 of the 6 Key Change Drivers in digital transformation. Discuss at least 3 articles related to how the key selected driver(s) are being adapted and impact HR functions for higher performance today and future.

The report should select 1 key HRM challenge identified

- You must indicate in your report which issues you have selected.
- Your report should draw upon the theories, principles, tools and guidelines from the field of business management given in the lectures or in the previous activities and exercises.

The report should at least cover the followings:

1. Brief introduction the background and focus of the topic / key change driver
2. How organization adopts and embrace this change driver(s) and how it affects how HR leaders adopt these drivers and apply to allow HR to perform.
3. Key learnings (insights, lessons, observations, arguments) from the articles
4. Key impacts (positive & negative) of applying learnings in workplace
5. Key challenges for HR leaders to apply learnings into their real workplace
6. Provide recommendation / suggestion for better results

Formatting and Layout

Please note the following when completing your written assignment:

1. **Writing:** Written in English in an appropriate business/academic style
2. **Focus:** Focus only on the tasks set in the assignment.
3. **Length:** 1,500 words and PPT – 5-6 slides Maximum 6, not include cover/end pages
4. **Formatting:** Typed on A4 paper in Times New Roman or Arial font 12 with at least 2.5 centimetre space at each edge, double spaced and pages numbered.
5. **Document format:** Ensure a clear title, course, and name or ID number is on a cover sheet and a bibliography using Harvard referencing throughout is also provided.
6. **Research:** Research should use reliable and relevant sources of information e.g. academic books and journals that have been peer reviewed. The research should be extensive.

The Presentation

- Should summarise and present your report in no more than five slides.
- In addition, there should be a slide with references used at the end
- The presentation needs to be professionally presented, this includes professional looking graphics
- The physical presentation of the presentation should be aimed at a professional audience (i.e. dress code, fluent delivery in English)
- Your presentation needs to be turned into a pdf file and submitted to Turnitin

The use of a range of information sources is expected – academic books, peer reviewed journal articles, professional articles, press releases and newspaper articles, reliable statistics, company annual reports and other company information. Ensure that you reference correctly, using University's referencing guide at <https://www.uwtsd.ac.uk/library/infoskills/referencing-handbooks/>

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, as appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). 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 correctly a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

- *It is important that these reports are not overloaded with theory. You need to include and refer to academic theory, but only as a basis – reports are not dissertations where academic theory need not to be discussed in detail. Focus on evidence and findings from relevant literature for study and analyse.*
- *You are expected to elaborate based on the contemporary concepts, techniques, models, theories, etc. appropriate to the task(s) set in Human Resources Management.*

2. Knowledge and Understanding Skills

At level 7, you should be able to demonstrate asystematic understanding of knowledge, and a critical awareness of current problemsand/or new insights, much of which is at, or informed by, the forefront of your academicdiscipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research oradvanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights 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 contemporary 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.

Guidance specific to this assessment:

- *You need to demonstrate a genuine understanding of the Human Resources Management issue chosen and of the environment in which your chosen organisation is operating. Use research based (academic and applied) academic references to underpin your knowledge.*

3. Cognitive and Intellectual Skills

You should be able to:evaluate critically current research and advanced scholarship inthe discipline; evaluate methodologies and develop critiques of them and, whereappropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. 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 what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidancespecific to this assessment:

- *A critique of the issues identified - critically justify and analyse, i.e. analysing the complexity of impacts to the Human Resources Management, and pros and cons of different scenarios and alterative suggestions.*
- *Strengths & limitations of suggestions - critically analyse the strengths and limitations of the recommendation per the selected scenarios, e.g. in terms of methodology, analytics and results, backed up by evidence.*

4. Practical Skills

At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding ofhow established techniques of research and enquiry are used to create and interpretknowledge in the discipline.This includes acting autonomously in planning and implementing tasks at a professional orequivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations.

You should be able to demonstrate mastery of the leading edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding ofhow the boundaries of knowledge areadvanced through research and/or application. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others.

Guidance specific to this assessment:

- You need to demonstrate the use of a range of consultancy report tools, and if required, be able to select and evaluate appropriate business research methods.
 - Critically analyse the findings from the literature to the contemporary issues in the field of Human Resources Management. Suggest the root-causes of the issue, and ways to improve or alternative methods.
 - Writing clarity, style, grammar - write in consultancy report style to clearly convey your ideas and arguments.
 - Use Harvard referencing correctly in-text and for the bibliography. Do not forget to acknowledge any diagrams or images you use.
- Ensure that your presentation is professional and delivered in fluent English – this may mean practicing.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

- This is an important area – time management, analytical skill, research skills and the sharing / communicate and presentation of your report and show your professionalism.

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 FOR – Written Report (25%)	Marks available	Marks awarded
1. Engagement with Literature Skills	15	
- Critique of the findings from 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 drivers to 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 related literatures and 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 FOR – Presentation (25%)	Marks available	Marks awarded
1. Engagement with Literature Skills	10	
• Critique of the findings from 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	15	
• Understanding of the drivers to 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 HumanManagers in real world.		
3. Cognitive and Intellectual Skills	15	
• Analysis of the findings of the related literatures and 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	15	
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	45	
Presentation Skill (30) • Presentation should be conducted with clear and logical transition (10) • Presentation with clear pronunciation with variation in pace and intonation; use verbal and body language enhanced presentation to engage audience attention. The presenter's 'spoken' style – not memorized, with eye contacts to keep audience attention within time limits (10) • Appropriate Visual aids used to enhance presentation such as Power Point, videos, graphics, and professional handouts. (10) PPT Preparation – Format / style (15) • Format / Font / Style – consistent with cover-end pages with reference page with page no. and total pages within limits (5) • Graph/wording – Simple & Strong – Max 7 points per slide and points are prioritized • Presentation and materials should be relevantly and logically organized with issues clearly outline in the level of technically suited to audience and purpose (10)		

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 judgements in the	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	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%
absence of complete data.)	invalid 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

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.	own research or 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;	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	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	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	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	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	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	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

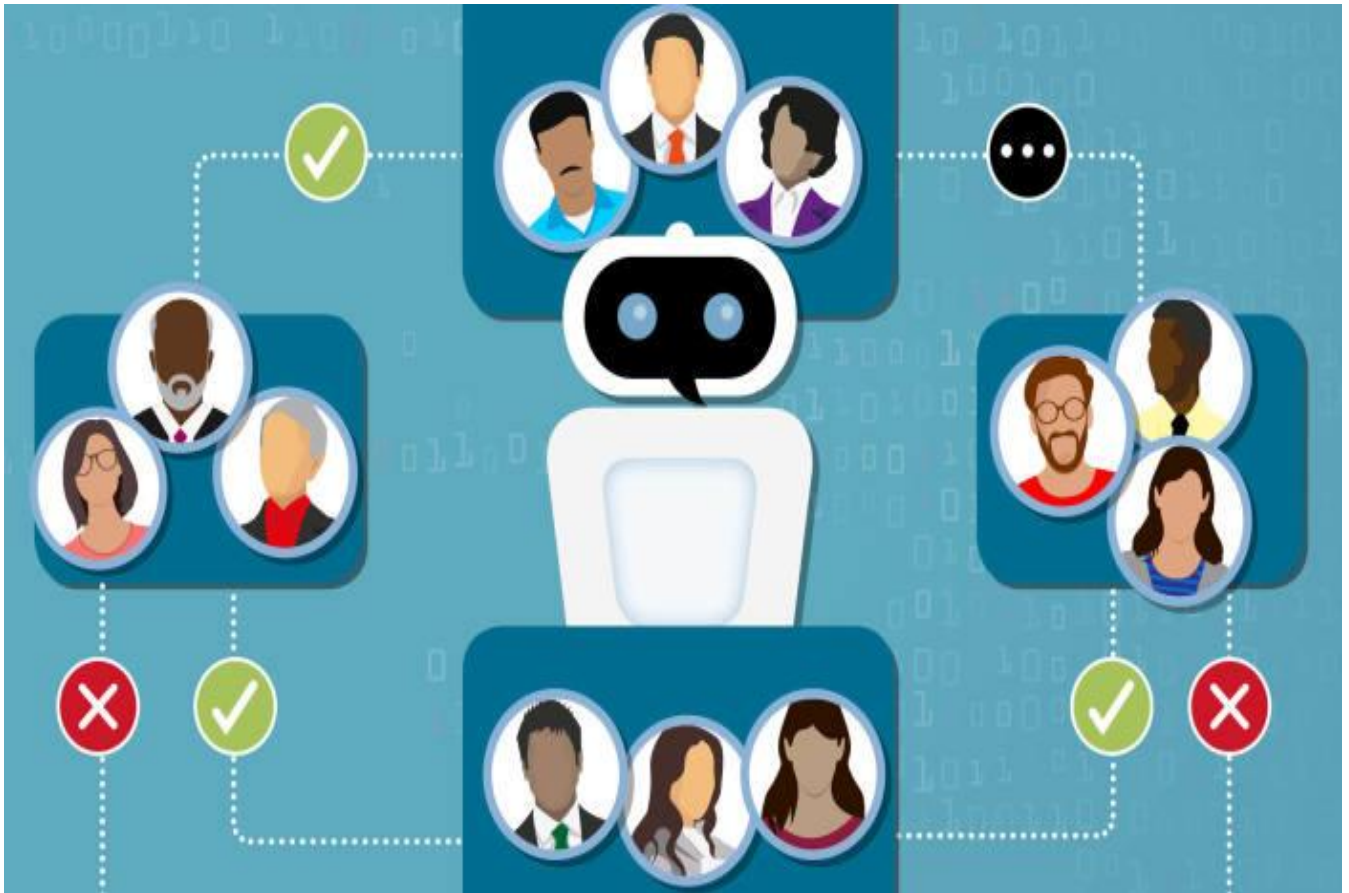
Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
systematic approach; clarity and effectiveness in presentation and organisation.)	of tasks. Little or no evidence of the skills required in professional, postgraduate employment.	style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment.	group activities. Demonstrates some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness.	group activities. Demonstrates the skills required in professional, postgraduate employment, with some areas of strength and some of minor weakness.	professional, postgraduate employment skills.	leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.	skills. Demonstrates exemplary professional, postgraduate employment skills and a strong appetite for further development.

Student Self Evaluation Form			
Student name:	Pang Steven Andrew	Student number:	
Programme:	MBA	Year of programme	1
Assignment Title:	HRM Report – AI Revolutionizes Conventional Recruitment Screening		

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	Pang Steven Andrew	Date	22/4/2019
Student's Signature	Steven Andrew Pang		



HRM Report – AI Revolutionizes Conventional Recruitment Screening

SBMA7101 Human Resources Management – Assignment 1

To Dr. Leo HO

Written by Steven Andrew PANG

Submission Deadline: 22 April 2019

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1) INTRODUCTION:

Technology is quickly and highly changing our economic patterns, products and services, production modes, and living styles, it is one of the reasons why 52% of Fortune 500 companies have disappeared over the last 15 years. (Harvard Business Review, 2017) Organizations must be proactive or can react to change faster to succeed or even just to survive; hence talents are vital to organizations and digital transformation is being used to reform human resources management (HRM).



2) BACKGROUND:

AI is the eldest amongst all the change drivers of digital transformation; first introduced in 1956 (Ray, 2018), people saw AI as a science fiction topic and dreamed of having it in their daily life, and AI-based movies are of plenty. AI, not a future thing, has already here and been using in reality, many organizations are embracing AI for automating day-to-day repetitive and humdrum tasks.

AI is impacting HRM thoroughly in Recruitment, Onboarding, Training and Scheduling. (Chalmers, 2018)

The implementation of AI allows a pro-active recruitment strategy, different from the conventional tactic of mass spreading recruitment information then waiting for applicants to apply, AI scans the potential candidate's profile on the internet and picks the right candidates to show the advertisement, lowering the advertising cost and increase the chance of successful recruitment. Some companies are using such strategy to attract talents but which stirs up many controversies. (Bogen and Rieke, 2018)

This report focuses on how AI revolutionizes the conventional Staff Recruitment Screening (SRS), the process of analyzing and predicting the relevancy and suitability to fill up vacancies. The report scrutinizes the impacts and challenges of applying AI in SRS; the epilogue furnishes suggestions and a recommendation for the topic.

SRS is a mature area in HRM administrative tasks that AI can do and has been replacing human effort since 2014. (The Economist, 2018) AI performs SRS: incoming resumes > screened resuming > auto-sorted based on job match, extracts information from job description and candidate's profile and test results automatically retrieves the significant information in the CV and sort CV in precedence; AI is equipped with the ability to do risk

profiling of the prospective candidates on various parameters: such like average length of stay in each job, overseas experience, non-core experience, and the like; AI builds a qualitative summary for selected profile, also suggests the most relevant skilled candidate for the vacancy by analyzing recruiter actions.



3) ADOPTING & EMBRACING AI:

Due to the ethical issues and social pressure, most organizations adopt a hybrid AI screening strategy - AI screens applicant's CV and matches with online data to verify the information.

Let's look at 3 renowned multi-national organizations:

3.1) Hong Kong & Shanghai Bank (HSBC)

She partners with Taleo, after submitting an online CV at her website, only seconds AI can distinguish whether applicants are relevant, and immediately invites those to conduct HSBC Assessment, an online immersive test, which provides applicants with insight about working in HSBC, and applicants are asked to identify how to respond to a range of scenarios under a bank context, and to analyze written and numerical data. (Business.hsbc.com, 2018)



3.2) Unilever

Being a multinational brand operating in 190 countries, applicants are based globally; this takes many resources to process about 1.8 million applications in order to recruit around 30,000 employees yearly; Unilever partners with Pymetrics to create an online platform that applicants can be initially assessed in front of a computer or mobile phone screen. The applicants are asked to play some games to test their aptitude, logic, and appetite for risk. Those applicants who passed round-one are invited to a 30-minute video interview answering questions, pre-screening through a mixture of body and natural languages to determine who is likely to be suitable. (Marr, 2018)



3.3) Amazon

One of the advantages of AI is free of bias; however, according to a Reuters report in the recent test of Amazon's AI-based SRS showed there was a sexist and had to be scrapped; the system was trained on data submitted by applicants over a 10-year period but much of which came from men. Thus, correct inputs are of importance, and AI has not yet ready to eliminate total human effort. (Oppenheim, 2018)



4) KEY LEARNING:

The AI technology has already mature and are being widely used. It has already merge and accepted into our daily life, yet generally people still believed it to be a future instead of

present. Investment in AI has grown tremendously. Within all modules in a business, HR is likely to be the department that received the most benefits from implementing AI.

AI can be used to screen not just documents but also data on the Internet, typically on social media, enabling a new SRS strategy: pro-active screening, it dramatically increases the rate of successful recruitment.

Comparing to human, AI is more efficient in monotonous tasks, implementing AI can release resources and reallocate them to be more efficiently; for instance, JP Morgan's legal department has made a test; workload that would usually took 360,000 professional hours, AI has completed them in just 2 seconds. (Newsroom, 2018)

The privacy issues are among the most concern areas of AI ethicalness, confidential HR information should be available and accessed only by those few authorized persons; in reality, many information not just disclosed to authorized personnel but also to IT department because of ongoing regular reviews and updates. (Chamorro-Premuzic, 2018)

AI should be able to remove bias when it comes to SRS, however recent event in Amazon showed AI's learning ability can lead to massive bias based on past results. (Oppenheim, 2018)



5) IMPACTS OF USING AI:

AI can eliminate human bias and errors. Although implementing AI may seem an excess cost but in long run it saves resources.

On the other side, unavoidably, HR information should be confidential and assessed by those only authorized persons but it is always disclosed to IT department because of ongoing regular reviews and updates, or even outsiders if the company decided to subscribe to a service provider instead of having it custom-built.

It is difficult to find properly educated talents because technologies change too fast that education systems cannot catch up the actual needs in workplace.

Like all ideas and innovations, the senior managements' approval and commitment are critical to successful implementations

The employees are an un-ignorable part to an organization's success; all decisions should fit both the interests of organization and employees, especially involving operational level decisions.

AI assists employees save time on repetitive and mundane tasks, lowering the stress from work load, thus less chance to make mistakes.

It is a dilemma to employees, AI relieves work load but raises their fears to lost jobs to AI, especially to low rank staff because they are less capable to do more sophisticated or strategic tasks. It leads to resistance to change, a common phenomenon having uncertainties no confidence to new environment after changing regular routine.



6) KEY CHALLENGES FOR HRM LEADERS:

The readiness of HRM team to use AI is the key challenge for the leaders, according to HR.com's Survey, 46% feel that they will be using AI at a high degree by 2023; and only 14% strongly agree that they are knowledgeable in the area of AI. (Hr.com, 2018)



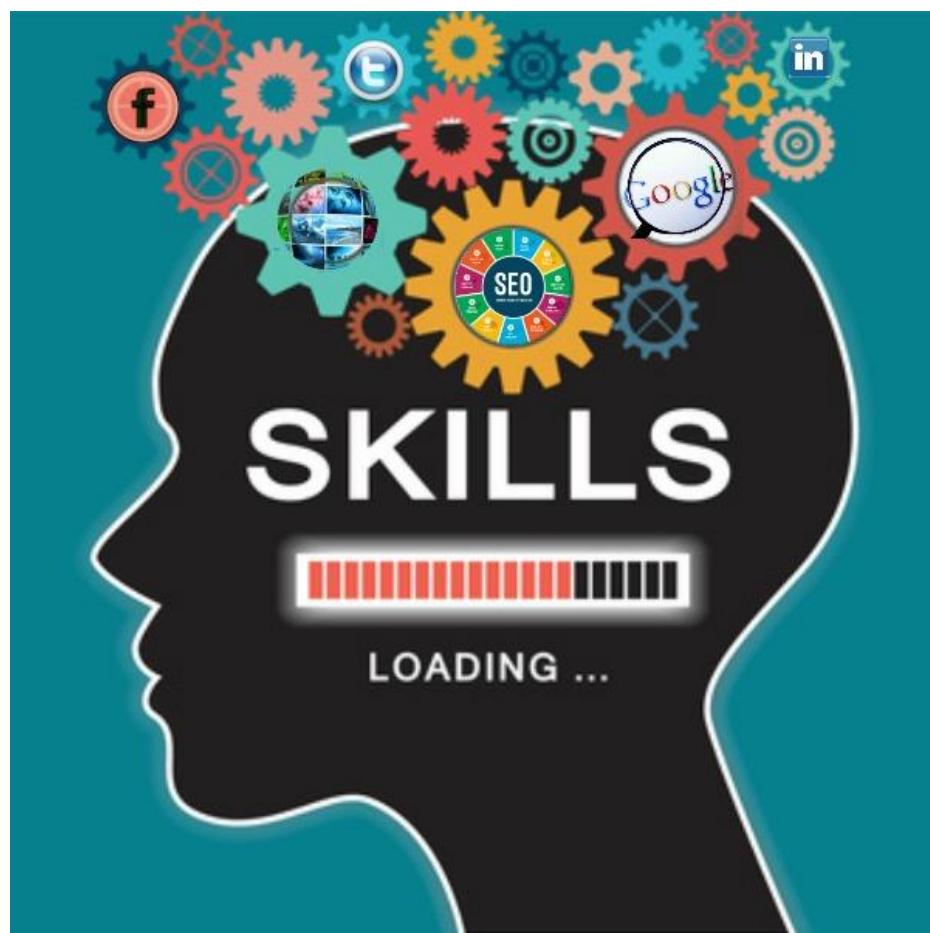
7) SUGGESTIONS:

- ✓ Give a privacy notice to applicants explaining why their information to be used for the AI screening to facilitate desired results, such like cookies on websites.
- ✓ Organizations should have clear policies and ensure employees all know what data/information is permissible and impermissible to collect for the AI solution.
- ✓ All screening data/information should be confidential and communicated through a secured with end-to-end encryption internet or intranet protocol.
- ✓ Ensure having appropriate controls in place; if not, the HR data in algorithm is flawed and lead to a path of wrong decisions, such as Amazon's case.
- ✓ Give notice to employees to explain the trends of AI how to improve better work process and performance results.
- ✓ Offer trainings and incentives to employees and let them learn the changes.
- ✓ Senior management's commitment.
- ✓ Establish appropriate process for ongoing and regular governance.



8) SKILLS NEEDED:

It is difficult to find proper talents because of quick technology changes and out-dated education systems HRM staff should learn how to communicate effectively and efficiently with IT experts, so some basic IT knowledge and jargons may help. Know about the technology trends, AI security, data privacy and skills at establish appropriate process for ongoing and regular governance. Also, soft skills are going to be a trend for foreseeable future.



9) RECOMMENDATION:

Being a self-learning organization is the critical successful factor nowadays in this highly changing and unpredictable environment. This form of organizations opens to learning new skills, improve and change, can react to change faster. In order for this form to work, it needs to be part of a wider organizational culture that values continuous learning. Education is difficult to change as fast as technology, so on-job training needs to be extremely practical and hands-on. Factually, the internet is the greatest self-teaching resource ever developed; few take advantage of it, because it does not come with a motive – no assessments, no reorganizations, no cruise control, and no rewards. Focusing on employees allows organizations to attract talents, to retain talents, and grow faster than the competition.



10) CONCLUSION:

AI is capable of processing speed far beyond human can ever manage, thus saving time and lowering the human resource required in those repetitive and mundane administrative tasks, i.e. SRS. AI continues evolving and changing the way organizations being managed. Employees are fear to lost jobs to AI and resist to change are undeniable facts in workplace, plus lack of HRM teams' readiness to AI, HRM leaders need to offer incentives and trainings to motivate employees to learn the changes. The digital world moves too fast those curriculums go out-date within a very short time, so continuous learning is vital and being a self-learning organization is critical to succeed.



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