



**University of Wales**  
Trinity Saint David  
**LONDON**

**TITLE : A REFLECTION ON MAKING  
PRESENTATION ON HR  
EFFECTIVENESS MEASUREMENT**

- Name: - Pratik Pravinkumar Patel
- Course Name: - M.B.A
- Student Id: - 2221502
- Subject code: - LCMB7000
- Professor: - Dr Gladius kulothungan

## Table of Contents

|             |   |
|-------------|---|
| Description | 2 |
| Feelings    | 2 |
| Evaluation  | 3 |
| Analysis    | 3 |
| Conclusion  | 4 |
| Action Plan | 4 |
| References  | 5 |

In this section I will develop a study of my experience being involved in a presentation regarding new recruits, its *“cost per hire”*, training and performance as well as effectiveness. It is undertaken by following the *“Gibbs Reflective model”*

## **Description**

In the group work performed by me, there were **4** people involved. We all were assigned specific tasks so that the assessment could be made a fruitful one. The topic assigned to us included hiring various individuals in an organization. The main issues related to the same included the determination of *“cost per hire”*, the understanding of assessment of the new recruits' performances. The topic also involved making calculations of the new hiring as well as the evaluation process of measuring the individual's successful performance. Along with the same the topic also involves displaying the provision of effective training to the new recruits along with determining the process so that effective training can be imparted. Since I was keen and more passionate about evaluation of effective training, it was decided by our group that the slide related to the same will be prepared by me.

*“Cost per hire”* is related to the generation and tracking of budget associated with hiring or recruiting new personnel in an organization. It is measured through adding internal and external costs and dividing the same with the total number of new personnel hired (Qu *et al.* 2019). Similarly, the performance of new hires is based on the achievements of the individual against the present standards. The administration of the same means providing feedback and rewards based on the same like pay raise and others. However, to ensure that the new recruits perform well, they have to be provided with proper training. It is done to ensure improved competence, facilitate better learning and imparting skill. The topic is undertaken by our group to assess and evaluate the grooming of the new hires of the organization so that their overall growth and improvement in productivity can be better understood.

## **Feelings**

It was my first experience of a group task. Though everything was so exciting, I was a bit nervous as well as sceptical about how the final output would turn out. To my fortune, all the involved members were cordial and helpful. The experience scale varied. Two members had

better experience than me in this and they took hold of the major responsibilities. Everyone was treated equally and all our opinions were given proper attention (Alpusariet *al.* 2019). The discussion of the topic provided various approaches to tackle one singular issue.

Through the same, I was able to understand my strength of dealing with a specific perspective, however, I could also identify my limitations. In the group a healthy environment was maintained where everyone helped one another. We also provided feedback and communicated for every small thing which allowed smooth and free flow of information (Garrido *et al.* 2019). There was once a chance of a quarrel but through mutual understanding we sorted out the issues. During the presentation also I was quite nervous as it was my first time, but my teammates encouraged me and made it easier.

## **Evaluation**

Once the presentation was over, all the group members gathered at a place to discuss our experiences. Everyone had a sense of anxiety and tension just like me, which made me feel calmer as I understood that nervousness does not depend on experience and it is a normal feeling of the humans. Evaluating on the project, all the team members shared the things that they understood and I did the same (Sun *et al.* 2020). The exchange of knowledge was a very satisfactory experience for me. I was able to learn the necessity of training the new staff and motivating the same to provide their optimal performance in detail and along with that I was also able to gather knowledge about hiring cost and employee performance within an organization.

## **Analysis**

Analysing my participation in the group work, I wish to mention that it has provided me with positivity and more motivation along with knowledge. It has also opened the door of opportunities through which I can attain personal growth. Being involved in a group I was able to understand how proper communication can shape the nature of a group and enable sharing of essential information (Larson *et al.* 2020). The atmosphere was cordial which aided in free sharing of ideas and knowledge. Through the interchange of ideas, I was able to understand how a single topic can be evaluated and assessed from different views.

Along With that I also could understand certain strengths in me such as proper discussion and critical thinking (Muhammadiyah *et al.* 2020). However, my limitations could also be assessed which consist of my poor time administration skills which made me delay the deadline. Moreover, I am also forgetful and have low self-esteem, which affected my involvement and opening up in front of my peers. I have gathered the knowledge of how anxiousness can create distraction in normal working of the brain. However, I could not let these faults of mine to act as hindrances in the way of the entire group. Therefore, I worked with my utmost capability and the maximum extent possible to make it a total success. I am sure that the self-analysis of my strengths and limitations can aid me fix my issues and perform better in the future personal and professional lives.

## **Conclusion**

The project undertaken was a huge experience in my life since through the same I was able to understand different things about myself as well as the other people involved. Not only have I been able to evaluate myself but my peers as well. I have understood that not all people are the same and the understanding level differs. All of us having differing knowledge about technical terms, the best of us performed the fundamental formation while the others learnt. The content was quite engaging as well. However, certain things could have been altered to make the presentation more engaging. Furthermore, had I been less nervous, I could have delivered the presentation in a better manner, on which I have to work to improve my efficiency.

## **Action Plan**

Based on the project undertaken I have learnt that I must use more charts and figures to provide a nutshell view of my ideas and points. Moreover, I will practice speaking confidently so that I can deliver my speech in an effective way. It will also make the audience more engaged. Along with that I will also try to work on my time administration skills so that I can make myself more suitable for group performance. Following these methods, I am sure that I will perform the next group task more efficiently.

## References

- Alpusari, M., Mulyani, E.A., Putra, Z.H., Widyanthi, A. and Hermita, N., (2019), November. Identifying students' scientific communication skills on vertebrata organs. In *Journal of Physics: Conference Series* (Vol. 1351, No. 1, p. 012070). IOP Publishing.
- Garrido, S., Millington, C., Cheers, D., Boydell, K., Schubert, E., Meade, T. and Nguyen, Q.V., (2019). What works and what doesn't work? A systematic review of digital mental health interventions for depression and anxiety in young people. *Frontiers in psychiatry*, 10, p.759.
- Larson, S., Esparon, M., Grainger, D., Stoeckl, N., Jarvis, D. and Addison, J., (2020) The benefits to Indigenous wellbeing of ILSMP-facilitated Knowledge Exchange, pp. 52-90
- Muhammadiyah, H., Mahkamova, D., Valiyeva, S. and Tojiboyev, I., (2020). The role of critical thinking in developing speaking skills. *International Journal on Integrated Education*, 3(1), pp.62-64.
- Qu, L., Yi, Z., Zhu, S., Wang, C., Cao, Z., Zhou, Z., Yuan, P., Yu, Y., Tian, F., Liu, Z. and Bao, Y., (2019). Programmable RNA editing by recruiting endogenous ADAR using engineered RNAs. *Nature biotechnology*, 37(9), pp.1059-1069.
- Sun, C., Shute, V.J., Stewart, A., Yonehiro, J., Duran, N. and D'Mello, S., (2020). Towards a generalized competency model of collaborative problem solving. *Computers & Education*, 143, p.103672.