

# Tutorial Letter 301/4/2018

For all undergraduate modules offered  
by the Department of Human Resource  
Management

## HRMALL6

### Semesters 1 and 2

### Department of Human Resource Management

**IMPORTANT INFORMATION:**

This tutorial letter contains important information  
related to the Department of Human Resource Management and your studies.



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**Please note:**

It is imperative that you study this tutorial letter **immediately** in detail, since it contains important information on general matters pertaining to all modules offered by the Department of Human Resource Management. **Make sure that you register to use myUnisa immediately.**

**This tutorial letter should be read in conjunction with the *Study @ Unisa* brochure and you should keep both documents in a safe place for future use. The *Study @ Unisa* brochure is also available on the Unisa website [www.unisa.ac.za](http://www.unisa.ac.za) or on the myUnisa website <http://my.unisa.ac.za>.**

**THIS TUTORIAL LETTER IS AVAILABLE IN ENGLISH ONLY.  
 HIERDIE STUDIEBRIEF IS SLEGS IN ENGELS BESKIKBAAR.**

Dear Student

## 1 INTRODUCTION

Welcome to Unisa and in particular to the Department of Human Resource Management. The purpose of this tutorial letter is to provide you with information that will assist you with various matters in your studies. We hope that we will have a fruitful and enriching learning partnership and that during this year you will learn more about the interesting and ever-changing field of human resource management (HRM). During the course of your studies you will learn many interesting facts about the systems and procedures that can be utilised to manage an organisation's human resources (HR). You will also develop specific skills related to your studies and the world of work for which we are preparing you. Some of these skills are learning to take responsibility for your own studies and time, communicating effectively in written English, solving problems and coping with communication technology such as computers and the internet. All these skills will not only assist you in your studies but will also prepare you for a position you may eventually occupy in an organisation.

### 1.1 A word of welcome from the Chair of the Department of Human Resource Management

*A hearty welcome to the Unisa Department of Human Resource Management and the community of professional people management practice! We are very pleased that you have chosen to become part of our student community during one of the most exciting chapters in the history of the HR profession and its role in harnessing the abundant human talent and potential in South Africa (and the world) to the benefit of humankind. Our Unisa department plays a leading role in establishing probably the most comprehensive range of academically relevant and career-focused qualifications in HRM and the subfields of this applied discipline. These qualifications in the fields of general HR, labour relations management and human resource development are the first to be fully compliant with the aims and prescripts of the new Higher Education Qualification Sub-Framework (HEQSF) and have been designed and benchmarked against best national and international practices and curricular guidelines of national and international professional bodies such as the SABPP, CIPD, SHRM and ASTD. We are proud of our pioneering efforts in shaping and empowering the best and most relevantly equipped HR professionals for meeting the challenges of the new world of work. We want to partner with you in making your mark in the scholarship and professional practice of this great and rewarding field, and trust that you will enjoy the adventure of the academic journey on the lifelong learning path towards personal excellence!*

Best wishes

*Dr H Diedericks*

**ACTING CHAIR: Department of Human Resource Management**

## 1.2 Qualifications offered by the Department of Human Resource Management

The Department of Human Resource Management currently offers the following qualifications:

- National Diploma in Human Resource Management (phasing out in 2016)
- Diploma in Human Resource Management
- BCom with specialisation in Human Resource Management (phasing out in 2016)
- BCom in Human Resource Management
- Postgraduate Diploma in Human Resource Management
- Postgraduate Diploma in Human Resource Development
- Postgraduate Diploma in Labour Relations Management

Since 2012 we have been offering new diplomas and degrees and we refer to these as our new PQM (programme qualification mix). You will receive a tutorial letter (HRMALL6/302/4/2018) explaining these qualifications in more detail. Tutorial Letter 302 will also include information on articulation options for students who registered for the qualifications offered by our department prior to 2012, transitional and interim arrangements, as well as the final dates for completing qualifications that are being phased out. This tutorial letter will also be available on myUnisa (<https://my.unisa.ac.za>) for you to download. You will find a brief summary of the PQM information in section 2 of this tutorial letter. Should you be interested in HR-related short learning programmes (SLPs), you can consult section 15 in this tutorial letter.

## 1.3 The purpose of this tutorial letter

The purpose of Tutorial Letter 301 is to assist you as follows:

- Provide you with an orientation to our department and open distance learning (ODL).
- Inform you about important matters.
- Outline some study skills that will enable you to become more independent as a student.
- Provide you with important information on answering assignment and examination questions.
- Address some of the questions commonly asked by students.
- Inform you how to approach your studies if you have enrolled for a module that we offer online.

You have probably already read the first part of the *Study @ Unisa* brochure which you received with your study package. It contains important information on matters such as contact details of the various administrative departments, assignments, booksellers, regional offices, myUnisa and the use of the library. Keep this brochure as you will have to refer to it often during the year. The contact numbers and ways of communicating with Unisa are included in the brochure and can also be found in section 4 of this tutorial letter.

## 1.4 Online modules

We have been offering a number of undergraduate and postgraduate modules online since 2014. This means that students registered for these modules do not receive printed study material (though for some undergraduate modules students receive only a printed Tutorial Letter 101). Students thus need to access their study material via myUnisa (<http://my.unisa.ac.za>) and start by reading the welcome page for the module. If you are enrolled for an online module offered by our department, you will also receive Tutorial Letter HRMONLI/301/4/2018 with more information.

### **1.5 Finding your way around the study material**

In the *Study @ Unisa* brochure you will find guidelines on where to start and how to go about your studies. However, we would like to add more detail on the approach that we follow in our department. Refer to the figure below.

## STEP 1

Check the **inventory letter** that you received together with your first study material. If there are any outstanding items, refer to the *Study @ Unisa* brochure for more information on how to obtain these items or download them from myUnisa. Also make sure that you have read through the *Study @ Unisa* brochure.



## STEP 2

If you have access to the internet, **register on myUnisa** at <https://my.unisa.ac.za>. This is free of charge. Visit myUnisa regularly and register for your free myLife e-mail account. Remember that Unisa will use this e-mail address as the official e-mail address to communicate with you, but you can also reroute your e-mails from this inbox to your own personal or other e-mail address if you want to. Refer to the *Study @ Unisa* brochure for more information on myUnisa and the myLife e-mail address. If you do not have access to the internet, consult the *Study @ Unisa* brochure for more information.



## STEP 3

**Read through this tutorial letter** and keep it at hand for future reference throughout the semester/year. Also skim Tutorial Letter 101 for each module, as this will help to orientate you with regard to the various elements of each module. **Remember, if you are enrolled for an online module, you need to read the welcome page for the module on myUnisa as a point of departure. Give specific attention to the module-related resources for each module, the module-specific study plan and the compulsory assignments and due dates.**



## STEP 4

**Purchase the prescribed book (where applicable). Make sure that you purchase the correct edition of the prescribed book.** If books are recommended or e-reserves are used, make sure that you have access to these resources (remember to make use of myUnisa and the Unisa library). If a DVD is available for a module, make sure that you watch the DVD. Information about the prescribed/recommended books and additional resources can be found in Tutorial Letter 101 for each module under the section “module-related resources”.



## STEP 5

**Read through the foreword in the study guide** or Tutorial Letter 501/2018 (where applicable) for each module, which will explain exactly how you should approach the study material and what you should do. **If you are enrolled for a module that is offered online, you will find information on the welcome page, workbook 00/learning unit 00 and the module site on myUnisa.**





### STEP 6

Next, refer to the **module-specific study plan** that we provide in each module's Tutorial Letter 101 (or online) and **draw up your own study plan to suit your personal needs**. You will also find a year planner in the Study @ Unisa brochure that you can use if you prefer (you can insert the important dates such as assignment due dates, discussion classes and examination dates in this document). Then try to stick to the dates you set for yourself to finish certain chapters/study units/learning units/workbooks. Use your study guide/learning units/workbook and/or Tutorial Letter 501 (depending on what is used) for each module as a starting point to guide you through the prescribed book/recommended books (where applicable). Also **read all the other tutorial letters** that we send to you during the year/semester as they contain important information. You are encouraged to use the electronic schedule facility available on myUnisa at <https://my.unisa.ac.za> in order to keep track of important dates (e.g. the submission dates for assignments, the examination dates and the dates of discussion classes) for all the modules for which you are registered in 2018.



### STEP 7

Submit **all** the compulsory assignments **before the due dates** and make sure that you also submit all the other assignments that you may submit **before the due dates**. (Use myUnisa to submit your assignments if you can!) **You will find the due dates for the assignments in Tutorial Letter 101 for each module and on myUnisa**. Remember to allow for delays in the postal system if you post your assignments, and also for possible downtimes on the myUnisa system. We suggest that you send your assignments more or less a week **before** the due date of an assignment if you post them within South Africa, or submit them on myUnisa at least two days before the actual assignment due date. **Refer to the Study @ Unisa brochure for more guidelines and appendices A, B and C in this tutorial letter for the correct format and referencing for assignments and our expectations. Also, remember that we cannot grant extensions for the submission of assignments.**



### STEP 8

Start making **notes** to study from **well in advance** and then start preparing for the examination. (See the detailed module-specific study plan in Tutorial Letter 101 for each module or on myUnisa.)



### STEP 9

Should you have any difficulties in understanding the tutorial matter, please contact your lecturers or tutors (where applicable)! Details about tutors can be found in the *Study @ Unisa* brochure.

**You will notice that in the figure above we have referred to tutorial letters, study guides and the like and we have also referred to modules that are offered online. Please familiarise yourself with the study material, requirements for assignment submission, the due dates and manner in which you will submit assignments and receive feedback on these assignments for each module. In the case of online modules, you will receive limited printed study material; you thus need to start by reading the welcome page of these modules on myUnisa and workbook 00/learning unit 00. On the welcome page, you will find further instructions on where to start and how to approach the module.**

## 1.6 Frequently asked questions



We receive many calls from students asking the same questions. We have therefore decided to include a list of frequently asked questions (FAQs) in this tutorial letter in **APPENDIX D** and we have divided them into the following categories:

- Study material (including prescribed books, tutorial letters and study guides)
- Assessment (assignments and examination)
- General

**Tutorial Letter 101 for each module may also include module-specific FAQs where applicable. On the course pages of some of the modules on myUnisa we also make use of FAQs. Kindly consult these before you contact us.**

## 2 THE FIELD OF HUMAN RESOURCE MANAGEMENT

### 2.1 What is human resource management (HRM)?

You have chosen to enter the field of HRM, and those of you in the first year of study may have only a vague idea of what this field entails and what professional career opportunities it may open up to you. In the course of your studies at Unisa, you will be exposed to many definitions, concepts, practices, views, theories and new directions related to the applied discipline(s) of management, and in particular the management of people in organisations. Thus the following introduction to the HRM field is very basic and intended to whet your appetite and encourage you to explore the theory and practice of HRM in a lifelong path of learning and self-development.

Work is central to human life and most working activities are typically performed in the context of organisations. All organisations are made up of people who work and interact to achieve the goals of the organisation (and to make a living for themselves, of course). Essentially any organisation can thus be described as: people and other resources that are put together in a planned and coordinated way to achieve a specific purpose. Such planning and coordination is generally the task of managers, and the largest group of people will be doing the organisation's work as employees in some form of employment relationship. Even though other ways of arranging and performing work are increasingly used (e.g. outsourcing, subcontracting), the fact still remains that work is done by **people**. Decision-making about people and how human talent is leveraged are thus vitally important to the success of any organisation. This realisation has led to the increased recognition of the central role that HRM and sound people management practices play in creating a competitive advantage and supporting an organisation's performance.

We can thus define HRM (or people management) as that part of the management of organisations that is concerned with all aspects relating to the work and the people who do the work of and in organisations. Hence, as an aspirant (or existing) professional HRM practitioner, you need to be equipped with a wide variety of relevant knowledge, capabilities, creative insights and applied competence to contribute to the thriving talent and add value to sustainable organisation performance in the short and long term.

As the Chartered Institute of Personnel and Development (CIPD) puts it:

HR is at the heart of strategic workforce planning and implementation, of sourcing and selecting, developing and counselling, rewarding and retaining, redeploying and retiring as well as the handling of all labour issues. This clearly demands that HR be practised skilfully, responsibly and ethically and that practitioners be held accountable professionally.

## 2.2 The HRM profession and professional registration

There are many professional associations nationally and internationally in the broad field of HRM and its various areas of specialisation. In the South African context, HRM is not a statutorily regulated profession (unlike the legal, accounting or medical professions) and hence it is up to the profession itself to ensure that it is recognised and respected by the general public and all stakeholders that utilise the services of HR practitioners. The body tasked with the responsibility to professionalise the HR function is the South African Board for People Practices (SABPP). SAQA has also accredited the SABPP as the ETQA (Education and Training Quality Assurance) body for HR. The board has fulfilled the function of being the standards and professional registration body for HR since 1982, registering HR professionals at various levels and in various categories of competence, accrediting providers and guarding ethics.

Qualifications, experience and proven competence determine the five different levels of professional registration, that is

- master HR practitioner
- HR practitioner
- HR technician
- chartered HR practitioner
- HR associate practitioner

The Unisa HRM qualifications have been designed and benchmarked against various international and national standards and professional frameworks and are both aligned with and accredited by the SABPP standards framework. The diagram on page 13 represents the relationship between the Unisa qualifications, professional registration levels and NQF levels within the context of the Higher Education Qualification Sub-Framework (HEQSF) promulgated in 2007. We encourage you to visit the website of the SABPP at [www.sabpp.co.za](http://www.sabpp.co.za) and also the international bodies CIPD at [www.cipd.co.uk](http://www.cipd.co.uk) and SHRM at [www.shrm.org](http://www.shrm.org). In particular, for a budding HR professional, the code of ethics is of great importance and value.

## 3 ORIENTATION TO OPEN DISTANCE LEARNING IN THE DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

Read the section dealing with open distance learning (ODL) in the *Study @ Unisa* brochure before you read the information in this section.

### 3.1 The nature of ODL

You have chosen to register at Unisa, which is an ODL institution of higher education. What does this mean for you? First, you may have obtained access to the university because of its “open” nature without necessarily having the skills to cope at a university, because, for example, you may have been out of the education system for a long time. However, these skills can be learnt.

Now that you are registered, you will have access to the following resources that will help you to make a success of your studies: study guides, the library, lecturers, tutors (where applicable), literacy centres, counsellors to assist with study skills, peer groups, the online learning management system myUnisa (<https://my.unisa.ac.za>) and so on. You need to use these resources wisely and regularly to help yourself.

Secondly, distance education usually provides an independent study package. Many people are not used to studying completely in isolation from the institution, their lecturers and their fellow students. Many distance education students feel lonely and then drop out. As mentioned in the previous paragraph, there are resources available to you to bridge this distance and to offer you support. Please use them.

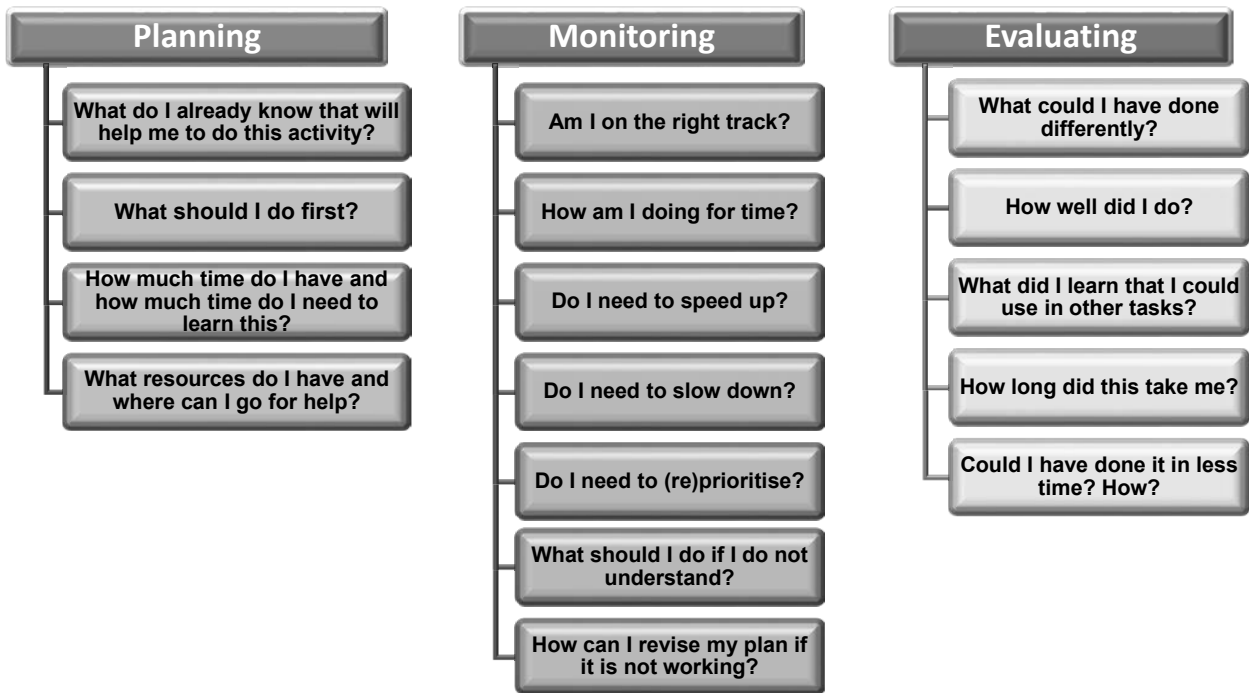
### 3.2 What the university/department expects of you and what you can expect from us

In this department we expect students who register for HR qualifications to be able to:	You can expect the following (more information regarding some of these aspects can be found in the <i>Study @ Unisa</i> brochure):
<ul style="list-style-type: none"> <li>(1) <i>Read and keep ALL the tutorial matter and correspondence that you receive from Unisa or that you download from myUnisa and our department, and immediately take action where needed.</i></li> <li>(2) <i>Learn from mostly written material.</i></li> <li>(3) <i>Communicate what you have learnt in an understandable way in the university's medium of instruction.</i></li> <li>(4) <i>Use basic calculations such as multiplication where applicable and interpret statistics accurately where applicable.</i></li> <li>(5) <i>Interpret case studies (see Appendix C in this tutorial letter) and apply the theoretical principles that you need to master in each module.</i></li> <li>(6) <i>With guided support, take responsibility for your own progress and make decisions about and accept responsibility for your own actions.</i></li> <li>(7) <i>Transfer successful learning strategies across modules and evaluate your own performance against given criteria.</i></li> <li>(8) <i>Plan properly and adhere to due dates and submit assignments in the correct format and on time.</i></li> <li>(9) <i>Ensure that you have access to the internet for modules that are offered online. Postgraduate qualifications are offered online only.</i></li> </ul>	<ul style="list-style-type: none"> <li>(1) <i>up-to-date study material that will help you to prioritise the important information presented in a particular module (sent by post and available on myUnisa (<a href="https://my.unisa.ac.za">https://my.unisa.ac.za</a>))</i></li> <li>(2) <i>insight into the main ideas and debates in the area of study</i></li> <li>(3) <i>the opportunity to learn the terms and concepts that are important in your chosen field and apply what you are learning in a relevant context</i></li> <li>(4) <i>the opportunity to integrate other media such as the prescribed book, myUnisa and CDs/DVDs (where applicable)</i></li> <li>(5) <i>tutorial assistance at learning centres (where available) or online library orientation and services and career and study skills counselling</i></li> <li>(6) <i>assistance with literacy and numeracy problems where needed (refer to the Study @ Unisa brochure for more information)</i></li> <li>(7) <i>opportunities to submit assignments and receive constructive feedback from lecturers before the examination</i></li> <li>(8) <i>feedback on queries, online within 48 hours where possible, but otherwise within three working days if the university requires additional information about your query</i></li> <li>(9) <i>consistent, accurate information</i></li> </ul>

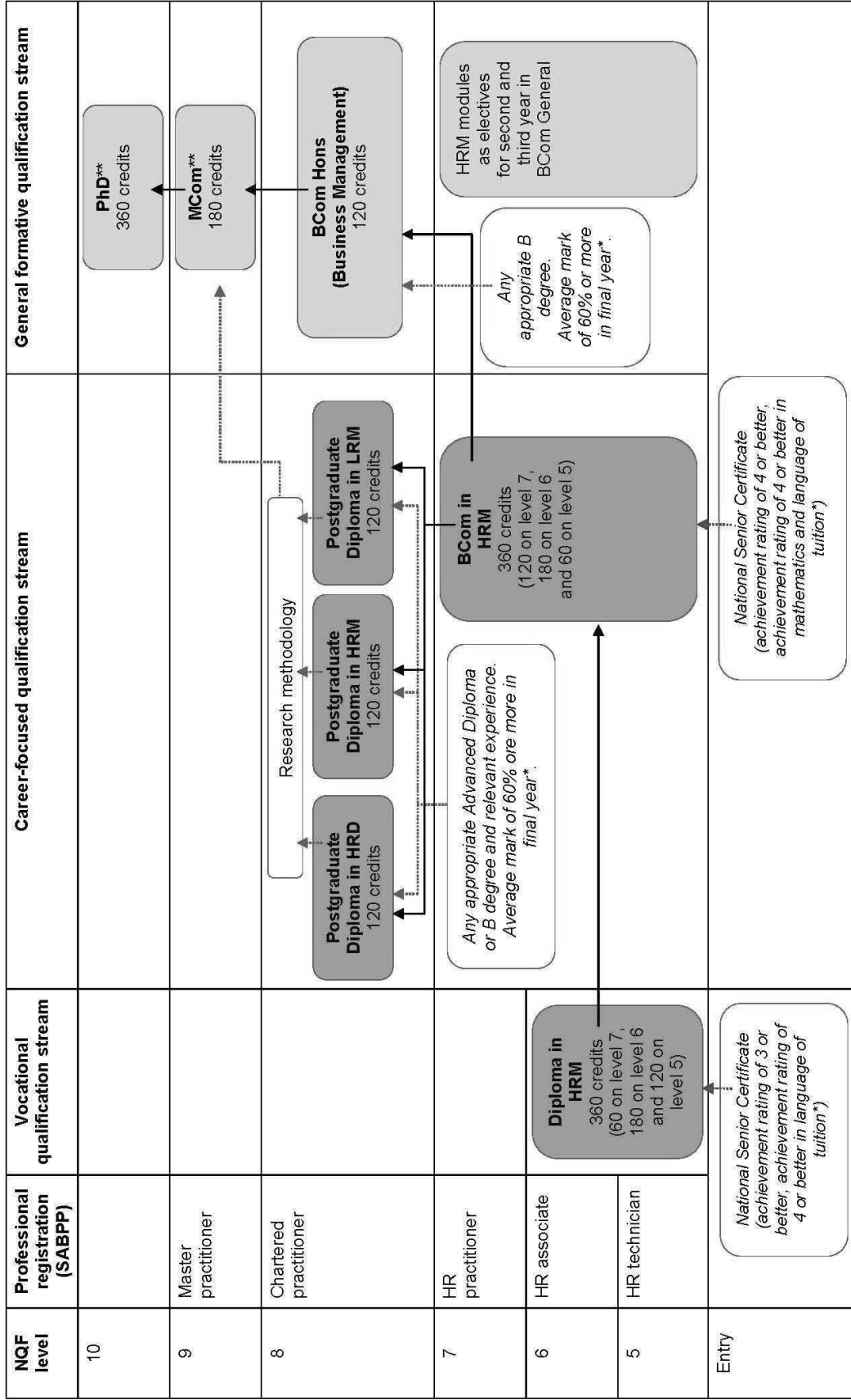
We also expect students to **plan**, **monitor** (including adapt) and **evaluate** their actual learning and their learning strategies. Asking questions is one way of taking control of your own learning.

Please consult the *Study @ Unisa* brochure for more information. In order to plan, monitor and evaluate, you need to ask yourself the questions in the following diagram:

### Visual representation of how you should plan, monitor and evaluate



The relationship between the Unisa HR qualifications, professional registration levels and the NQF in the context of the new Higher Education Qualification Sub-Framework are displayed in the diagram below. For a discussion, refer to section 2.2 on page 10.



\* Please consult the applicable Unisa registration brochures for specific admission requirements for each qualification.

\*\* The Masters' and Doctorate qualifications are still in the development process and therefore subject to change. Detailed admission requirements will be set and communicated in the Unisa registration brochures

## 4 COMMUNICATION WITH THE DEPARTMENT OF HUMAN RESOURCE MANAGEMENT AND THE UNIVERSITY

Students often have enquiries and they need to contact the university. Enquiries are either of an **administrative** nature or an **academic** nature. **Make sure that you use the correct contact details. If you address your enquiry to the wrong department, it may cause unnecessary delays.**

### 4.1 Administrative matters

Any **enquiries about administrative support** should first be directed to the contact points listed below.

Description of enquiry	Short SMS number	E-mail address
Applications and registrations	43578	study-info@unisa.ac.za
Assignments	43584	assign@unisa.ac.za
Examinations	43584	exams@unisa.ac.za
Study material	43579	despatch@unisa.ac.za
Student accounts	31954	finan@unisa.ac.za
myUnisa	43582	myUnisaHelp@unisa.ac.za
myLife e-mail	43582	myLifeHelp@unisa.ac.za

When sending an e-mail to the university, please include your student number in the subject line and a keyword describing your enquiry (see the keywords in the first column in the table above that you should use). Also consult the *Study @ Unisa* brochure in this regard.

You may also contact the College Information Coordinator of the College of Economic and Management Sciences for **assistance regarding administrative matters** if the administrative matter is not resolved **via the normal channels listed above**. Her details are as follows:

<b>Name:</b>	Ms P Ngcobo
<b>Telephone number:</b>	012 429 3925 (weekdays, office hours)
<b>E-mail address:</b>	CEMSenquiries@unisa.ac.za

### 4.2 Academic matters

We have established an HR helpdesk in the Department of Human Resource Management to assist students with their queries. You can contact us by telephone, by e-mail, via myUnisa or personally by making an appointment. The aim of this helpdesk is to ensure quality service delivery to all our students and clients.

**Please remember: Always keep your student number and module code at hand when you phone us and clearly indicate this information in all correspondence.**

#### 4.2.1 By telephone/e-mail (academic matters)

Students can contact their lecturers via the helpdesk of the Department of Human Resource Management during office hours (07:45–15:45). The staff members at the HR helpdesk can also assist you with **module-related administrative matters**. The contact details are provided below and also appear in Tutorial Letter 101 for each module.

<b>Telephone number:</b>	012 429 8701 (07:45–15:45 on weekdays)
<b>E-mail address:</b>	hrmacademics@unisa.ac.za <b>Remember to include the module code and your student number in the subject line of all e-mail messages to this address.</b>

**Always have your student number at hand when you call. When you phone, please mention the module code and the specific aspects that you need assistance with.**

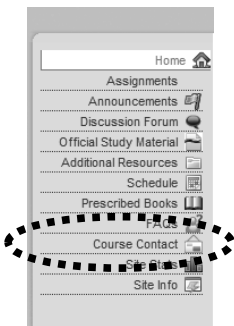
By using the contact details above, your enquiry will be directed to the appropriate person. If you have a question regarding the **academic content** of a module, you can also contact your lecturer directly via myUnisa using the course contact option (see section 4.2.3 in this tutorial letter).

#### 4.2.2 Personal visits (by appointment)

We would like to meet you and help you as much as we can, but **please make an appointment beforehand if you wish to see us personally** as we have many students and other tasks and duties that may require us to be out of the office. We would also like to request you to keep to appointments and to arrive promptly for your appointment. If you have to cancel an appointment with a lecturer, please do so timeously.

#### 4.2.3 myUnisa (highly recommended, essential for online modules)

You can also use the course contact function on myUnisa (<https://my.unisa.ac.za>) to send an **academic query** directly to your lecturer as indicated below.



**Please refrain from sending administrative queries via the course contact option on myUnisa to lecturers.** Rather contact the **relevant department** at Unisa (see section 4.1 in this tutorial letter and the *Study @ Unisa* brochure for details), look for the information on **myUnisa** (<https://my.unisa.ac.za>) or the **Unisa website** (<http://www.unisa.ac.za>) or **if it is a module-related administrative query**, contact the **HR helpdesk** (their contact details appear in section 4.2.1 in this tutorial letter).

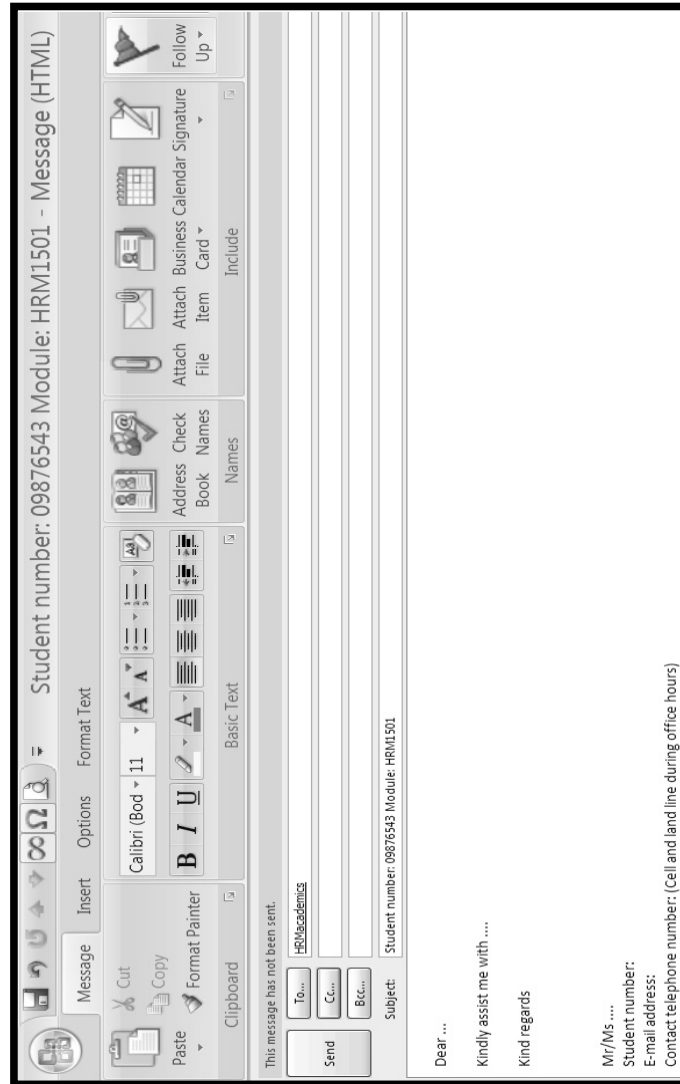
**Please make sure that you include the following information in your e-mail message** (see the example on the next page for the format of the e-mail messages that you can send to our department via the HR helpdesk):

- **In the subject line** of the message: Include your **student number** and the **module code** that your query is about (see the example on the next page).
- A clear message stating your exact query, the assistance that you require/information that we need to send to you or the question that you have for the lecturer.
-



- Also include your contact details:
  - your title, initials and surname
  - telephone numbers (during office hours, landline and cell phone number if possible)
  - e-mail address

### Example of an e-mail message



## 5 SUPPORT SERVICES

For information on the various student support systems and services available at Unisa (e.g. student counselling, tutorial classes or language support), please consult the *Study @ Unisa* brochure, which you received with your study material.

## 5.1 Contact with fellow students – study groups

It is advisable to have contact with fellow students. One way to do this is to form a study group. You can contact your fellow students on each module's course page on myUnisa and form your own study groups.

## 5.2 myUnisa and myLife e-mail address

**For modules offered online you will have to ensure that you have regular access to myUnisa, as you will receive your study material, submit assignments and communicate with your lecturer and fellow students via myUnisa.**

We encourage students to get connected. Consult the *Study @ Unisa* brochure for information on how to get connected. The myUnisa system offers a number of benefits to students and we would like to encourage you to register for this free service. You will need access to the internet, but registration on the system is free. Over and above the benefits this system offers, you will improve your computer skills, which is very important in the world of work. If you have access to a computer that is linked to the internet, you can quickly access resources and information at the university. The myUnisa system is the Unisa online campus that will help you communicate with your lecturers, with other students and with the administrative departments of Unisa – all through the computer and the internet. To go to the myUnisa website, start at the main Unisa website (<http://www.unisa.ac.za>) and then click on the “myUnisa” link. This should take you to the myUnisa website. You can also go there directly by typing in <https://my.unisa.ac.za>. On myUnisa, you will find help files that will assist you to use the site optimally. Once you have registered for the system, we urge you to visit myUnisa regularly! **After you have registered on myUnisa, write down your login name and password for future use!**

**You can forward myLife e-mails to any other e-mail address of your choice. Follow these easy instructions.**

1. After logging in, click on “Options”.
2. Click on “Organize”.
3. Click on “Inbox Rules”.
4. Click on “New Rule”.
5. Click on “Create a new rule for arriving messages”.
6. When the Rule Description window opens, click on “Forward or redirect ...”.
7. Check “Redirect the message to people or distribution lists”.
8. Click “people or distribution lists”.
9. Enter the e-mail address you want to forward your student e-mail to.
10. Click on “OK”.
11. Click on “Save”.
12. Click on “OK”.

Please refer to the *Study @ Unisa* brochure for more details in this regard.

**We expect you to keep Unisa informed about your current personal information.** Unisa must at all times have an accurate record of your current cell phone number, postal address, home and/or work contact number and your myLife e-mail address. **myLife e-mail is a free Unisa e-mail account. Students who do not activate their myLife account may be affected, because this is the formal e-mail address that Unisa and our department will be using most of the time.** A combination of SMS messages and e-mails will be used to reach students on urgent academic matters. You can also forward e-mails from the myLife e-mail account to any other e-mail address that you use, as previously mentioned. You can also update your own details on myUnisa at <https://my.unisa.ac.za>.

### 5.3 Tutor support

Unisa offers tutorial support to students in various forms. One of these is the availability of tutors. Tutors are currently available at a number of Unisa and community-based centres, **but they have not been appointed for all modules**. We also sometimes make use of e-tutors. You can find information on the availability of tutors for your modules in the *Study @ Unisa* brochure. **Please do not contact the Department of Human Resource Management to make arrangements** regarding tutor classes presented by tutors at regional offices and learning centres. **Contact the Tutorial Services Office** at some of the Regional Offices directly. The contact details are in the brochure *Study @ Unisa*.

## 6 RESOURCES

Please refer to Tutorial Letter 101 for the module in question regarding the prescribed/recommended books and e-reserves (if applicable) for each module. This information also appears on myUnisa. In the case of online modules, you will find this information on the module site on myUnisa.

### 6.1 Prescribed books

For information on booksellers where academic books can be purchased, please consult the list of official booksellers and their contact details in the *Study @ Unisa* brochure. Alternatively, you can find these on myUnisa.

If you have difficulties obtaining the prescribed book from these booksellers, please contact the Unisa Prescribed Books Section as soon as possible at telephone number 012 429 4152. You may also send an e-mail to [yospresc@unisa.ac.za](mailto:yospresc@unisa.ac.za) for assistance in this regard. Many of the prescribed books may be ordered online from some of the official booksellers.

**Please note that lecturers do not have additional copies of prescribed or recommended books that they can lend to students.**

### 6.2 Recommended books

The preferred way of requesting recommended books is online via the library's catalogue. Please consult the *Study @ Unisa* brochure for more information.

Go to <http://oasis.unisa.ac.za>, type in the title of the recommended book and click on the request link for the specific book. Type in your student number and your myUnisa password. Click on "Submit" on the next screen to complete the request process.

### 6.3 Electronic reserves (e-reserves)

Please consult the *Study @ Unisa* brochure, or the library website (<http://www.unisa.ac.za/library>) for information regarding library requests and other library services.

E-reserves can be downloaded from the Unisa library's catalogue at <http://oasis.unisa.ac.za>. From the library's catalogue, click on "Find e-reserves" and type in your module code. Click on the electronic reserves for the current year. Download or print each item from the list. Enquiries about e-reserves can be directed to [lib-help@unisa.ac.za](mailto:lib-help@unisa.ac.za).

Also refer to the lib-guides on myUnisa.

## 7 IMPORTANT ADDITIONAL INFORMATION RESOURCES

### 7.1 The library

Unisa has a wonderful library where we provide you with access to numerous sources (print and digital). Refer to the *Study @ Unisa* brochure for detailed information regarding the library and sources available. You can also access the library website via the Unisa website (<http://www.unisa.ac.za/library>) or via myUnisa (<https://my.unisa.ac.za>). We would like to encourage our students to make extensive use of the services and resources offered by the Unisa library!

### 7.2 myUnisa

**Refer to the *Study @ Unisa* brochure for more information regarding myUnisa. We would like ALL of our students to register to use myUnisa and to visit myUnisa regularly and interact with the lecturers and their fellow students.**

The module page on myUnisa for each particular module can be used as an additional source of information. We have loaded information on subject journals and relevant websites for each module, and from time to time we will post links to interesting articles/information on the module page under "Additional resources". Please note that you will not be examined on these articles unless you are told otherwise (refer to the examination guidelines provided for each module), but we believe that they will enhance your understanding of the material and that they provide valuable links to interesting HR-related information. **This may be different for online modules.**

### 7.3 Subject journals

To establish a link between theory and practice, we recommend that you regularly read subject journals. The Unisa library subscribes to a variety of journals (both hard and electronic copies) that you may access as a Unisa student, without any additional fees being charged. Internet fees/access and the costs of photocopies (where applicable) will be for your own account. A list of these journals, and instructions on how you can access them, is available on the myUnisa course page for each module offered by the Department of Human Resource Management. **This may be different for online modules.** Refer to Appendix C in this tutorial letter for the correct referencing techniques.

## 7.4 The internet

The internet is also an efficient way of obtaining current information. We recommend that you consult subject-related websites from time to time. A list of suggested websites is available on the myUnisa course page for each module offered by the Department of Human Resource Management. **Note that this may be different for online modules.** Refer to Appendix C in this tutorial letter for the correct referencing techniques.

## 8 ASSIGNMENTS AND YEAR MARKS

### 8.1 Objectives of assignments

Unlike residential universities, Unisa does not require students to write tests to gain admission to the examination. Assignments are used for this purpose. Although examination admission and the “semester” or year mark for a module are determined by assignments, this is not their main purpose. We consider the completion of assignments an essential part of the educational and learning process. By doing an assignment, you get the opportunity to determine your own understanding of the tutorial matter and we get the chance to ascertain whether your knowledge and understanding are adequate (in order to be able to give you better guidance). Since Unisa is an ODL university, we have no other way to attain this goal. Assignments are therefore primarily intended to help you to understand the tutorial matter. Some modules use assignments to ascertain whether or not you are able to apply the theory, because examination questions may be more theoretical. The assignments serve as an important criterion to determine whether you have studied the matter in the study guides in a systematic fashion and are able to reach certain prescribed objectives. Having done so, you will become conversant with the standards applied at the university, broaden your knowledge of the subject and gain valuable practice in answering questions. In appendices A, B, C and E in this tutorial letter we have provided additional information that will assist you in completing your assignments/ answering questions in the examination or in alternative assessments. Refer to Tutorial Letter 101 for each module to obtain more details regarding the assignments set for each particular module. Make sure that you submit the assignments **before** the due dates! **For online modules** you will find this information on the module site on myUnisa.

Since you are expected to adopt a scientific approach in your assignments, study the guidelines for answering assignments and examination questions in appendices B and C of this tutorial letter. **Pay special attention to the key concepts for assignments and examinations, and the guidelines for answering case study questions.** Make sure that you meet the **administrative requirements set out in Appendix C** when submitting assignments, **as well as those in the *Study @ Unisa* brochure.**

### 8.2 Plagiarism

Plagiarism is the act of taking the words, ideas and thoughts of others and passing them off as your own. It is a form of theft, which involves a number of dishonest academic activities.

Unethical use of another person’s work for research or study purposes may, in addition to the infringement of the copyright owner’s economic rights, infringe the author’s moral rights and constitute a criminal offence. The following amount to infringement of an author’s moral rights:

- failure to acknowledge the author where phrases or passages are taken verbatim (word for word) from a published or unpublished text

- use of a summary of a work, which contains the ideas of others and presents the essence of an argument in language that condenses and compresses the original language of the source without acknowledging the author of the work
- using the patch-writing (cut-and-paste) method, where pieces of another person's work, including those taken from the internet, are blended with your own words and phrases without acknowledging the author of the source work

Dishonest practices may also amount to criminal offences, such as fraud, theft and criminal copyright liability. Such dishonest practices include:

- copying information from another person (e.g. another student's assignment or portfolio) and submitting identical work
- buying an essay from a ghost-writing service and pretending that it is your own work
- asking someone else to do an assignment for you

Please refer to the Student Disciplinary Code that is available on the Unisa website (<http://www.unisa.ac.za>).

**NB:** Note that copyright exists on Unisa tutorial matter and online material. For example, you are not allowed to use any Unisa solutions when you do assignments, or to copy an assignment from another student.

### 8.3 Due dates and unique numbers for assignments

Specific due dates have been determined for the assignments and these appear in Tutorial Letter 101 for each module or on the myUnisa module site. You will also find the unique numbers for the assignments in this tutorial letter or on myUnisa. All assignments have unique numbers (written and multiple choice).

**We cannot grant extensions for assignments!** Please make sure that you allow enough time to prepare assignments and make provision for unforeseen events in your programme and for delays in the postal system or downtime on myUnisa. **We recommend that you submit your assignments online via the myUnisa system if at all possible** as they are then received by the university immediately – you also have a record of your submission. Keep a copy of your assignment and submit your assignments well in advance! For online modules we may require that you submit assignments via myUnisa **only**. Refer to the module site for more information.

### 8.4 Feedback on assignments

A few weeks after the due date of an assignment you will receive a tutorial letter from Unisa which contains guidelines for answering this assignment. These tutorial letters will also be available on myUnisa (<https://my.unisa.ac.za>). In the case of written assignments, your marked assignment with the assessor's comments will also be returned to you, look on myUnisa.

Please read the feedback in both the tutorial letter and in the marked assignment carefully, as this serves as a valuable learning experience.

UNDERGRADUATE MODULES		
Feedback on Assignment 01	Feedback on Assignment 02	Feedback on self-assessment assignments
Tutorial Letter 201 (also includes additional examination information/ guidelines where applicable*)	Tutorial Letter 202	Included in Tutorial Letter 101 for each module

\*Information regarding the examination and the format of the examination is provided in Tutorial Letter 101 for each module. If a lecturer has to communicate any additional information regarding the examination to students, this will be included in this tutorial letter.

**In the case of online modules, you will also receive printed tutorial letters with feedback on assignments.** Refer to the module site on myUnisa for details on how you will receive feedback on the assignments for these modules.

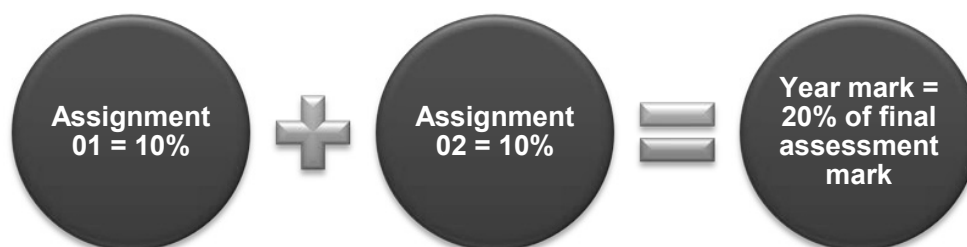
## 8.5 Year mark

Refer to Tutorial Letter 101 for each module to obtain information on how the year mark will be calculated for that particular module and how your final mark (see section 9.2 in this tutorial letter) will be calculated.

As a general rule the following is applicable in the department:

Submit Assignment 01 AND Assignment 02 on/before the due dates as reflected in Tutorial Letter 101 or on the module site for each module.

Should a student decide not to submit both assignments, he or she will be admitted to the examination IF ONE assignment was submitted on/before the due date. Such a student will forfeit 10% of his or her year mark (see section 9.2 in this tutorial letter for an example). The assignments contribute to the year mark as follows:



## 8.6 Assignment enquiries

Enquiries about the receipt of assignments or assignment marks may be directed to the Directorate of Student Assessment Administration (see the *Study @ Unisa* brochure for details). Assignment information can also be obtained by accessing myUnisa. On this site you will, for instance, be able to determine whether we have actually received, marked and posted the marked assignment back to you and obtain the results for a particular assignment once it has been marked. In cases where assignments were marked on screen, they will also be available on myUnisa. Students are also informed by SMS about their assignment results. Therefore make sure that you provide the university with your current cell phone number should you wish to receive this communication.

Please note that, even if you submit your assignment before the due date, it will be sent to the lecturer for assessment only after the due date of the assignment. No assignments will therefore be assessed before the due date.

**Please do not call the lecturers just to confirm whether an assignment has been received.** Use myUnisa to check the status of your assignment or contact the university for assistance (refer to the *Study @ Unisa* brochure for the contact details).

## 8.7 On-screen marking

Unisa has implemented a marking system where assignments are marked on screen and comments are provided on the electronic copy of your assignment. If your assignment is marked on screen, the marked assignment will be available via myUnisa. Please check myUnisa before you enquire about the return of your marked assignment. You should also receive notification via an e-mail and/or SMS that your assignment has been marked. If you do not receive such a notification, kindly check on myUnisa for your marked assignment – in some cases marked assignments may also be returned by mail. Consult the *Study @ Unisa* brochure for more details.

## 9 EXAMINATION AND FINAL ASSESSMENT MARKS

### 9.1 Requirements for admission to the examination

You have to **submit assignments on/before the due date** for each module in our department in order to be **admitted to the examination** (see Tutorial Letter 101 for each module or the module site on myUnisa).

### 9.2 Final assessment mark

Refer to section 8.5 above for information on how the year mark will be calculated.

Please take note of the subminimum rule at Unisa that applies to the examination mark.

#### Subminimum rule

**Irrespective of the year mark obtained, a subminimum of 40% must be obtained in the examination. In line with the Unisa assessment policy, your year mark will not be taken into account if you obtain less than 40% in the examination. In such an event the mark obtained in the examination will be the final mark.**

**You will therefore not have the benefit of a year mark if your examination mark is less than 40%.**

As mentioned in section 9.1 of this tutorial letter, **you have to submit assignments on/before the due date to be admitted to the examination.** You will find more details in Tutorial Letter 101 for each module or on the module site on myUnisa regarding the year mark and examination admission.



### 9.2.1 Final assessment mark for modules

In most instances your final assessment mark (year mark combined with the examination mark) for each module will be calculated as follows:

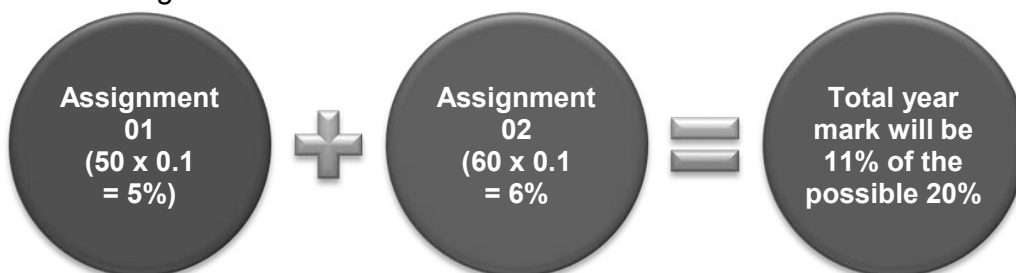


Refer to Tutorial Letter 101 for each module or the myUnisa module site for an indication of how the final assessment mark for that particular semester module will be calculated.

As indicated in section 8.5 of this tutorial letter, you will earn a year mark by submitting **assignments 01 and 02**. The marks obtained for these assignments will be combined with your examination mark in order to calculate the final assessment mark for this module. The assignment marks will contribute a maximum of 20% (10% each) to the final assessment mark for the module, while the examination mark will contribute 80%. Note that only the timely submission of any one of your assignments is required for admission to the examination, although the marks obtained for **both** assignments contribute towards your final assessment mark. Therefore, although you will be admitted to the examination even if you do not submit Assignment 02, you will forfeit 10% of your final assessment mark (see example 3 below). You will have to obtain a minimum of 50% for the year mark and the examination mark combined for the final assessment mark in order to pass the module. The following examples show how the assignment marks will contribute to the final assessment mark.

#### Example 1

The student submits the two compulsory assignments on time and obtains 50% for Assignment 01 and 60% for Assignment 02.



Each assignment mark is multiplied by 0.1 as they both contribute 10% towards the final assessment mark. In the example above, this equals 5% and 6%, respectively. The student will therefore have a year mark of 11% (5% + 6%) out of a possible 20%. If the student obtains 50% in the examination, this percentage is then multiplied by 0.8, which gives a contribution of 40% towards the final assessment mark as shown below.

#### Examination mark = 50%

(50 × 0.8 = 40%)

The year mark and the examination mark are then added (11% + 40%) to give a final assessment mark of 51% for the module.

**Final assessment mark**

40% + 11% = 51%

**Example 2**

The student submits the two compulsory assignments on time and obtains 20% and 40%, respectively. Each assignment mark is multiplied by 0.1 as they each contribute 10% towards the final assessment mark. This equals 2% and 4%, respectively. The student will therefore have a year mark of 6% (2% + 4%) out of a possible 20%. If the student obtains 55% in the examination, this percentage will be multiplied by 0.8, which gives a contribution of 44% towards the final assessment mark. The year mark and the examination mark are then combined (6% and 44%) to give a final assessment mark of 50% for the module. This implies that, in this case, the student must obtain at least 55% for the examination to obtain a final assessment mark of 50% in order to pass the module.

**Example 3**

The student submits only Assignment 01 on time and obtains 70%. He or she does not submit Assignment 02 and therefore forfeits 10% of the final assessment mark. The mark for Assignment 01 is multiplied by 0.1 as it contributes 10% towards the final mark. This equals 7% and is the student's year mark out of a possible 20%. If the student obtains 55% in the examination, this percentage will be multiplied by 0.8, which gives a contribution of 44% towards the final assessment mark. The year mark and the examination mark are then combined (7% and 44%) to give a final assessment mark of 51% for the module.

**Kindly take note of the subminimum rule as reflected in section 9.2 in this tutorial letter.**

**9.2.2 How does the year mark influence the final assessment mark when you write a supplementary/aegrotat examination?**

Refer to the *Study @ Unisa* brochure for more information, but please take note of the following:

If you write a **supplementary examination**, the year mark will be taken into account when the final mark is calculated and the subminimum rule is applicable. You will not be expected or able to resubmit assignments when writing a supplementary examination. If you write an **aegrotat examination**, the year mark will also be taken into account, but the subminimum rule of 40% will apply (section 9.2). This means that, if you obtain a mark of less than 40% in the examination, your year mark will not be taken into account and the examination mark will be your final mark for the module. Assignments should be submitted in the semester in which you have initially registered for this module. You will not be able to submit assignments in the following semester.

**9.3 When will you write your examination?**

Refer to the frequently asked questions in Appendix D of this tutorial letter. You can also view this information on myUnisa and obtain it from the official examination timetable that you will receive from the university by post.

#### 9.4 Format of the examination paper

Please refer to Tutorial Letter 101 or the myUnisa module site for each module for information regarding the format and the composition of the examination paper. Also read all the tutorial letters and correspondence that you receive from the university.

#### 9.5 Guidelines on preparing for the examination

Please refer to Tutorial Letter 101 and the other tutorial letters for each module or the myUnisa module site for information on this matter.

#### 9.6 Examination results

Consult the *Study @ Unisa* brochure for more details on how you can obtain your examination results. Remember that you can always obtain the results on myUnisa as well. **Lecturers may not provide examination results to students.**

#### 9.7 Supplementary, aegrotat and special examinations

See the *Study @ Unisa* brochure for details on supplementary, aegrotat and special examinations. Should you be admitted to a supplementary, aegrotat or special examination for a module, you will have to use the study material (that you received on registration and the tutorial letters sent/made available to you during the semester or year in which you registered) for your preparation for the examination. The university will make the next semester's study material available to you via myUnisa on the site for the module in the academic period for which you obtained the supplementary examination. In other words, if you write an examination in the first semester and you are admitted to the second semester supplementary examination, you can see the second semester tutorial matter on the second semester myUnisa module site a few weeks after the due date of each assignment. The university will not post printed study material for the second semester to you. **Remember that it is the responsibility of the student to contact the lecturers to enquire whether the study material has changed or not.**

### 10 DISCUSSION CLASSES

In cases where discussion classes are presented for a module in the Department of Human Resource Management, you will receive this information by means of a tutorial letter/announcement on myUnisa.

### 11 FINAL-YEAR STUDENTS (FI)

Please note that Unisa has a policy framework guiding the granting of special assessment to final-year students who are left with one or two modules to complete their qualifications. Refer to the *Study @ Unisa* brochure for more information or Unisa's website, as there are particular requirements for this special assessment opportunity. Appendix E in this tutorial letter provides some information regarding how the Department of Human Resource Management handles the arrangements pertaining to this special assessment.

The procedure for FI assessments is the following:

### 11.1 FI assessment format

- The FI assessments in this Department will be in the form of a “take-home” exam. The format of this assessment is different from the venue-based examinations which students have experienced so far.
- The format of the FI assessment “exam” is three questions of 25 marks each and all questions are compulsory (there is no choice between questions).
- Most of the questions are application questions (70% application and 30% theory). Furthermore, students can refer to HRMALL/301/6/2018 which deals specifically with case studies.
- The FI assessments apply only to undergraduate students, in other words, first-, second- and third-year modules.
- The assessments are translated into Afrikaans and the English and Afrikaans take-home exam must be in one document.
- The same quality assurance (QA) process will be followed with FI assessments. This means that the second examiner and the moderator must approve the assessment and the departmental head signs off the FI assessments.

### 11.2 Identifying and informing FI students

- It is not the obligation of a lecturer or academic department to identify FI students. If a lecturer receives a query from a student informing the lecturer that he/she is an FI student, the student’s query goes to the exam department.
- Should the exam department refer the query back to the lecturer, the query must go to the departmental head, the Chair of the Department, who will forward it to the Director of the School of Management Studies.
- FI students will be informed via SMS that they are identified as an FI student.
- The administrative department will be responsible to send out all the SMSs to students.
- You will receive a letter (which is almost like an exam timetable) that contains **important information** such as how to complete the FI assessment and the date on which you will receive the assessment. Follow the instructions for this type of assessment carefully.
- FI students will receive their FI assessments through their myLife e-mail account. Remember, it is your responsibility as a student to ensure that you have access to this e-mail address, your myLife e-mail address.
- You have one week to complete the assessment. If students are identified after the FI list has been made available on myUnisa, lecturers will deal with them individually.

### 11.3 Completed FI assessments

- It is important that students e-mail their assignments back to the lecturer (they must not submit their assessments as an assignment or send it to the exam department).
- The lecturer must acknowledge receipt of each and every FI assessment that has been received from students.
- The lecturer marks the FI assessment and submits it with a “Late Mark Summary” document to the departmental head and Dean’s office.
- The FI assessments will be kept at DSAA, just like all the other exam papers.
- Completed FI assessments will be moderated by the moderator.

## 12 POSTGRADUATE STUDIES

### 12.1 Admission requirements for honours registrations

**Students must have an average of 60% for their main third-year modules to be considered for admission to an honours degree.**

Additional admission requirements may apply for specific qualifications. Please refer to the relevant registration brochures (available on the Unisa website) for more details or contact Unisa by e-mail [study-info@unisa.ac.za](mailto:study-info@unisa.ac.za) for assistance.

### 12.2 Online offerings

**Please take note that for modules offered online, students will also receive most of the study material in print to enable them to also work offline, but they still need to access the myUnisa modules sites regularly.** We advise you to get access to myUnisa if you do not already have access, especially if you want to further your studies.

### 12.3 Language of instruction

On 28 April 2016, the Unisa Council approved a new Language Policy, which indicates that all modules will be offered in English only. This decision will be implemented in a staggered manner starting with the NQF level 5 modules in 2017. All modules in the Department of Human Resource Management will be offered in English only by 2019. Study material includes tutorial letters, MOs, workbooks, study guides, etc.

### 12.4 Admission to the examination – postgraduate modules

**Please take note that there is a subminimum of 40% for examination admission.**

**Students must therefore have a year mark of at least 40% to be admitted to the examinations.**

## 13 ASSISTANCE FOR STUDENTS WITH DISABILITIES

Unisa is committed to assist all students to achieve their study and career ambitions, including students with disabilities. Unisa offers a number of services to support students with disabilities from application to graduation. The directorate responsible for this is called the Advocacy and Resource Centre for Students with Disabilities (ARCSWiD). Their services include

- producing study material in alternative formats, including Braille, large print, electronic, audio and DAISY
- requesting electronic copies of prescribed books from publishers on behalf of students
- providing academic administration support interventions after registration
- transcribing assignments, examination question papers and scripts

- providing sign language interpretation services for students attending tutorials or discussion classes
- providing basic training in orientation and mobility for blind and partially sighted students
- implementing institution-wide advocacy and awareness-raising programmes on the needs of students with disabilities
- implementing train-the-trainer programmes in the regions

For more information, please use the following contact details:

**Tel:** 012 429 6923/6924/6540/3829/8668/6050 or 012 441 5470/5471

**Fax:** 012 429 8637 or 012 429 6729

**Fax to e-mail:** 012 429 8138

**E-mail:** [moodls@unisa.ac.za](mailto:moodls@unisa.ac.za); [nkunapi@unisa.ac.za](mailto:nkunapi@unisa.ac.za); [motseme@unisa.ac.za](mailto:motseme@unisa.ac.za)

Special examination arrangements, if required, should be made before the due date each year with the Directorate of Student Assessment and Administration (DSAA). Please refer to the *Study @ Unisa* brochure for their contact details. Additional information about ARCSWiD can be obtained from the Unisa website <http://www.unisa.ac.za> and in the *Study @ Unisa* brochure.

## 14 GRADUATENESS AS A STUDENT IN THIS DEPARTMENT AND COLLEGE

You have enrolled for a qualification in one of a number of subdisciplines in the HRM field, which will require you, as a student, to make an in-depth study. The discipline-specific knowledge that you will gain will enable you to specialise and develop your proficiency in the HR field, and perhaps also as an HR practitioner, and/or register with a professional body. However, you will realise in the course of your studies that the increasing internationalisation, growing proportion of knowledge-intensive work, increasing use of rapidly evolving information technology and a new organisation of work based on global networks, teams and multicultural diversity have extended the range of capabilities needed in the profession. The general expectation is that a Unisa HR graduate will have developed as a person and acquired, in addition to his or her discipline-specific knowledge, the skills and competencies and broader attributes. Unisa aims to equip its graduates to be innovative and effective in the workplace, as well as informed citizens, and to have distinctive graduate qualities which characterise their *graduateness*. These qualities are included in the following statement on the graduateness of a Unisa student (Unisa Curriculum Policy: 10–11).

### Unisa graduates

- are independent, resilient, responsible and caring citizens who are able to fulfil and serve in multiple roles in their immediate and future local, national and global communities
- have a critical understanding of their location on the African continent with its histories, challenges and potential in relation to globally diverse contexts
- are able to critically analyse and evaluate the credibility and usefulness of information and data from multiple sources in a globalised world with its ever-increasing information, data flows and competing worldviews
- know how to apply their discipline-specific knowledge competently, ethically and creatively to solve real-life problems
- are critically aware of their own learning and developmental needs and future potential

As a student of the Department of Human Resource Management, you have become part of the College of Economic and Management Sciences (CEMS). CEMS aims to create graduates who are responsible, accountable, relevant and ethical (RARE) as citizens in every community where they operate.

In support of the Unisa statement on its students' graduateness, CEMS focuses on imparting to its students, in addition to the discipline-specific knowledge of a course or module, a specific set of generic transferable meta-skills and personal attributes (generally referred to as graduateness skills and attributes) that transcend discipline-specific outcomes. These skills and attributes are regarded as enabling outcomes that will assist students to become competent and professional graduates who have the potential to make sustained positive contributions to society, to their professions and in their workplaces. The CEMS framework of graduateness skills and attributes addresses three holistic overarching attributes which are regarded as important enabling outcomes of university education:

(1) Scholarship

Scholarship relates to students' attitude or stance towards knowledge, the way they think and work, and the tools they use to work effectively. As *scholars*, graduates should be leaders in the production of new knowledge and understanding through inquiry, critique and synthesis. They should be able to apply their knowledge to solve consequential and complex problems, and communicate their knowledge confidently and effectively.

(2) Global citizenship

Global citizenship relates to students' attitude or stance towards the world and living in the world. As *global citizens*, graduates must aspire to contribute to society in a full, meaningful, ethical and responsible way through their roles as members of local, national and global communities.

(3) Lifelong learning

Lifelong learning relates to students' attitude or stance towards themselves and living in the world. As *lifelong learners*, graduates must be committed to and capable of continuous learning for the purpose of furthering their understanding of the world and their place in it.

The CEMS generic transferrable meta-skills and personal attributes form an integral part of the generic critical cross-field outcomes listed by the South African government as learning outcomes that are relevant throughout life for all South African citizens. Forming an integral part of the CEMS framework of graduateness skills and attributes, these generic learning outcomes enable graduates to continue to be proactive, flexible, enterprising learners, able to adapt to change throughout their careers and professional lives.

The learning and assessment activities in the qualifications offered by the Department of Human Resource Management have been designed to enable you to develop the graduateness skills and attributes expected from a CEMS graduate.

As the development of these skills and attributes is a gradual process, each module will provide you with various opportunities to evaluate your achievement of these skills and attributes. You will also note that developing and applying the graduateness skills and attributes by completing the various learning and assessment activities will help you to master the discipline-specific learning outcomes specified for each module that constitutes this qualification.

## The CEMS generic transferable meta-skills and personal attributes

- *Interactive skills.* These skills relate to (1) the effective and efficient use of English language and technology when communicating with others and (2) the ability to function effectively and efficiently in communicating and interacting with people from diverse cultures, backgrounds and authority levels.
- *Problem-solving and decision-making skills.* These skills relate to being creative and proactive in the process of producing a solution to a recognised, often ill-defined problem or problematic complex situation.
- *Continuous learning orientation.* This involves having a cognitive openness towards lifelong learning and the willingness to proactively engage in the process of acquiring new knowledge, skills and abilities throughout your life and career in reaction to, and in anticipation of, changing technology and performance criteria.
- *Enterprising skills.* These skills involve being venturesome and applying critical thinking, initiative and proactivity when engaging in economic activities or undertakings, either to create and operate an enterprise of your own or be a substantial contributor to an enterprise as an employee. Being enterprising also means that you can recognise and be adept at dealing with organisational or team politics.
- *Presenting and applying information skills.* These skills refer to the ability to communicate knowledge, facts, ideas and opinions (oral and written) clearly and convincingly, with a view to offering solutions for your personal benefit, or for the benefit of your community or workplace.
- *Goal-directed behaviour.* This refers to the ability to be proactive and apply initiative to achieve your goals, accomplish tasks or meet deadlines. Setting realistic goals, developing plans and taking action to achieve your goals, accomplish tasks and meeting deadlines are core elements of goal-directed behaviour.
- *Ethical and responsible behaviour.* This involves accepting full responsibility for, and taking the lead in upholding, the code of moral beliefs and values of your profession, community and/or workplace in all you do.
- *Analytical thinking skills.* Analytical thinking implies being skilled in employing logical reasoning and analysis in explaining information and data, and drawing insightful conclusions from the data analysis.

Refer to the CEMS framework in Table 1.



**Table 1: Overview of the CEMS graduates skills and attributes and their link with the three trans-disciplinary enabling outcomes, SAQA critical cross-field outcomes, and Unisa statement on graduate attributes**

Overarching enabling outcomes of university education	CEMS Graduateness skills and attributes	Link with the South African twelve critical cross-field outcomes (SAQA)	Link with Unisa graduateness statement (Unisa Curriculum Policy)
Scholarship	<ul style="list-style-type: none"> <li>Problem-solving/decision making skills</li> <li>Enterprising skills</li> <li>Analytical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made</li> <li>Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation</li> <li>Developing entrepreneurial opportunities</li> <li>Collect, analyse, organise and critically evaluate information</li> </ul>	<p>Unisa graduates:</p> <p>(i) are independent, resilient, responsible and caring citizens who are able to fulfil and serve in multiple roles in their immediate and future local, national and global communities</p> <p>(ii) have a critical understanding of their location on the African continent with its histories, challenges and potential in relation to globally diverse contexts</p> <p>(iii) are able to critically analyse and evaluate the credibility and usefulness of information and data from multiple sources in a globalised world with its ever increasing information and data flows and competing worldviews</p> <p>(iv) know how to apply their discipline-specific knowledge competently, ethically and creatively to solve real-life problems</p>
	Ways of thinking	<ul style="list-style-type: none"> <li>Work effectively with others as a member of a team, group, organisation, community</li> <li>Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation</li> <li>Use science and technology effectively and critically, showing responsibility towards the environment and health of others</li> <li>Being culturally and aesthetically sensitive across a range of social contexts</li> </ul>	<p>Unisa graduates:</p> <p>(i) are independent, resilient, responsible and caring citizens who are able to fulfil and serve in multiple roles in their immediate and future local, national and global communities</p> <p>(ii) have a critical understanding of their location on the African continent with its histories, challenges and potential in relation to globally diverse contexts</p>
Global citizenship Life-long learning	<ul style="list-style-type: none"> <li>Continuous learning orientation</li> <li>Goal-directed behaviour</li> <li>Ethical and responsible behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on and exploring a variety of strategies to learn more effectively</li> <li>Organise and manage oneself and one's activities responsibly and effectively</li> <li>Exploring education and career opportunities</li> <li>Participating as responsible citizens in the life of local, national and global communities</li> <li>Use science and technology effectively and critically, showing responsibility towards the environment and health of others</li> </ul>	<p>Unisa graduates:</p> <p>(iv) know how to apply their discipline-specific knowledge competently, ethically and creatively to solve real-life problems</p> <p>(v) are critically aware of their own learning and developmental needs and future potential</p>

## 15 HR-RELATED SHORT LEARNING PROGRAMMES OFFERED BY THE CENTRE FOR BUSINESS MANAGEMENT

The Centre for Business Management offers a variety of short learning programmes (SLPs) in a number of fields. You can access more information by visiting the website <http://www.unisa.ac.za/cbm>.

The following HR-related programmes are offered:

Name of programme	Contact number for more information	Fax to e-mail number	E-mail address
HR Hiring Practices (CHRH) <i>(6 months) Registrations twice a year</i>	(012) 429-4488	086 682 9268	<a href="mailto:hrhiring@unisa.ac.za">hrhiring@unisa.ac.za</a>
Course in Managing Training and Development (CMTD) <i>(6 months) Registrations twice a year</i>	(012) 352-4309 (012) 352-4324 (012) 352-4283	086 682 9235	<a href="mailto:hrm@unisa.ac.za">hrm@unisa.ac.za</a>
Course in Labour Relations Management (CLRM) <i>(6 months) Registrations twice a year</i>	(012) 352-4309 (012) 352-4324 (012) 352-4283	086 682 9235	<a href="mailto:hrm@unisa.ac.za">hrm@unisa.ac.za</a>
Programme in Human Resource Management (PHRM) <i>(12 months) Registrations January to February</i>	(012) 352-4309 (012) 352-4324 (012) 352-4283	086 682 9235	<a href="mailto:hrm@unisa.ac.za">hrm@unisa.ac.za</a>
Advanced Programme in Human Resource Management (AAHR) <i>(12 months) Registrations January to February</i>	(012) 352-4309 (012) 352-4324 (012) 352-4283	086 682 9235	<a href="mailto:hrm@unisa.ac.za">hrm@unisa.ac.za</a>

If you need more information about any of these programmes/courses, **please do not contact the Department of Human Resource Management**. Use the contact details above.

## 16 CONCLUSION

We trust that you are now familiar with our expectations and how you should approach your studies in our department. Tutorial Letter 101 for each module, this tutorial letter and the *Study @ Unisa* brochure contain most of the information that you will need.

We hope that you are enthusiastic about your studies and that you will enjoy widening your horizon in this learning partnership. We are proud to be your partners and we look forward to accompanying you on your journey!

### THE LECTURERS

### DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

### UNISA

## APPENDIX A: HOW TO USE A DICTIONARY AND A GLOSSARY

We realise that for many of our students English is a second language. However, it is vital that you become comfortable communicating in English, because English is used not only as the language of tuition but also as the language of business in most countries. It is a fact that you will not be able to study or remember anything you do not understand. It is therefore essential that you understand the terminology in the prescribed books and study guides you will be using in each course or module. Learning how to use a dictionary and a glossary will help you to understand English words.

### 1 Using a dictionary

English is quite a difficult language to learn if it is not your mother tongue – often the way a word is written is different from the way it is pronounced or said, and therefore the spelling sometimes seems less obvious. This is why a dictionary is a handy and even essential book to have. If you feel that a dictionary is too expensive (unfortunately, good dictionaries are very expensive), you could perhaps borrow one from the Unisa library; but if you purchase one for yourself, you will use it for years to come. A variety of online dictionaries is also available – some of them via the Unisa library’s website and some via your smartphone or tablet/computer – and many of these can be downloaded free of charge. As we said, we cannot study what we do not understand. Therefore, making sure that you understand the meaning of the words in your prescribed books and study guides is the first step to understanding the subject content.

A **dictionary** not only shows the meaning of words, but also how to spell them correctly. Being able to spell correctly and communicate effectively in English is a requirement of today’s business environment. It will also improve your ability to complete your studies successfully and to function effectively in your chosen profession. Some dictionaries provide a detailed description of words, and this will help you to improve your vocabulary and show you how to pronounce words correctly. The dictionary that we will use most often is a **bilingual dictionary** – one that provides words in, for instance, Xhosa, Afrikaans or Zulu and then gives the translation into English. These dictionaries are not very expensive and you would do well to buy one. A dictionary such as the *Collins English Dictionary* or *Oxford Advanced Learner’s Dictionary* will give you the meaning of words. A dictionary that gives you lists of related/alternative words is called a **thesaurus**. Try to get a thesaurus from the library or buy one; it may be quite expensive, but it will contribute to your development of a sound English vocabulary.

A dictionary lists words in alphabetical order, according to the letter with which the words begin. For example, we will find the word “latch” before the word “match” in the dictionary because “l” comes before “m” in the alphabet. When you look up words beginning with the same letter, look at the second letter in the word to locate it in the dictionary. The word “match” comes before the word “meat” because “a” comes before “e” in the alphabet. “Medal” will be before “melon” in the dictionary because “d” comes before “l” in the alphabet.

Sometimes a word is not spelt the way we would logically think of spelling it. If you don’t know the correct first letter of a word, it is very difficult to look it up. For example, the word “enough” is quite difficult to spell. We may think that it begins with an “i” as in *inuff*, or that we spell it *enuff*. Another example is the word “honest”, which sounds as if it begins with an “o”, not an “h”. The “f” sound can be spelt as an “f” – frog, or as “ph” – pheasant. The “k” sound can be spelt as a “k” – king, “ck” – duck, “c” – case or “que” – cheque. If you struggle to find a word in a dictionary, write out as many variations as you can think of and then look up all these variations in the dictionary in order to locate the word.

Some words are very difficult, for example “consequences”. Someone who does not know how it is spelt may think that it starts with a “k” – *konsekwinses*, or a “q” – *qonsekwinses*.



If you want to watch videos about using a dictionary, click on the links below:

<https://www.youtube.com/watch?v=ykfleg11s6g>

<https://www.youtube.com/watch?v=5BcAx7dALcU>

## 2 Glossaries

A glossary is a list of subject-specific words that you will find at the back of many of your prescribed books and study guides. The glossary provides a short description of the meaning of some words. It is not a dictionary, but will give you easy access to the meanings of subject-specific terminology and some of the more difficult words used in the text. Glossaries are also compiled alphabetically. If you come across a word in your prescribed book that you do not understand, you should first look in the glossary at the back of the book or study guide (if applicable) in order to find an explanation of it. If the book does not contain a glossary or if you cannot find the word there, you should then consult a dictionary or another subject-related book.

It is essential to improve your English communication skills. The best way to do this is to list all the words in the prescribed book and study guide that you do not understand and then write down their meanings. You can write down these meanings in your home language, but remember that the aim is to improve your English communication skills because it is the language of instruction and the language in which most of you will be writing your assignments and examinations.

The study guide and/or prescribed book for each module contain a number of “key concepts” that you are expected to master. It is especially important for you to have a clear understanding of these concepts and be able to use them in the correct context.

If you feel that you do not have the necessary English communication skills, you may contact the Directorate for Counselling & Career Development at Unisa for assistance. For more information, consult the *Study @ Unisa* brochure or visit their website:



If you want to access this document electronically:

<http://www.unisa.ac.za/default.asp?Cmd=ViewContent&ContentID=22356>.

In some study guides you will find a glossary containing subject-specific words for the particular module. It is wise to consult this list when attempting to master the learning outcomes for the module.

## APPENDIX B: GUIDELINES FOR ANSWERING MULTIPLE-CHOICE ASSIGNMENTS AND EXAMINATION QUESTIONS

Refer to the *Study @ Unisa* brochure for information regarding technical requirements and instructions on how to complete and submit a mark-reading sheet correctly when answering multiple-choice (MCQ) assignments and examination questions. **Remember that ALL assignments can be submitted on the myUnisa system (<https://my.unisa.ac.za>) as well, and we highly recommend that you submit assignments using this system!** Refer to the *Study @ Unisa* brochure for more information on the submission of assignments, as there are other alternatives of submitting MCQ assignments, such as via your cell phone.

### 1 The format of multiple-choice questions<sup>1</sup>

Some of your assignments/examinations may contain multiple-choice questions (refer to Tutorial Letter 101 for each module for more details). For every multiple-choice question, there will be four options, numbered from 1 to 4, from which you must select only one correct answer. For example:

#### Question 1

Which **one** of the following is not regarded as an element of a fair retrenchment procedure?

- 1 The employer must first consider outplacement and other possibilities before retrenchments can take place.
- 2 The employer should consider personal circumstances.
- 3 "Last in, first out" (LIFO) is an acceptable criterion for retrenchment.
- 4 Shop stewards should receive a higher retrenchment package than other workers because they deserve it.

Options to choose from

You cannot select more than one option (number representing the correct answer); in this case, 1 and 3, **or** 2 and 4, **or** 1, 3 and 4. In other words, your answer will always be either 1, 2, 3 or 4.

#### A word of caution

Sometimes the question asks you to select the **wrong** statement. You should be extra careful when answering such questions; don't become confused and mark a statement that is **correct** (and is therefore the wrong answer). In some questions, there will be several statements that could be correct. In such cases, the statements will always be indicated by letters (a, b, c and d) and the correct answer will still be either option 1, 2, 3 or 4, but these answers may refer to more than one statement. For example:

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<sup>1</sup> This is based on an abstract from *Study guide MNB101D* for Business Management I students that was used during 2010.

## Question 2

Which of the following variables can influence labour relations at enterprise level?

- a the country's rate of inflation
  - b international employment codes
  - c the educational level of the various population groups
  - d the recruitment and selection criteria of the enterprise
- 
- 1 a, b and c
  - 2 b, c and d
  - 3 a, b and d
  - 4 All of the above.

This question requires you to indicate which of the statements are **correct**. If you therefore think that statements a, b and c are correct, you will mark only option 1 as the correct answer.

Sometimes you may be asked how many of the alternative statements are correct. For example:

## Question 3

How many of the following statements are **correct**?

- a An employment relations policy should be based on some philosophy or idea that is used as a basis for a strategy to manage the employment relationship.
  - b The objective of any labour relations policy is to formulate a set of rules or actions to which management are subject.
  - c The role of the labour relations policy is to encourage enthusiasm and loyalty.
  - d When evaluating the company's labour relations performance, the objective of the policy can be realised.
- 
- 1 None of the above.
  - 2 one statement
  - 3 two statements
  - 4 three statements

In this question, you do **not** have to indicate **which** statements are correct, only **how many**. Please be careful to **mark the correct answer**; for example, if you think that two of the statements are correct, you must mark **option 3** as your answer (not option 2).

In all the above examples, the stem of the question asks you to identify the correct or wrong statement(s). Sometimes the options are a continuation of the stem where you need to complete a sentence or choose the correct word or phrase to complete the sentence or statement. For example:

**Question 4**

The main difference between bargaining councils and statutory councils lies in \_\_\_\_\_.

- 1 administrative duties
- 2 the conclusion of collective agreements
- 3 the conclusion of individual agreements
- 4 contractual duties

In an example such as the above, you will have to read the stem plus option 1, then read the stem again plus option 2, the stem plus option 3, and so on in order to make a choice.

Here is a summary of the different types of multiple-choice questions:

Type of option	Numbering	How to answer the question
Four separate statements	1 2 3 4	Select one statement that is the correct one or (if asked) the wrong one.
Four statements that follow on from the stem	1 2 3 4	Select one statement that is correct (or wrong) when read together with the stem.
Four or five statements that are separate or linked to the stem	a b c d e	Select the combination that lists all the correct (or all the wrong) statements.
Four or five statements that are separate or linked to the stem	a b c d e	Decide how many of the statements are correct (or wrong) and select the corresponding alternative.

**In some cases we also make use of short scenarios or case studies. More than one question can be based on such a short case study/scenario.** An example is:

Peter is an HR manager at ABC Company. The employees recently engaged in strike action and the company immediately dismissed all those who participated in the strike.

Now answer questions 1, 2 and 3 based on the information provided above.

**We can also structure multiple-choice questions in columns, as shown in the example below.**

South Africa's national sports teams have different names. Refer to the table below and choose the correct name in column B to match the team in column A. Then choose the option (1–4) below that reflects the correct match between all the options in column A and all the options in column B.

Column A: team	Column B: name
(a) South African national rugby team	(a) Bafana Bafana
(b) South African national soccer team	(b) Proteas
(c) South African national cricket team	(c) Springboks
(d) South African under-23 soccer team	(d) AmaGlugGlug

1

Column A	Column B
(a) =	(c)
(b) =	(a)
(c) =	(b)
(d) =	(d)

2

Column A	Column B
(a) =	(a)
(b) =	(b)
(c) =	(c)
(d) =	(d)

3

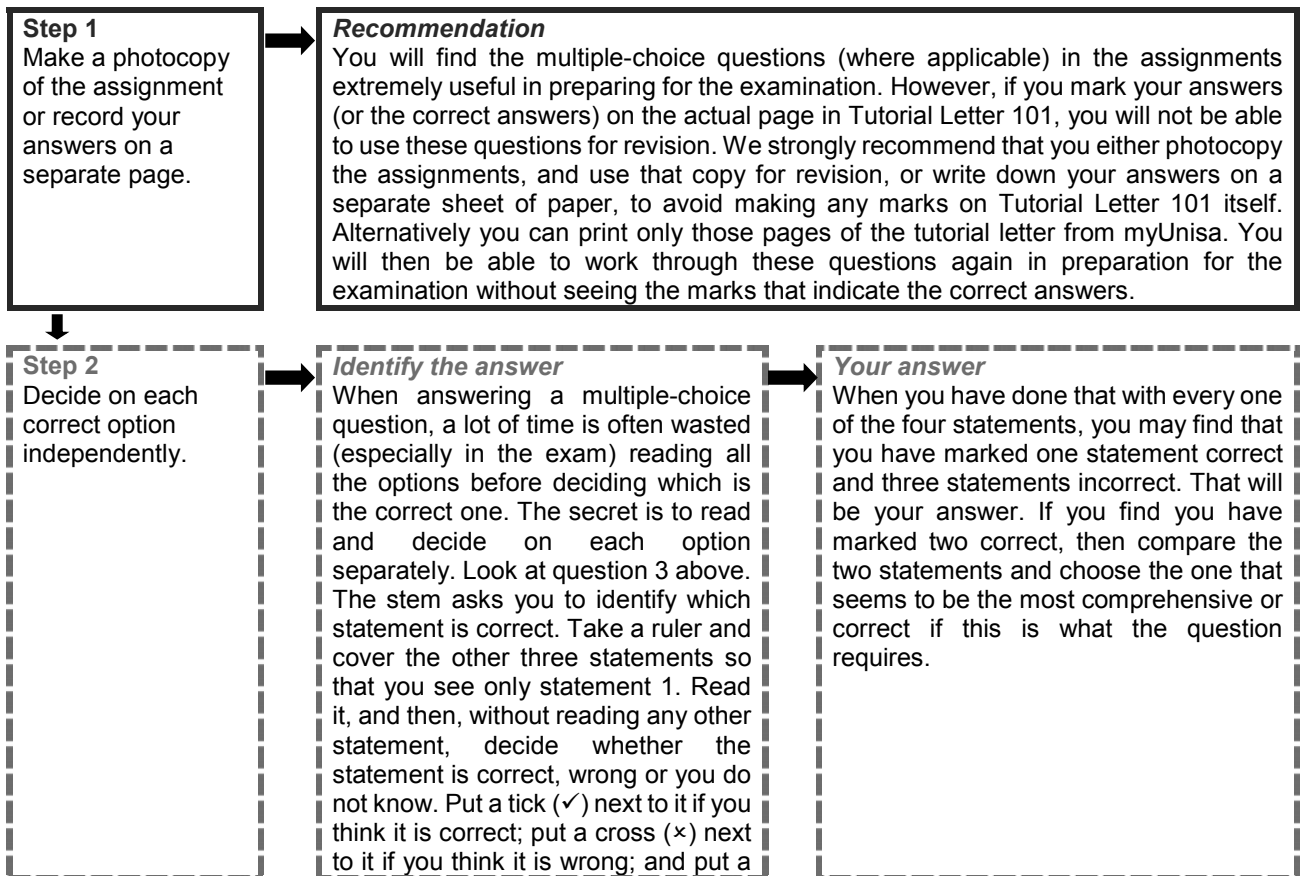
Column A	Column B
(a) =	(d)
(b) =	(a)
(c) =	(b)
(d) =	(c)

4

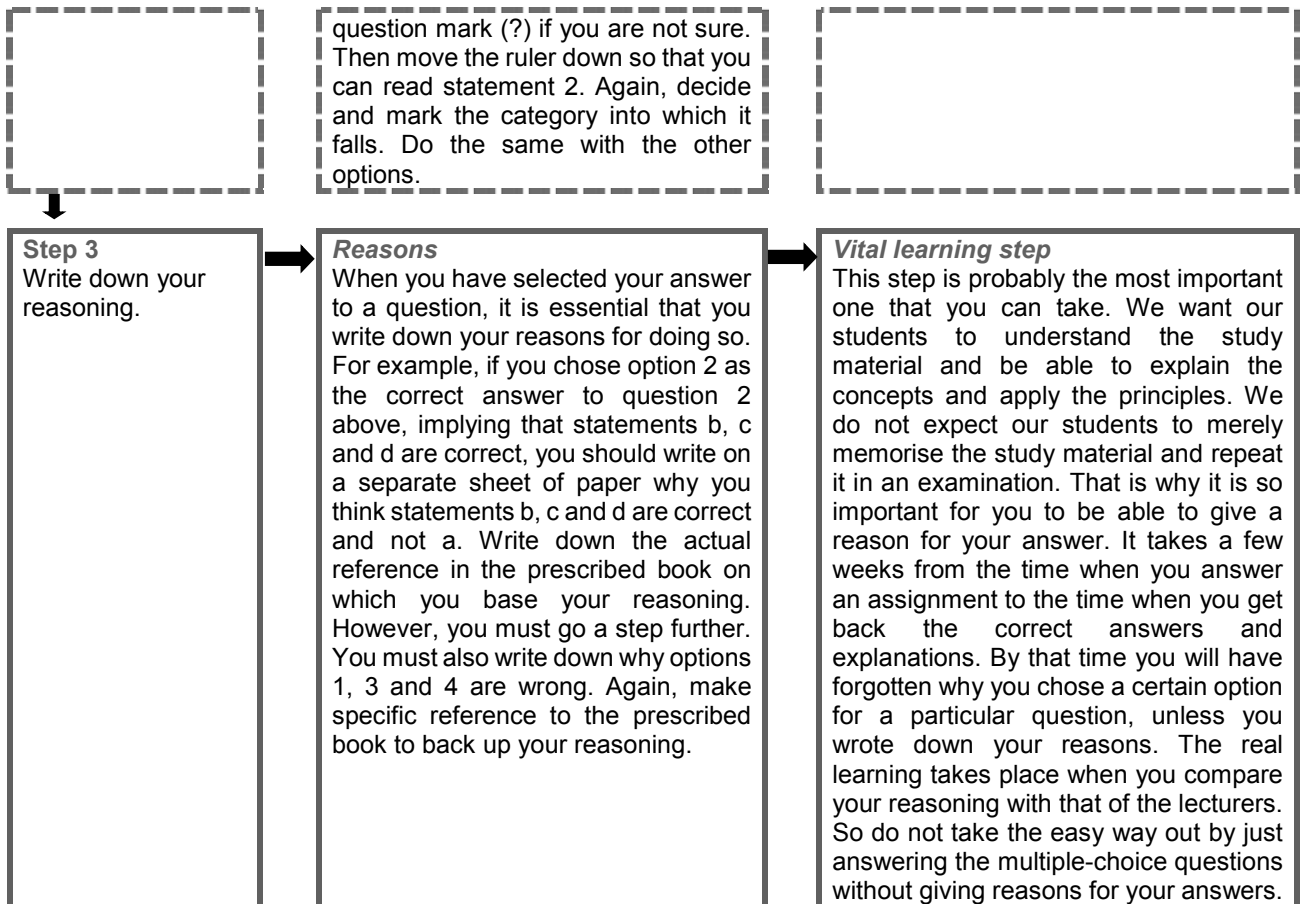
Column A	Column B
(a) =	(b)
(b) =	(c)
(c) =	(d)
(d) =	(a)

The correct option is **option 1**, as the teams are: the national rugby team = **Springboks**, the national soccer team = **Bafana Bafana**, the national cricket team = **Proteas** and the under-23 soccer team = **AmaGlugGlug**.

## 2 Answering multiple-choice questions







## APPENDIX C: GUIDELINES FOR ANSWERING ESSAY/WRITTEN ASSIGNMENTS AND EXAMINATION QUESTIONS

### 1 Introduction and how to use this appendix

In the Department of Human Resource Management at Unisa we make use of the Harvard referencing method which is internationally accepted and standardised. As a student in our department you are also expected to use this referencing method when doing assignments.

This appendix is based on a guide compiled by the librarians of the Unisa School for Business Leadership (SBL) and a guide compiled for the module LRM4801 during 2012. The aim of this appendix is to provide you with detailed guidelines to be used when citing sources. It includes guidelines on citing books, chapters in books, journal articles, theses, personal communication, the internet and so forth.

It is important that you use the contents of this appendix in your written/essay assignments when compiling a list of references and citing sources. You might be penalised in the assignments if you do not use the correct referencing technique and if you do not include a list of references of a high academic standard. Remember that you are required to consult a variety of sources when doing assignments, especially at postgraduate level. When writing an assignment, it is important that each time you use someone else's ideas or work from a book, article, newspaper report, conference proceeding or the internet, you let the reader know and you give credit to the original source. This is called a "reference". Failure to provide references may expose you to charges of plagiarism (see section 8.2 in this tutorial letter).

References are cited for the following reasons:

- to indicate the source of any statements made
- to acknowledge authors' work
- to provide sources of additional information

In this appendix we identify various types of sources that you may need to cite in your assignments. In each instance we first indicate how this source should be cited in your list of references and thereafter how it should be cited in the text or "body" of your assignment.

In the examples given in this appendix and when you reference, note especially

- the order
- use of capital letters
- use of italics or underlining (Underlining is used in case of handwritten assignments. Use *italics* when typing assignments on a word processor.)
- spacing
- punctuation
- use of quotes " "
- use of brackets, both round ( ) and square [ ]
- use of the ampersand &

Note that this appendix is based on the assumption that you use a computer/laptop to type your assignments, and therefore *italics* are used throughout. If you are unable to type your assignments, you may submit handwritten assignments; in that case all instances indicated as *italics* in this appendix should be substituted by underlining.

## 2 Technical presentation

In answering assignment and examination questions, your train of thought should be logical and systematic. Your answers should also be technically correct. To assist you in this regard, the following paragraphs give you a few hints on what is required with regard to the content and technical presentation of answers. Also refer to the *Study @ Unisa* brochure. **Study this section carefully:**

- First, read the question carefully to determine the topic (see section 4 in this appendix). Do not start writing until you have ascertained what is expected of you. Look up any unfamiliar words in a dictionary (refer to Appendix A in this tutorial letter if you need assistance). All relevant subject terms should be defined in your study guide and/or prescribed book, which means that you must consult these as well.
- The next step is to collect data on the question. The best way to answer an assignment is to work through the study guide and the relevant sections in the prescribed book systematically and then jot down point by point everything that is relevant to the topic. Of course, you are also free to use any other sources you have consulted.
- Arrange and group the relevant data to enable you to present it meaningfully.
- Presentation. Note that each assignment must meet the following technical requirements:
  - **Title.** Your assignment must have a title to show whether you have understood the question properly.
  - **Table of contents.** Always include a table of contents on the first page by listing the headings and subheadings of your assignment. These headings and subheadings should be numbered and the page numbers should be provided. Refer to pages 2–4 of this tutorial letter for an example of a table of contents.
  - An **introduction** that outlines the topic. In the case of a question that has to be interpreted before you can answer it, you may define and reformulate the question in your own words in your introduction and provide a brief overview of what is to come. This will show what you understand it to mean and how you intend answering it (but take care that you do not change the meaning of the question). Note that there should be **only one introduction** to the assignment as a whole and not one per question. The introduction should give the reader an indication of what to expect in the rest of the document.
  - A **discussion** of the questions, which comprises an interpretation and logical explanation of the data collected. This is also called the body of the assignment. A logical explanation means that the information should be subdivided into sections, which should have appropriate headings and subheadings. Use headings and subheadings that are properly numbered. This will not only help you to arrange your thoughts, but will also enable the reader to grasp your reasoning more easily. We recommend that you use the following classification and numbering system: the decimal classification system up to four decimals, alphabetical classification for the fifth level and small Roman numerals for the sixth level, for example: 1, 1.2, 1.2.1, 1.2.1.2 (a)(iii) ...
  - A **conclusion**, which contains a summary of your arguments and (where necessary) states your deductions. If possible, give your own opinion based on theoretical principles, since this will add to the value of your answer. Do not introduce any new information in the conclusion. Again, there should be only one conclusion at the end of your assignment and not one per question.
  - Cite all the sources you have consulted in the text and provide full details in a **list of references** at the end of your assignment. Use the Harvard referencing method as outlined in section 3 below.

**You do not include a list of references in examination papers, but you have to include one in an essay-type assignment.** The sources should be listed in alphabetical order. **For an example of a correctly formatted list of references, consult section 3.9.**

Your assignment should therefore be structured as follows – **remember to clearly indicate the number of each question that you answer in your assignment.**

HEADING		Page
TABLE OF CONTENTS (separate page)		
1	INTRODUCTION	
2	SELECT AN APPROPRIATE HEADING (decide what it should be in terms of the question)	
2.1	Subheading (an aspect of the topic mentioned in the heading)	
2.2	Subheading (another aspect)	
2.3	Subheading (another aspect)	
3	SELECT AN APPROPRIATE HEADING	
3.1	Subheading (aspect of the topic in 3)	
3.2	Subheading (aspect of the topic in 3)	
4	SELECT ANOTHER APPROPRIATE HEADING (Continue in this way until the topic has been fully discussed)	
5	SUMMARY/CONCLUSION	
6	LIST OF REFERENCES (separate page)	

While answering the question, you should continually ask yourself if you are on the right track and not just summarising the tutorial matter.

**Your assignments must show that you have completely mastered all the prescribed tutorial matter and the learning outcomes. In other words, you must be able to identify the sections of the tutorial matter that are relevant, analyse them with insight, express them in your own words and illustrate your discussion with suitable examples.**

**Do not commit plagiarism (see section 8 in this tutorial letter)** by simply regurgitating the prescribed tutorial matter or material from any other source. Your assignments must be **your own work** and if you quote or paraphrase information, **please acknowledge the sources.**

### **3 Source references and the list of references for written assignments using the Harvard method**

When you use direct or indirect quotations from literature, you must provide a correct source reference in the text. In our department we use the Harvard method for this purpose. The following is a brief explanation of the method. You will notice that we indicate in each instance how the source/reference should be acknowledged or cited in the list of references, and also in the text/body of your assignment, and we provide examples of each one:

### 3.1 Books written by a single author or an editor

#### Citing this form of reference in the list of references:

The citation order is as follows:

Author's surname, initials. Year of publication. *Title of book* (in italics or underlined). Edition. Place of publication: Publisher.

***This is an example of how it will appear in your assignment in the list of references:***

Salamon, M. 2000. *Industrial relations: theory and practice*. 4th ed. Upper Saddle River, NJ: Prentice-Hall.

or

Editor's surname, initials (ed). Year of publication. *Title of book* (in italics or underlined). Edition. Place of publication: Publisher.

***This is an example of how it will appear in your assignment in the list of references:***

Hepple, B (ed). 1986. *The making of labour law in Europe: a comparative study of nine countries up to 1945*. London: Mansell.

#### Citing this form of reference in the body/text of the assignment:

If the author's name occurs naturally in the sentence, just add the year in brackets.

***This is an example of how it will appear in the text in your assignment:***

Salamon (2000) explains that there are potentially three aims for the formal disciplinary process, namely retribution, deterrence or rehabilitation.

Otherwise, include both the name and the year in brackets at the end of the sentence:

***This is an example of how it will appear in the text in your assignment:***

There are potentially three aims for the formal disciplinary process, namely retribution, deterrence or rehabilitation, and these can be viewed as either a punishment or a training process (Salamon, 2000).

***If you are quoting directly from Salamon's book, the quotes are in inverted commas, followed by the reference to Salamon with the relevant page numbers. This is an example of how it will appear in the text in your assignment:***

Salamon (2000:552) defines procedures as "those organisational mechanisms which provide a formal regulatory framework for handling specific issues and, in doing so, define and limit the exercise of managerial authority and power".

If the author has published more than one document (i.e. book or article) in the same year, distinguish between them by adding a, b, c, etc after the date and make sure that they are all listed in the list of references.

***If you have two books in your list of references that were edited by Swanepoel and published in the same year, such as the following examples, you will refer to either Swanepoel (1999a) or***

**Swanepoel (1999b) in the text of your assignment. These are examples of how it will appear in the list of references in your assignment:**

Swanepoel, BJ (ed). 1999a. *The management of employment relations: conceptual and contextual perspectives*. Special student edition. Durban: LexisNexis Butterworths.

Swanepoel, BJ (ed). 1999b. *The management of employment relations: organisational level perspectives*. Special student edition. Durban: LexisNexis Butterworths.

### **3.2 Books written by two authors**

#### **Citing this form of reference in the list of references:**

If there are two authors, they are cited as follows:

First author's surname, initials & second author's surname, initials. Year of publication. *Title of book* (in italics or underlined). Edition. Place of publication: Publisher.

***This is an example of how it will appear in the list of references in your assignment:***

Gennard, J & Judge, G. 2010. *Managing employment relations*. 5th ed. London: Chartered Institute of Personnel and Development.

Note the use of the ampersand (&) between the names of the two authors.

#### **Citing this form of reference in the body of the assignment:**

Both names are mentioned in this case in the text of your assignment, for example (Gennard & Judge, 2010). When quoting directly from the book, include the page numbers, for example (Gennard & Judge, 2010:267).

Note the use of the ampersand (&) between the names of the authors. However, if the names form part of a sentence, you will not use the ampersand but "and".

***This is an example of how it will appear in the text in your assignment:***

Gennard and Judge (2010:267) state that whatever the size of an organisation and regardless of whether it is unionised or non-unionised, employees perform at their best only if they know their duties, obligations and rights and have an opportunity to make their views known to management on issues that affect them.

### **3.3 Books written by more than two authors**

#### **Citing this form of reference in the list of references:**

If there are three authors, they are cited as follows:

First author's surname, initials, second author's surname, initials & third author's surname, initials. Year of publication. *Title of book* (in italics or underlined). Edition. Place of publication: Publisher.

Note the use of the ampersand (&) between the names of the last two authors.

***This is an example of how it will appear in the list of references in your assignment:***

Becker, BE, Huselid, MA & Ulrich, D. 2001. *The HR scorecard, linking people, strategy, and performance*. Boston, MA: Harvard Business School Press.

#### **Citing this form of reference in the body of the assignment:**

In the body of your assignment all three names are mentioned the first time you cite them, for example (Becker, Huselid & Ulrich, 2001). For subsequent citations, indicate only the first author followed by "et al.", for example (Becker et al., 2001).

When quoting directly from the book, include the page numbers:

***This is an example of how it will appear in the text in your assignment:***

As Becker et al. (2001:48) explain: "To measure the HR-firm performance relationship with precision, you need to develop valid measures of HR deliverables."

The same principles apply to four or more authors.

### **3.4 Journal articles**

#### **Citing this form of reference in the list of references:**

Journal articles are cited as follows:

Author's surname, initials. Date of publication. "Title of article", *Name of journal* (in italics or underlined), volume number(part/issue number):page numbers.

Note that the title of the article is in quotation marks.

***This is an example of how it will appear in the list of references in your assignment:***

Beatty, RW, Huselid, MA & Schneier, CE. 2003. "New HR metrics: scoring on the business scorecard", *Organizational Dynamics*, 32(2):107.

#### **Citing this form of reference in the body of the assignment:**

In case of the example above, refer to it as (Beatty, Huselid & Schneier, 2003) the first time it is cited and as (Beatty et al., 2003) in all subsequent instances. When quoting directly, add the page number (Beatty, Huselid & Schneier, 2003:107).

### 3.5 Reference material (dictionaries, encyclopaedias, etc)

#### Citing this form of reference in the list of references:

Citing alphabetically arranged works such as dictionaries and encyclopaedias is sometimes problematic and you should be aware of the following:

- In many cases such works are known by their titles.
- It is not always possible to identify the author of a particular contribution.
- A lengthy list of names of contributors and/or editors often appears on the title page.
- Some of these works are often associated with a particular person or do not have more than three authors or editors.
- Not all encyclopaedias are arranged alphabetically.

In many cases, reference material is cited by title as follows:

*Title* (in italics or underlined). Year. Place of publication: Publisher.

***This is an example of how it will appear in the list of references in your assignment:***

*Concise Oxford Dictionary of Current English*. 1995. Ed. by Thompson, D. 9th ed. Oxford: Clarendon Press.

*International Encyclopaedia of Business & Management*. 6 vols. 1996. Ed. by Warner, W. London: Routledge.

Reference works may also be cited under the name of the editor:

Editor's surname, initials (ed). Year. *Title* (in italics or underlined). Place of Publication: Publisher.

***This is an example of how it will appear in the list of references in your assignment:***

Warner, M (ed). 1996. *International Encyclopedia of Business & Management*. 6 vols. London: Routledge.

Another option is to cite the reference under the name of the author contributing to the reference work.

Author's surname, initials. Date. "Title of contribution". In: Editor's surname, initials. ed(s). *Title of reference work* (in italics or underlined). Place of publication: Publisher. Page numbers of individual contribution.

***This is an example of how it will appear in the list of references in your assignment:***

Heller, F. 1996. "Leadership". In: Warner, M. ed. *International Encyclopedia of Business & Management*. Vol 3. London: Routledge. 2541–2549.



**Citing this form of reference in the body of your assignment:**

This will depend on the option that you have selected (i.e. under the title of the reference work or under the name of the editor or under the name of the contributing author).

***This is an example of how it will appear in the text in your assignment:***

(International Encyclopaedia of Business & Management, Vol 3, 1996)  
 (Concise Oxford Dictionary of Current English, 1995)  
 (Warner, 1996)  
 (Heller, 1996)

If quoting directly from this source, add the page numbers:

(International Encyclopaedia of Business & Management, Vol 3, 1996:678)  
 (Concise Oxford Dictionary of Current English, 1995:112)  
 (Warner, 1996:2541)  
 (Heller, 1996:2541)

Please be consistent when using the option you have selected.

**3.6 Government publications****Citing this form of reference in the list of references:**

Government publications include government gazettes, annual reports, laws and their amendments, Hansard (parliamentary debates), green papers, white papers, scientific and technical reports.

Government publications are cited as follows:

Name of country, state or province. The name of the legislative body, court, executive department, bureau, council, commission or committee. If given, the name of the relevant section, office, etc. Year of publication. *Title* (in italics or underlined). Report number. Further particulars to be mentioned will depend on the nature of the source.

***This is an example of how it will appear in the list of references in your assignment:***

Republic of South Africa. Department of Labour. 1995. *Labour Relations Act, No. 66 of 1995. Government Gazette, 366 (16861)*. Pretoria: Government Printer.

Statistics South Africa. 2010. *Quarterly Labour Force Survey, Quarter 4, 2010*. Statistical release P0211. Pretoria: Statistics South Africa.

It is important to give the number of the publication since it helps to trace the source. If the number is not available, it is omitted.

**Citing this form of reference in the body of your assignment:**

When citing the above government publications in an assignment, refer to them as (Republic of South Africa. Department of Labour, 1995) or (Statistics South Africa, 2010). When quoting directly from these sources, add the page numbers (Republic of South Africa. Department of Labour, 1995:5–6) or (Statistics South Africa, 2010:10).

### 3.7 Newspaper articles

#### Author identifiable

##### Citing this form of reference in the list of references:

Author's surname, initials. Year. "Title of the article", *Name of the newspaper* (in italics or underlined). Date of issue. Page number(s).

Note that the title of the article or news item is in quotation marks.

***This is an example of how it will appear in the list of references in your assignment:***

Jones, D. 2001. "Asmal says life-skills education will be enforced in every school", *Business Day*. 22 August. 4.

##### Citing this form of reference in the body of your assignment:

In the body of the assignment, refer to it as (Jones, 2001). If quoting directly, add the page number (Jones, 2001:4).

#### No author identifiable

##### Citing this form of reference in the list of references:

If no author can be identified, enter it under the headline or news item:

Title of news item or headline. Year. *Name of newspaper* (in italics or underlined). Date of issue. Page number(s).

***This is an example of how it will appear in the list of references in your assignment:***

Opec countries agree to keep oil output steady. 2001. *Business Day*. 27 September. 8.

##### Citing this form of reference in the body of your assignment:

In this case, refer to it as (Opec countries agree to keep oil output steady, 2001). If quoting directly, include the page number (Opec countries agree to keep oil output steady, 2001:9).

#### No author or headline identifiable

##### Citing this form of reference in the list of references:

If neither the name of the author nor the headline of the report is given, make an entry under the name of the newspaper.

*Name of newspaper* (in italics or underlined). Year. Date. Page number.

***This is an example of how it will appear in the list of references in your assignment:***

*Business Day*. 2001. 27 September. 6.

**Citing this form of reference in the body of your assignment:**

Refer to it as (Business Day, 2001). If quoting directly, add the page number (Business Day, 2001:6).

**3.8 Internet sources****Citing this form of reference in the list of references:**

No standard method for citing electronic sources of information has yet been agreed upon. The recommendations in this document follow the practices most likely to be adopted and are intended solely as a guide.

Indicate the exact URL (web address) of the web page and the date you visited it. Do not allow the URL to run over into a second line. If this happens, separate it after a forward slash (/). No further punctuation such as a full stop or a hyphen should be added, nor should the case of any characters in the address be altered.

The citation form is as follows:

Author's/editor's surname, initials. Year. (Or "No date." if date of publication is not given in the source). *Title* (in italics or underlined) [online] (indicates type of medium, used for all internet sources). Place of publication: Publisher (publisher in the traditional sense or organisation responsible for maintaining sites on the internet). Available from: URL [accessed date]. (This is the date on which you viewed or downloaded the document.)

***This is an example of how it will appear in the list of references in your assignment:***

Lockwood, NR. 2006. *The HR and leadership scorecards. Scorecards Series Part II*. Alexandria, VA: SHRM. Available from: [http://www.shrm.org/research/briefly\\_published/Scorecards%20Series%20Part%20II\\_%20The%20HR%20and%20Leadership%20Scorecards.asp#ToPage](http://www.shrm.org/research/briefly_published/Scorecards%20Series%20Part%20II_%20The%20HR%20and%20Leadership%20Scorecards.asp#ToPage) [accessed 24 March 2011].

If no date is given, it is cited as follows:

Lockwood, NR. No date. *The HR and leadership scorecards. Scorecards Series Part II*. Alexandria, VA: SHRM. Available from: [http://www.shrm.org/research/briefly\\_published/Scorecards%20Series%20Part%20II\\_%20The%20HR%20and%20Leadership%20Scorecards.asp#ToPage](http://www.shrm.org/research/briefly_published/Scorecards%20Series%20Part%20II_%20The%20HR%20and%20Leadership%20Scorecards.asp#ToPage) [accessed 24 March 2011].

**Citing this form of reference in the body of your assignment:**

In this case, refer to it as (Lockwood, 2006). If quoting directly, add a page number (Lockwood, 2006:3). If there is no page number, use inverted commas at the beginning and end of the quote and add (Lockwood, 2006). If no date is given, it is cited as (Lockwood, no date).

Organisations place a great deal of information on the internet without mentioning a specific author. In such cases, ascribe authorship to the smallest identifiable organisational unit.

### 3.9 Format of a list of references

At the end of the assignment, you must provide a complete list of references using the correct format as indicated above. These are arranged **alphabetically** according to the authors' names. If the author is unknown, the title is used to determine the position of the work in the list of references.

The following is an example of how the sources above would be listed in the list of references:

#### LIST OF REFERENCES

Beatty, RW, Huselid, MA & Schneier, CE. 2003. "New HR metrics: scoring on the business scorecard", *Organizational Dynamics*, 32(2):107.

Becker, BE, Huselid, MA & Ulrich, D. 2001. *The HR scorecard, linking people, strategy, and performance*. Boston, Mass: Harvard Business School Press.

*Business Day*. 2001. 27 September. 6.

*Concise Oxford Dictionary of Current English*. 1995. Ed. by Thompson, D. 9th ed. Oxford: Clarendon Press.

Gennard, J & Judge, G. 2010. *Managing employment relations*. 5th ed. London: Chartered Institute of Personnel and Development.

Heller, F. 1996. "Leadership". In: Warner, M. ed. *International Encyclopedia of Business & Management*. Vol 3. London: Routledge. 2541–2549.

Hepple, B (ed). 1986. *The making of labour law in Europe: a comparative study of nine countries up to 1945*. London: Mansell.

*International Encyclopedia of Business & Management*. 6 vols. 1996. Ed. by Warner, W. London: Routledge.

Jones, D. 2001. "Asmal says life-skills education will be enforced in every school", *Business Day*. 22 August. 4.

Lockwood, NR. 2006. *The HR and leadership scorecards. Scorecards Series Part II*. Alexandria, VA: SHRM. Available from: [http://www.shrm.org/research/briefly\\_published/Scorecards%20Series%20Part%20II\\_%20The%20HR%20and%20Leadership%20Scorecards.asp#TopOfPage](http://www.shrm.org/research/briefly_published/Scorecards%20Series%20Part%20II_%20The%20HR%20and%20Leadership%20Scorecards.asp#TopOfPage) [accessed 24 March 2011].

Opec countries agree to keep oil output steady. 2001. *Business Day*. 27 September. 8.

Republic of South Africa. Department of Labour. 1995. *Labour Relations Act, No. 66 of 1995. Government Gazette, 366 (16861)*. Pretoria: Government Printer.

Salamon, M. 2000. *Industrial relations: theory and practice*. 4th ed. Upper Saddle River, NJ: Prentice-Hall.

Statistics South Africa. 2010. *Quarterly Labour Force Survey, Quarter 4, 2010*. Statistical release P0211. Pretoria: Statistics South Africa.

Swanepoel, BJ (ed). 1999a. *The management of employment relations: conceptual and contextual perspectives*. Special student edition. Durban: LexisNexis Butterworths.

Swanepoel, BJ (ed). 1999b. *The management of employment relations: organisational level perspectives*. Special student edition. Durban: LexisNexis Butterworths.

University of South Africa. Centre for Corporate Business Management. 2009. *Corporate citizenship, only study guide for MNW301G*. Pretoria.

Note that a table of contents, source references and a list of references are not required when you answer examination questions. However, these are important for assignments. It is also important to use the correct referencing techniques, as this is required in academic writing and will become even more important when you further your studies.

#### 4 Analysing a written question (assignments and examination)

**This example provides a guideline on how to read a relatively challenging essay question correctly.**

##### Example question

Recognition of prior learning (RPL) in South Africa has been hampered by the stipulation that fundamental learning must be in place before a qualification can be awarded. As a result, many South Africans with years of experience who are completely competent in their workplaces – but had little or no formal education – were denied recognition and advancement for this reason. With this background in mind, answer the following question:

- 1.1 Critically synthesise and explain how the recent changes and key improvements (2008/2009) in skills development legislation (education, training and development) in South Africa will address the challenge highlighted in the scenario above.

##### How to “read” the above question:

1. **First identify the key aspects** (see the aspects that we have highlighted below).

Recognition of prior learning (RPL) in South Africa has been hampered by the stipulation that **fundamental learning** must be in place **before a qualification** can be awarded. As a result, many South Africans with **years of experience** who are completely competent in their workplaces – but had little or no formal education – were denied **recognition and advancement** for this reason. With this background in mind, answer the following question:

- 1.1 Critically synthesise and explain how the recent changes and key improvements (2008/2009) in **skills development legislation** (education, training and development) in South Africa will address the **challenge** highlighted in the scenario above.

## 2. Establish the meaning/importance of each key aspect.

Aspect in the question identified as being important	Your thought process and analysis of the important aspect identified in the question
fundamental learning	This was required before access to a qualification/advancement was possible.
before a qualification	The requirement for qualifications was fundamental learning.
years of experience	Experience of competent workers was ignored.
recognition and advancement	People had no access or advancement as a result of their experience.
recent changes	The requirement of fundamental knowledge before qualifying for a qualification has changed.
2008/2009	The requirement changed in 2008/2009.
skills development legislation	What changed? The legislation. For something to change it must already exist, so we are referring to legislation/structures that existed before 2008/2009 and were changed (amended) during 2008/2009.
challenge	What was the challenge in the scenario? RPL and advancement based on years of experience.

Once you have gone through this process, you will notice that you have not even referred to the prescribed book or study guide/Tutorial Letter 501; you have only identified what you are looking for:

### **All ETD legislation that existed before 2008/2009 but was amended in 2008/2009 and how the changes/amendments will impact on RPL**

Don't you think it will be much easier now to get the information and apply it correctly in order to answer what was asked?

## 5 Guidelines for answering case studies

Students often have difficulty in answering case study questions. The use of a case study assesses whether you can apply knowledge by analysing a situation, synthesising a report on the facts, assessing alternative courses of action and making decisions as to the "best" solution to the problem.

A particular case is seldom straightforward and there is not necessarily one correct or best answer. There are usually grey areas involved and there may be several causes of, and solutions to, the problem. Your task is to analyse the situation and suggest solutions based on sound theory and facts, and not on subjective opinions. You need to read "between the lines" to try to understand the finer issues, but do not make assumptions and impose your own facts on the case.

Make sure you identify and understand the key issues. Give practical examples from the case, in your own words, to justify your answers. In your answers to case study questions you should be able to demonstrate clear and logical thought processes regarding the issues, and show that you are able to apply the theory that this module will provide you with.

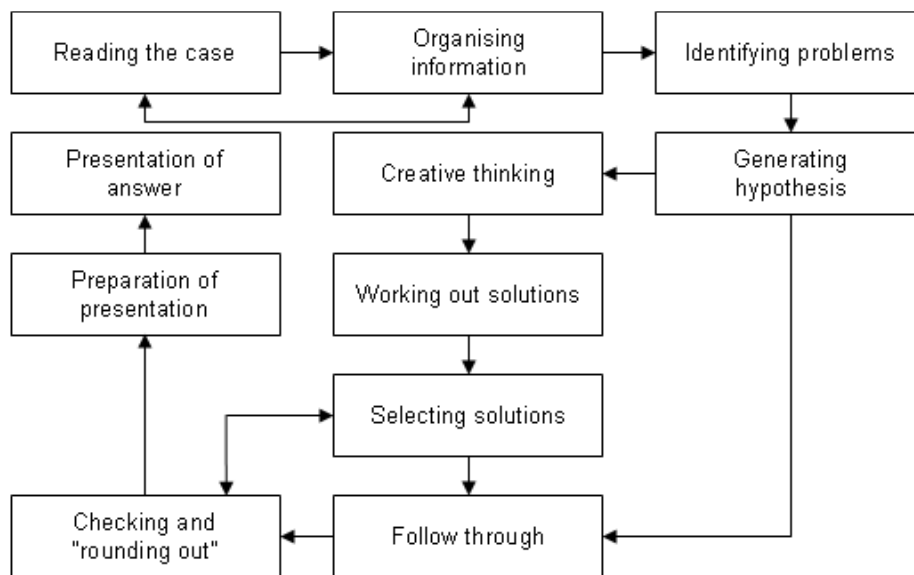
We suggest you follow the steps given below when answering questions based on case studies:

- Step 1: Understand the situation.
- Step 2: Diagnose problem areas.
- Step 3: Generate alternative solutions.
- Step 4: Predict outcomes.
- Step 5: Evaluate alternatives.
- Step 6: Plan the contingencies.
- Step 7: Communicate the results.

Winstanley and Woodall (1995:14) suggest the following dos and don'ts:

- Do spend sufficient time reading the case study and trying to absorb the information before doing anything else. This will involve more than one reading and the first attempt is best devoted to a quick skim. It takes time to organise the information (to work out what is missing, what is fact and what is opinion, and thus the extent to which you can establish clear facts or will need to resort to inferences, speculation and assumptions, which are more tenuous).
- Don't jump to conclusions or form any judgements at this stage!
- Do spend time identifying the problems. These may be present now or may be indicated as future threats and opportunities; they may be explicit or they may be implicit and apparent only after the details of the case have been absorbed; problem areas may also be interrelated.
- Don't jump to conclusions about solutions. The problem areas need to be analysed in terms of symptoms and causality. At this point, it is often useful to apply visual techniques such as algorithms (see the figure on the next page) or mind maps. Hypotheses may need to be tested against the evidence and the problem itself may need to be reformulated. It can be useful to summarise your analysis in a short statement about the problem area, with supporting evidence and some attempt to prioritise (in terms of importance to the organisation, urgency and ease of solution).
- Do be as creative as possible in formulating solutions! If the case study involves group work, then it is important to observe the rules of brainstorming: let everyone contribute; treat all contributions as of equal merit; and avoid judgement of new ideas. While the formal knowledge acquired during the module will be a major resource to draw from, it is unlikely that it will be confined to precise topic areas, and experience and imagination can be as valid as formal knowledge here! Solutions can sometimes be presented as solution trees.
- Do follow the solutions through by endeavouring to predict possible outcomes. This can be attempted by listing the solutions in terms of the key areas where they are likely to have an impact and placing a value on the probabilities.
- Don't go for the most appealing solution until all the others have been systematically eliminated. It is important to clarify the criteria of choice between solutions (including the values of individuals/organisations, and the importance and probability of effective outcomes).
- Don't just stop here! Once a solution has been agreed on, it is tempting just to sit back. However, "rounding out the analysis" means that checks should be made to ensure that the proposal is sufficiently detailed with regard to recommendations on decisions and implementation, and that there is a contingency plan in case of failure. You should also make sure that you have looked at the matter from all possible angles. Drawing up an action plan can be helpful.
- Do give some thought to how you will present the results. If the solution is the outcome of group work, this should be reflected in the presentation. There should be no room for either "prima donnas" or a shambling "Greek chorus"! The nature of the presentation requires careful thought in relation to the role of participants, its purpose and audience, the timing and the level of feedback desired.

**FIGURE: ALGORITHM OF HOW TO USE A CASE STUDY**



Source: Winstanley, D & Woodall, J (eds). 1995. *Case studies in personnel*. London: IPD House. 152.

The intention is for this systematic approach to be helpful but not too prescriptive. Indeed, there is reason to believe that methods that compel problem-solving can be over-rigid as well as rigorous. They are often “trapped” in a mechanistic, rationalistic way of thinking. The history of scientific discovery abounds with anecdotal evidence of the great inventions and discoveries that were made on a flight of fancy or in the depths of the imagination.

For your convenience we include a few links to sites that provide additional information on how to deal with case studies. Links to watch video clips that explain how to analyse a case study are also provided.



### **INTERNET RESOURCES/SEARCH THE INTERNET**

[https://www.dlsweb.rmit.edu.au/lisu/content/2\\_assessmenttasks/assess\\_tuts/case%20study\\_LL/answering.html](https://www.dlsweb.rmit.edu.au/lisu/content/2_assessmenttasks/assess_tuts/case%20study_LL/answering.html)

<http://www.wikihow.com/Do-a-Case-Study>

[http://www.answers.com/Q/How do you solve case studies](http://www.answers.com/Q/How_do_you_solve_case_studies)

[http://www.ehow.com/how\\_8342765\\_answer-case-study-questions.html](http://www.ehow.com/how_8342765_answer-case-study-questions.html)

[http://wps.prenhall.com/bp\\_laudon\\_essmis\\_6/21/5555/1422312.cw/content/index.html](http://wps.prenhall.com/bp_laudon_essmis_6/21/5555/1422312.cw/content/index.html)

[http://cws.cengage.co.uk/thompson5/students/sg\\_cases.pdf](http://cws.cengage.co.uk/thompson5/students/sg_cases.pdf)

<http://www.wikihow.com/Analyse-a-Case-Study>

<https://www.youtube.com/watch?v=FuG8AzK9GVQ>

<https://www.youtube.com/watch?v=wFH7veqfCD4>



## 6 Administrative requirements for assignments

Please note the following with regard to the submission of assignments:

- (1) The first assignment for some of the modules offered in our department comprises 20 **multiple-choice questions**. In case of semester modules, different assignments are set for semesters 1 and 2. When submitting this assignment, you are required to use one of the official Unisa **mark-reading sheets** provided upon registration. Alternatively, you may submit the assignment online via myUnisa or your smartphone. Read the instructions on how to use and complete mark-reading sheets in the *Study @ Unisa* brochure. Remember to indicate the **correct unique number** for the particular assignment on the mark-reading sheet.
- (2) When submitting written assignments, **typed** (1½ spacing, Arial font size 11) assignments would be appreciated, but are not essential. Please allow for a sufficient right-hand margin in your assignments for comments from the lecturers.
- (3) Please adhere strictly to the prescribed length of 10 to 12 pages per assignment, unless otherwise indicated in the Tutorial Letter 101 for a particular module. The purpose of limiting the length of assignments is to compel you to include only the main facts in your answer. Additional pages are allowed for the list of references and illustrations, if necessary. Use the correct unique number for each assignment.
- (4) **No extension of time** will be granted for submitting assignments. The due dates have been set in compliance with the academic planning dates for the university and these allow sufficient time for the preparation and technical completion of assignments. It is your responsibility to ensure that the assignment reaches Unisa in Pretoria on or before the due date. The prescribed due date for an assignment is the date on which **it must reach the university** in Pretoria. To ensure that an assignment reaches Pretoria before its due date, it should be posted in the assignment boxes at the regional facilities **at least two working days** (48 hours) before the due date. If you use the South African postal system, please make sure that you post the assignment at least one week before the due date if you are posting it from within South Africa. Assignments submitted via myUnisa should also be submitted in advance (we recommend at least two days), as we sometimes experience downtime on the system due to increased activity or maintenance. **Make sure that you attach the correct document when submitting on myUnisa. Do not embed files in your electronic document.** Refer to the *Study @ Unisa* brochure for more detail.
- (5) Do not complete an assignment cover when submitting assignments consisting of multiple-choice questions by post. Merely complete and submit the mark-reading sheet. Make sure that you include all the relevant details on the mark-reading sheet in pencil. When submitting **written assignments via the postal system**, use the **assignment cover** that has been specially provided. The following information must be furnished clearly and correctly on the cover:
  - your name and postal address
  - module code: for example HRM1501 or PMA221S or LRM4802 or HRD3702
  - the unique number for the assignment (you can obtain this on myUnisa or in Tutorial Letter 101 of the module)
  - assignment number: **01, 02 or 03**
  - your student number

Any mistake on the cover page will inevitably cause a delay. Before you submit your assignment, go through the following checklist:

Did you	✓
give your correct name, surname and postal address and code?	
write your student number in the space provided and colour in the numbers in pencil in the space?	
write the module code in the space provided?	
write the assignment number in the space provided?	
write the correct unique assignment number in the space provided and colour in the numbers?	

- (6) Each page of the completed assignment must be numbered consecutively. When submitting an assignment in an assignment box or via the post office, make sure that the pages are in the correct order before you staple them into the assignment cover. Each assignment must be stapled inside its own cover and posted separately. Use the official assignment envelopes that you received upon registration. You can also submit the assignments electronically on myUnisa (<https://my.unisa.ac.za>).
- (7) Your assignment must have exactly the same number as the one specified in Tutorial Letter 101 for each module (01, 02, etc) with the correct unique number.
- (8) Please note that we are **not able to receive or handle assignments via fax or e-mail**. Such assignments will not be acknowledged or marked.
- (9) Completed assignments may be posted in Unisa assignment boxes located in various locations. Consult the *Study @ Unisa* brochure for addresses for these assignment boxes.
- (10) Completed assignments posted to the university should be in the official assignment envelopes. Please note that if you send your assignment in another type of envelope, it will be sent back to you. The envelopes provided by the university for the submission of assignments are C4 size and therefore require extra postage. Please remember to pay the correct postage. Consult your post office before affixing any stamps to these envelopes.
- (11) You may also submit assignments through the **internet** by using myUnisa. Follow the instructions provided in the *Study @ Unisa* brochure. Multiple-choice question assignments can also be submitted via your cell phone or myUnisa. **Do not submit an assignment both by post and on myUnisa.**
- (12) Unisa does everything possible to ensure that assignments reach the university safely. However, it does sometimes happen that assignments do not reach the lecturers. Therefore, **please make and keep copies of all your assignments and keep proof that you have submitted them.**
- (13) Assignments consisting of multiple-choice questions will be marked electronically and a statement of your results will be sent to you. If you submit written assignments, the marked assignment will be posted back to you. Your name, postal address and correct postal code must therefore be filled in clearly and correctly on the assignment cover. Assignment marks are also available on myUnisa and are communicated to students via SMS as soon as they become available.

- (14) Do not attach different assignments to one another and do not submit different parts of the same assignment separately. Use a separate assignment cover page for each assignment (except for multiple-choice question assignments, where no cover is required).
- (15) Although we encourage you to form study groups in which you can share information and discuss subject contents, we strongly discourage you from copying assignments. When submitting an assignment, you are expected to demonstrate your **own** understanding of the module contents. The copying of assignments will not be tolerated. Please refer to the plagiarism information in this tutorial letter and in Unisa's assessment policy. **Where it is found that two or more students copied and submitted the same assignment, the assignment will be evaluated and the mark will be divided between the number of students involved.** For instance, if two students submitted the same assignment and a mark of 60% was awarded for the assignment, this mark will be divided by two and each student will receive a mark of 30%.
- (16) If myUnisa is offline, please do not fax or e-mail a copy of your assignment to your lecturers or the university. **Please DO NOT submit an assignment on myUnisa and also post the same assignment.**

## 7 Key concepts for assignments and examinations

When answering an assignment or examination question or when studying the learning objectives in the study guide, you will notice that different types of questions require different types of answers. These different types of answers relate to the various cognitive levels identified by Bloom (1974). Certain verbs are used for this purpose (see below), indicating the corresponding cognitive levels required, thus serving as a guideline for the type of answer that should be given.

### Definition of verbs

You also need to pay special attention to the wording of questions because it will guide you in giving the correct answer and deciding on the focus of the question. The following verbs are frequently used in instructions for assignments and the examination. Please study the description to enable you to understand fully what is required.

Outcome verb	Description
Analyse	Consider the problem or phenomenon in detail by isolating the main issues and focusing on the essential strengths and weaknesses. Determine what the properties of each component are and show the relationship between the parts.
Apply	Show how something can be used in a particular situation or in practice.
Argue	An argument must single out the essential facts of a matter and then go on to explain those essential facts. It must be possible to discern what the essential facts are and why they are essential.
Comment on	Give your reasoned opinions on something. Give your reactions.
Compare/ contrast	Indicate and weigh up similarities and differences between two or more ideas or concepts.
Compile	Gather information by collecting the parts and draw up a final version.
Define	Write a brief paragraph explaining the exact meaning of a concept without any description or examples – unless asked for.

<b>Outcome verb</b>	<b>Description</b>
Demonstrate	Show clearly how something works by describing and explaining it.
Describe	Give a short introduction and then state the characteristics of the object/item/idea/concept in a logical, structured manner so that a complete picture is formed. Write a short summary in conclusion.
Design	Represent ideas in the form of a plan or strategy.
Develop	Put together ideas and concepts in a new or advanced way so that other people can use them.
Discuss	Explain all aspects, point out strengths and weaknesses, highlight crucial aspects, consider the issue from various angles and (finally) arrive at a reasoned conclusion.
Distinguish	Show the difference between ideas or concepts.
Draw/construct	Make or formulate a model, a sketch, a figure or a diagram, labelled or accompanied by a brief description of the various parts.
Enumerate	Mention items or points one by one. No detail is required and the result of an enumeration is a list of things or aspects.
Evaluate/ criticise	Give your reasoned opinion on the value of something after considering all the evidence and the opinions of others. Decide how good, bad, worthwhile, relevant or important something is. Indicate the merits (on the one hand) and the shortcomings (on the other).
Examine	Divide the question or problem into parts and describe each part critically.
Explain	Clarify or give a clear exposition of a concept. It is often useful to give examples. Say why something is the way it is.
Formulate	Express ideas in the form of precise and comprehensive statements.
Identify	Put a name to something; list relevant aspects.
Illustrate	Use examples, figures or diagrams to make a concept totally clear.
Indicate	Point out or show something.
Interpret	Give your subjective opinion about the probable meaning and significance of the concept or material in question.
Justify/motivate/ substantiate	Give adequate and convincing reasons or grounds for a proposition or conclusion. Argue in favour of an idea, explanation or course of action.
List/name	Draw up a structured list of names or facts in point form, one after another, without discussing them. Number the items for clarity and set them out on separate lines for neatness.
Outline	Set out the main points without giving too much detail.
Relate	Show what the connections are between concepts and discuss the similarities and differences.
Prove	Facts must be supported by the logical advancement of acceptable reasons based on sound theoretical principles.
State	Present information clearly and concisely.
Suggest	Propose a theory or solution to a problem and defend it by showing how it could work.
Summarise	Give the main points, omitting the details.
Synthesise	Put ideas together to form a whole.

## APPENDIX D: FREQUENTLY ASKED QUESTIONS



The following frequently asked questions are specific to the modules offered by the Department of Human Resource Management. **Read these questions first before contacting our department.** Where applicable, module-specific questions will be addressed in Tutorial Letter 101 for each module. For general contact details, refer to the *Study @ Unisa* brochure.

### STUDY MATERIAL (INCLUDING STUDY GUIDES, TUTORIAL LETTERS, LEARNING UNITS, PRESCRIBED BOOKS, ETC)

PRESCRIBED BOOK	
<b>Must I purchase a prescribed/recommended book?</b>	Refer to Tutorial Letter (TL) 101 or the myUnisa module site for each module for information on the prescribed study material.
<b>Can you provide me with the details of bookstores that may have books in stock?</b>	A list of <u>official booksellers</u> appears in the <i>Study @ Unisa</i> brochure which you received on registration. You can also access the information on myUnisa. We advise that you purchase your prescribed books (where applicable) directly after you have registered. You can download the tutorial letters from myUnisa if you have not yet received them by post or when they are out of stock.
<b>May I use another book instead of the one specified in TL 101?</b>	Refer to TL 101 for each module for information on the prescribed study material.
<b>What specific chapters or pages do I need to study and what can I leave out?</b>	The chapters or pages that you need to study are indicated in your study guide or modules online document (or TL 501 where applicable) or on the myUnisa modules site. If you can omit certain pages, we will indicate these pages in the study material. You will not be examined on those sections indicated in the study material as being for reading purposes only.
<b>Could you highlight the most important aspects of each chapter?</b>	Some students are inclined to study only the “most important issues”. This may prove to be disastrous in the examination. All aspects of the prescribed chapters/study units should be regarded as important for examination purposes. We suggest that you refer to the learning outcomes or guidelines at the beginning of each topic/study unit/learning unit to see which aspects of the learning material you need to master.
STUDY GUIDES (SG)	
<b>How is the content of the study guide/module determined?</b>	The content of a distance-learning module is determined through a systematic process for designing and developing such materials. This includes an assessment of the education needs at the different levels of the qualification and an analysis of the learner group, the requirements of the Council on Higher Education (CHE) and the requirements of the specialist field of study. The inputs of various stakeholders are also taken into account, for example the legal requirements of government (that is, the various laws relating to the field of study), the needs of the workplace and industry, the requirements of the specialist field of study and feedback from students through opinion surveys and focus group interviews. The curriculum and study guide are normally developed by a team including subject specialists, instructional designers, editors, authors of distance learning materials, graphic artists, etc. The curriculums and our assessment are also brought in line with the level in the Higher

	Education Qualification Sub-Framework on which the module is offered.
<b>The module is theory based. Why can the module not be more practical to equip us with skills?</b>	Although the module is mostly theory based, we will require you to do activities, including case studies, that are aimed at relating the theory to the practical human resource management environment. Students who take their work seriously will also complete these activities, which will help them to better understand the work, apply the theory and develop the cognitive skills relating to HRM practice.
<b>The sequence of the study units in the study guide and the chapters in the prescribed book is not the same. Should I use the study guide only?</b>	No. The study guide/modules online document/workbooks/learning units will indicate which chapters/sections and content you are required to study in the prescribed book.
<b>I have lost my study guide/ study material. Could you please mail or fax me a copy?</b>	If you lose your study guide/material, you will need to order a replacement copy from the Despatch Department. The study material (study guide/modules online document(s) and tutorial letters) for this module is also available from myUnisa ( <a href="https://my.unisa.ac.za">https://my.unisa.ac.za</a> ) to download. We do not mail, e-mail or fax copies of study material to students.
<b>TUTORIAL LETTERS (TL)</b>	
<b>What is Tutorial Letter 101?</b>	You will receive Tutorial Letter 101 for every module for which you are registered. It contains essential information about administrative matters, assignment details such as submission dates, in most cases also the actual assignment questions, as well as the prescribed sources for that specific module. It is essential that you read through the TL 101 for each module carefully. Also refer to the <i>Study @ Unisa</i> brochure for more information on the purpose of this tutorial letter.
<b>What is Tutorial Letter 501?</b>	Some modules make use of a TL 501, which replaces a study guide or serves as an additional document to the study guide for the module. Refer to TL 101 for each module to obtain more information for the particular module.
<b>What is Tutorial Letter HRMALL6/301, 302 or 303?</b>	In the Department of Human Resource Management we make use of HRMALL6 tutorial letters to communicate important information to students enrolled for modules offered by our Department. This can include frequently asked questions, generic information applicable to all the modules, changes in our qualifications and the like. <b>Read these carefully.</b>
<b>I have lost one of my tutorial letters. Could you please mail, e-mail or fax me a copy?</b>	If you lose a tutorial letter, you will need to order a replacement copy from the Despatch Department. The study material (study guide/modules online document(s) and tutorial letters) for modules are also available from myUnisa ( <a href="https://my.unisa.ac.za">https://my.unisa.ac.za</a> ). We do not mail, e-mail or fax copies of tutorial letters to students.
<b>I would like to do some additional exercises. Kindly provide me with TLs from previous years.</b>	Unfortunately, we cannot do this. Owing to the limited storage space available at Unisa, no printed tutorial letters from previous years are kept and so none can be made available to students.
<b>MODULES ONLINE DOCUMENTS (MO)</b>	
<b>What is a modules online (MO) document?</b>	You will receive a modules online document (MO001) for new online modules. It contains all the workbooks/learning units for the particular module and it is also available under additional resources, that is, "modules online document", to download. For modules that have already been offered online in the past you will receive an MO001 and MO002. In the MO001 you will find workbook 00 or learning unit 00 that tells you exactly where to start, where to find what and what you will need. It is essential that you read this carefully. In the MO002 you will find the remaining workbooks or learning units and also the assignments that you have to submit.

<b>Where do I find this document?</b>	You will receive a printed copy and it is also available on myUnisa.
<b>LEARNING UNITS</b>	
<b>What is a learning unit?</b>	We make use of learning units for some of the online modules. Refer to the module page for the module, find the learning unit tool on the left-hand side. Learning units are similar to the study units that you will find in a study guide. You will also find an explanation on the welcome page for the module.
<b>WORKBOOKS</b>	
<b>What is a workbook?</b>	For some online modules we make use of workbooks. You will find these under official study material. The complete modules online document is also available under additional resources in the folder "modules online document" on the myUnisa module site. On the welcome page on the myUnisa module site the lecturer will also explain where the different resources can be found.
<b>ONLINE MODULES</b>	
<b>Where do I start with an online module?</b>	Log on to myUnisa and go the module page for the module. Read it – you will find further instructions. Remember that you may be required to purchase a prescribed book as well ( <b>do this immediately</b> ). Make sure that you familiarise yourself with the requirements for the specific module and get started as soon as possible. Also make sure that you know where you will find what for the particular module on myUnisa. We thus advise that you orientate yourself regarding each online module as you would for print-based modules. <b>Make sure that you visit myUnisa regularly and that you have regular access to myUnisa and your myLife e-mail.</b>
<b>When will I receive my printed study material?</b>	Refer to the welcome page of the module on myUnisa. You will find further instructions there which also refer to Tutorial Letter HRMONLI/301/4/2018. <b>Do not wait for the printed material before you start with your studies. Download it from myUnisa and get started. Also purchase your prescribed book.</b>
<b>Where do I find assignments and due dates?</b>	Refer to the module page on myUnisa for more details and instructions.
<b>How do I submit assignments?</b>	Submit your assignments on myUnisa. Refer to Tutorial Letter 101 for more details.
<b>Do I also write an online examination?</b>	Refer to the module site on myUnisa for more details, Tutorial Letter 101 for the module and Tutorial Letter HRMONLI/301/4/2018. Examinations are <b>not</b> written online.

**ASSESSMENT  
(INCLUDING FORMATIVE AND SUMMATIVE ASSESSMENT)**

<b>ASSIGNMENTS (FORMATIVE ASSESSMENT)</b>	
<b>Do I have to do the assignments?</b>	Refer to the assignment and examination information provided in TL 101 for each module. You have to submit assignments on time to earn a year mark and to be admitted to the examination.
<b>My assignment is late because ... Can I submit it later?</b>	The answer here is a simple "no". It is your responsibility to ensure that your assignment reaches the Unisa main campus on or before the due date. We cannot accept late assignments. Note that you will not be admitted to the exam if you submit the compulsory assignment late.
<b>Can I submit the self-assessment assignments to my lecturers for marking?</b>	No, we have provided guidelines for answering these assignments and they are for self-assessment purposes only, but you are welcome to contact the lecturers if you are struggling with these.
<b>Can you please send me the answers to the assignments of other semesters (the</b>	No, unfortunately, we cannot do this.

<b>ASSIGNMENTS (FORMATIVE ASSESSMENT)</b>	
semester for which I am not registered)?	
Can I resubmit my assignment after it has been marked to obtain a better mark?	No, once you have submitted an assignment and it has been marked you cannot resubmit your assignment to obtain a better mark.
Can I submit an MCQ assignment using my cell phone?	Yes, refer to the <i>Study @ Unisa</i> brochure for more information and the procedure to follow.
How should I approach case studies?	Refer to Appendix C of this tutorial letter for guidelines.
Where do I find the unique number for assignments?	The unique numbers for MCQ and written assignments are included in TL 101 for each module and can also be found on myUnisa.
Do all assignments have unique numbers?	Yes, multiple-choice question and written assignments both have unique numbers; please make sure that you supply the correct unique number when you submit your assignments.
If I post assignments consisting of multiple-choice questions to Unisa, do I need to staple the mark-reading sheet to an assignment cover and submit it like that?	Please do <b>not</b> staple the mark-reading sheet to an assignment cover and submit it like that. Refer to the guidelines in the <i>Study @ Unisa</i> brochure. You may also submit the assignment on myUnisa or with your cell phone.
<b>EXAMINATION (SUMMATIVE ASSESSMENT)</b>	
Can you give me any “tips” or scope for the examination?	No, we do not give students “tips” or scope. You need to refer to the study guide/modules online document(s) and tutorial letters and prescribed material. Guidelines on how to prepare for the examination are provided in the tutorial letters for each module.
I am going overseas a week before the examination results are due. Could you please tell me what mark I received for this paper or give me an indication whether I have passed?	No results are released prior to the dates set by the Examination Department. Please do not phone the Department of Human Resource Management and ask for your results. (See the <i>Study @ Unisa</i> brochure.)
I am not happy with my examination mark. How do I ask for a re-mark or check of the examination marks?	Full details of the re-marking/checking of examination scripts appear on the reverse side of the examination results you received. Please do not phone the Department of Human Resource Management to request such a re-mark. Instead, contact the Examination Department to arrange for a re-mark. <b>Lecturers are not involved in this independent and objective process. Also refer to the <i>Study @ Unisa</i> brochure.</b>
I am not familiar with examination-taking skills at a tertiary institution. How can I improve my examination-taking skills?	We suggest that you contact the Counselling Division for advice on this; refer to the <i>Study @ Unisa</i> brochure for more details.
What are the assessment criteria for the examinations?	You will be assessed on the learning outcomes of each module. These learning outcomes are provided at the beginning of each topic and/or study unit in your study guide/modules online document(s). For online modules these are included in the workbooks or learning units.
Can I obtain copies of old examination papers and their memoranda?	Limited copies of old examination papers are placed on myUnisa under the official study material (scroll down to the bottom) by the Examination Department. Please note that these examination papers



<b>ASSIGNMENTS (FORMATIVE ASSESSMENT)</b>	
	are provided to give you an idea of the expected format of your examination and you should not regard them as an indication of questions that are likely to appear in the examination you will write or what you can omit. It is important that you also refer to the examination guidelines provided in your tutorial letters for each module, as the format of examination papers may vary from year to year. No further previous examination papers will be provided, nor can we provide you with memoranda for the example papers provided. Please do not contact your lecturers for copies of previous examination papers or the availability of examination papers on myUnisa, as this is a function performed by the Examination Department.
<b>I am registered for the first semester. When will I be writing my examination?</b>	A first-semester module runs over the first half of the year (with the examination taking place in May/June). If you are registered for Semester 1 in 2018, you will write the examinations during the May/June 2018 examination period; if you qualify for an aegrotat or supplementary examination, this will be written in October/November 2018. Remember that there are sometimes additional fees to be paid in such cases – consult the <i>Study @ Unisa</i> brochure for more information. Semester modules are offered in both semesters each year.
<b>I am registered for the second semester. When will I be writing my examination?</b>	A second-semester module runs over the second half of the year (with the examination in October/November). If you are registered for the second semester in 2018, you will write the examinations during the October/November 2018 examination period; if you qualify for an aegrotat or supplementary examination, this will be written in May/June 2019. Remember that there are sometimes additional fees to be paid in such cases – consult the <i>Study @ Unisa</i> brochure for more information. Semester modules are offered in both semesters each year.
<b>FI CONCESSIONS</b>	
<b>Can I phone the lecturer or the Department of HRM to establish whether I have been identified as an FI student?</b>	No, the Examination Department deals with these matters. Once you have been officially identified, they contact the academic department for further action. The Examination Department will correspond with you regarding your FI Concession.
<b>What will such a concession consist of?</b>	In the Department of Human Resource Management we make use of alternative assessments for FI Concessions – refer to Appendix E in this tutorial letter for more details.

<b>GENERAL</b>	
<b>I wish to get in touch with students who are also enrolled for the module in my area. Please provide me with their contact details.</b>	The particulars of fellow students may be obtained from Unisa – refer to the course site for each module on myUnisa to get in touch with your fellow students. You can even use the discussion forums to get in touch with fellow students.
<b>I am living with a disability. How can Unisa assist me?</b>	You can make special arrangements for the examination in accordance with our assessment policy and you can obtain additional support/assistance if needed. <a href="#">ARCSWiD</a> and the Examination Department can assist in this regard. Consult the <i>Study @ Unisa</i> brochure for more information.

<p><b>I find it difficult to manage my study time and to stick to the schedule. This is why most of my time is spent on preparing for the examination.</b></p>	<p>Please consult the <i>Study @ Unisa</i> brochure for details on how to plan for your studies and to access the year planner. Also, consult TL 101 for a module-specific study plan or make use of the electronic schedule on myUnisa.</p>
<p><b>What if I have received a CD or DVD and I don't have the equipment to play it?</b></p>	<p>Many regional learning centres or regional offices have computers that students may use. Regional offices may also give you details of places that might have equipment that you can use. Please refer to the <i>Study @ Unisa</i> brochure for more information.</p>
<p><b>I do not know how to use a dictionary/glossary.</b></p>	<p>Refer to Appendix A in this tutorial letter where we have provided a comprehensive guide on using these items. We have also provided an explanation of the various types of dictionaries available.</p>
<p><b>I do not know where to get the support I need for developing skills, such as business-related skills and reading and studying skills.</b></p>	<p>We suggest that you approach the University about the development of reading and study skills. Refer to the <i>Study @ Unisa</i> brochure for more information. Every lecturer tries to promote skills development in the module for which he/she is responsible. However, skills development can take place only when the learning material and the learning outcomes have been mastered and when you have the ability to apply the various concepts and principles. The activities and assignments in the study guide are aimed at promoting learning, understanding and application, all of which are prerequisites for developing skills.</p>
<p><b>Where can I obtain financial aid?</b></p>	<p>Refer to the <i>Study @ Unisa</i> brochure.</p>
<p><b>What purpose does a case study serve?</b></p>	<p>Students studying Management Sciences (including Human Resource Management) should be assessed on their knowledge <b>and</b> application of business principles. Knowledge can be tested fairly easily. The application of business principles, however, is more difficult to test. One way of doing this is by using case studies. A case study attempts to put you into a practical situation and thus test your ability to apply business principles. Refer to Appendix C in this tutorial letter for assistance on how to approach case studies.</p>

## **APPENDIX E: ALTERNATIVE ASSESSMENTS**

Some students may be identified as possible Final Year (FI) Concession students based on their examination results obtained in the preceding examination period. The Department of Human Resource Management will communicate with qualifying students regarding the type of alternative assessment to be implemented after they have been formally identified by the relevant administrative department. The FI Concession is a mechanism instituted by the University to assist qualifying students to complete their qualification. The University therefore reserves the right to grant or decline the concession or to withdraw the opportunity at any stage.

Students who qualify for the concession must meet the following criteria:

1. They require no more than two (2) modules to complete their qualification (undergraduate students).
2. They are registered to complete a qualification at Unisa (modules selected as NDP modules are not considered for the concession).
3. The outstanding modules are required to complete the qualification.
4. They must have written and failed the outstanding modules in the preceding examination period.

If a qualifying student misses an FI assessment for legitimate reasons with proof submitted to Unisa, a second and final assessment opportunity may be granted subject to approval. Students who fail to take the second assessment opportunity will have to re-register. Students are encouraged to re-register for the outstanding modules even though they have been identified for FI Concession. Should they fail during the FI Concession assessment opportunity, they may simply continue with their registration. In the event of a pass, the university will cancel the registration and refund the money paid.

Students cannot apply for an FI Concession opportunity, as this is granted to them by the University. No correspondence in this regard will be entered into. Note that it is the responsibility of the relevant administrative department to identify these students, NOT the academic departments.

FI Concessions are formal assessments and all applicable University rules, regulations and policies will be enforced. No deviation from the aforementioned will be tolerated and students who subject themselves to any form of misconduct during an assessment will be subjected to disciplinary action in accordance with the University Disciplinary Code. All FI assessment documents must be submitted to the University and will remain in possession of the University.

FI Concession results are your final results and are subject to the same procedures and processes as the formal examination results.

FI assessment questions will be e-mailed to the myLife e-mail account of students identified as FI Concession students. When they are identified, it is the students' responsibility to check their myLife e-mail account regularly in order not to miss the assessment opportunity.

The FI assessment will consist of three questions of 25 marks each, for a total of 75 marks. Students will be required to answer all three questions. The questions will be more application-type questions and less theory-type questions, as students will be able to use their prescribed study material for the completion of the FI assessment. Specific instructions will be provided that students have to adhere to.

Completed assessments should be e-mailed to the e-mail address that will be provided by the responsible lecturer. The lecturer will send an acknowledgement of receipt to all students who submit their FI assessment answers. It is the students' responsibility to follow up with the relevant lecturer if no acknowledgement of receipt for the completed assessment is received.

The due dates for the completion of the FI assessments will be communicated to students at the relevant time. Please read your myLife e-mails regularly.

When you answer questions set on a case study, it is important to remember that you need to base your answers on theory and not on your own opinions. You also need to provide evidence that you can apply the theory you have studied to practical situations, such as in the case study. When you answer such questions, always do the following:

- Identify the theory that is involved in the case study.
- Write down the theory to anchor your thoughts.
- Integrate the theory with the information from the case study.
- Make sure that you have answered all the questions fully.

When you are required to provide evidence of your own actions or thought processes, it is important to remember that you may not easily find the answer in the prescribed material. These are called reflective questions. When you answer questions that require you to reflect on something, do not only copy the information from the prescribed material but provide your own opinion and/or experiences of a situation. When you answer reflective questions, always do the following:

- Determine if the question is based on theory or not.
- If the question is based on theory, write down the theory first to anchor your thinking.
- State your opinion if it is required – usually a yes or a no.
- Link your opinion to the theoretical principles you provided.
- Support your opinion by providing examples (either from a case study or from your own life).
- Make sure that you have answered all the questions fully.

## **General**

Read the questions carefully, look at the marks allocated, look at the due date and the specific instructions in the assessment and follow them. The Examinations Department will communicate the results to students when they become available. Accordingly, in line with the university rules, lecturers cannot make the results of these assessments available to students. You must therefore not call the lecturer to ask for examination results.

# Notes

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