



COURSE OUTLINE

HRM311 Enabling Team Synergy and Performance

Course Coordinator: John Whiteoak (whiteoak@usc.edu.au) **School:** School of Business and Creative Industries

2022 | Semester 1

USC Sunshine Coast
USC Moreton Bay

BLENDED
LEARNING

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This purpose of this course is to support the development of collaboration and teamwork skills. The course will explore human resource management frameworks that provide strategies for improving team synergy and performance. The content will focus on enabling human capital in a team setting and include contemporary approaches for operating in a virtual environment. The learning outcomes of this course are widely considered key employability skills and are associated with career success.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Asynchronous online delivery of learning material.	1hr	Week 1	13 times
Tutorial/Workshop 1 – Synchronous and scheduled face to face workshops.	2hrs	Week 2	10 times
Seminar – Synchronous, face to face seminars (Recorded).	1hr	Week 1	3 times
Information session – Synchronous online Task Information Sessions (Recorded/ All cohort/ Shared with Online).	1hr	Week 1	3 times
ONLINE			
Learning materials – Asynchronous online delivery of learning material.	1hr	Week 1	13 times
Tutorial/Workshop 1 – Synchronous online workshops (Recorded).	2hrs	Week 2	10 times
Seminar – The recorded version of the Blended Mode seminars or Synchronous Online Seminars (Recorded) depending on the size of the online cohort. *	1hr	Week 1	3 times
Information session – Synchronous online Task Information Sessions (Recorded/ All cohort/ Shared with Online).	1hr	Week 1	3 times

1.3. Course Topics

1. Team Effectiveness Skills
 - Enabling human capital: Introduction to engagement in teams
 - Working effectively with different personalities
 - Motivation and team performance.
 - Communication skills and emotional intelligence.
2. Team Development Skills
 - Teams and socio-technical systems thinking.
 - Group dynamics and decision-making.
 - High performance team values.
 - Managing diversity, conflict and inclusion.
3. Team Productivity Tools & Analytics
 - Managing virtual teams.
 - Team productivity tools.
 - Understanding HR analytics and team KPI.

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Association to Advance Collegiate Schools of Business
1 Demonstrate knowledge of team dynamics theory, strategy and practice	Knowledgeable Empowered	
2 Demonstrate effective management and collaboration in teams in a business context.	Empowered Sustainability-focussed	PC2 - Collaboration
3 Demonstrate effective communication skills in a business context	Knowledgeable	
4 Apply creative and critical thinking to building team synergy and performance.	Creative and critical thinker Engaged	PC2 - Collaboration PC2.1 - Teamwork

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Students must be in 3rd year of studies.

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Students will be provided with written and verbal feedback throughout the course assessment tasks and tutorial activities; a formative online quiz will be available in week 3

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	30%	Total:1000 words 500 word team-player selection criteria response 500 word summary of key references.	Week 6	Online Assignment Submission with plagiarism check
All	2	Portfolio	Individual and Group	40%	Total: 1500 words + 5 min video 1. 5-minute video recording of group performance 2. 500 word document/portfolio containing teamwork plan. 3. 500 word strategy brief for organisation (group submission). 4. 500 word individual learning reflection (using the template provided).	Week 10	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	30%	1500 words	Exam Period	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Team Effectiveness Skills – Review and Self-Assessment

GOAL:	Prepare a summary of key references that highlights research on how to effectively work as a member of a group and add synergy to a team. Synthesise this research and demonstrate your knowledge of team effectiveness skills to write a personalised response to a selection criteria (to be provided).																					
PRODUCT:	Written Piece																					
FORMAT:	Individual written piece.																					
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Knowledge of working with different personalities</td> <td>1</td> </tr> <tr> <td>2</td> <td>Knowledge of motivation and working effectively in teams</td> <td>2</td> </tr> <tr> <td>3</td> <td>Knowledge of emotional intelligence and its implications for team performance</td> <td>1</td> </tr> <tr> <td>4</td> <td>Includes relevant literature and research</td> <td>3</td> </tr> <tr> <td>5</td> <td>Effectively summarises relevant literature and research.</td> <td>3</td> </tr> <tr> <td>6</td> <td>Written communication</td> <td>3</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Knowledge of working with different personalities	1	2	Knowledge of motivation and working effectively in teams	2	3	Knowledge of emotional intelligence and its implications for team performance	1	4	Includes relevant literature and research	3	5	Effectively summarises relevant literature and research.	3	6	Written communication	3
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6	Written communication	3																				

All - Assessment Task 2: Team Development & Performance Strategy

GOAL:	To demonstrate an understanding of strategies to support working effectively as a high performing team.	
PRODUCT:	Portfolio	
FORMAT:	Video presentation and written pieces	
	<p>This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. It assesses: Program Competency 2.1: Teamwork - Demonstrate effective management and collaboration in teams in a business context.</p> <p>Additional details will be provided.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstration of oral and written communication skills in a business context. 3
	2	Demonstration of an understanding of effectively managing and working in teams in a business context. 4
	3	Knowledge and application of effective team processes 1
	4	Acknowledgement and facilitation of strengths and skills of team members 2
	5	Use of interpersonal skills when engaging with team members. 2 3
	6	Identification and appreciation of the benefits of integrating diversity for a high performing team 1 2
	7	Individual contribution to the team task. 2

All - Assessment Task 3: Managing a Virtual team

GOAL:	To demonstrate your understanding and application of theories and conceptual frameworks that support team productivity and engagement in a virtual team environment.	
PRODUCT:	Written Piece	
FORMAT:	You are required to provide a management brief that explores strategies and tools that can facilitate running a virtual team and maintain team member engagement and goal accomplishment.	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstration of critical thinking to develop and evaluate appropriate solutions in enabling team synergy and performance. 1 2
	2	Accuracy and presentation of written work including English expression, discipline-based vocabulary, grammar, spelling, and punctuation 3
	3	Ability to craft and communicate appropriate interventions that demonstrate understanding of effective team dynamics for high performing virtual teams 3
	4	Referencing of sources of information used within the body of the document and in a reference list using Harvard referencing style. 3

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au