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WELCOME

Welcome to the MPA (Management) Program. This Syllabus contains information regarding the course MGMT 6650: Human Resource Management. Throughout the MPA (M) Program, you will receive similar syllabi and/or manuals specific to each course. Though each is based on a standardized format, each contains unique information about the content and format of the course. It is, therefore, important that you read through this information carefully.

Should you have any comments or suggestions, please contact Morven Fitzgerald at (902) 494-6312 or morven.fitzgerald@dal.ca.

COURSE INSTRUCTOR

MICHELLE COFFIN

Michelle Coffin is a PhD candidate in the Department of Political Science at Dalhousie University. She teaches and publishes in the areas of Canadian politics and public administration, with a focus on accountability in the public sector.

Prior to her return to academia, Michelle worked in the fields of economic development and political communication. She has done consultancy work with ACOA and is a former director of communications and research for a provincial political party caucus. She appears regularly as a ‘Spinbuster’ on CBC’s Mainstreet in Nova Scotia where she discusses current political issues.

COURSE ASSISTANCE

Throughout the duration of the course, you will frequently find it necessary to contact the course instructor either by telephone or online. Please feel free to do so at any reasonable time of the day or evening. It would be helpful if prior to your call or online interaction, you would organize your thoughts and make a list of your questions so that the discussion will be guided and on track. Be sure to clearly indicate the purpose of your e-mail message in the subject header to avoid the message being classified as SPAM. This is not a problem if you use the email through the course website.

Email: Michelle.Coffin@dal.ca
COURSE INTRODUCTION

This course is a focused examination of people and organizations. Relationships and work in organizations matter to people and to organizational performance. Within the practice and study of management, the area of managing employees has come to be known as human resource management (HRM). In this course human resource management is seen to be the domain of both employees and managers. It explores human resource management as a collaborative dimension of work with a focus on Canada’s public sector.

HRM as a distinct management activity is increasingly being recognized as a requirement for good governance. Moreover, as demographics change, organizations become more focused on attracting and retaining employees to form the teams, which create stable, high performing organizations. In the public sector, practices aimed at serving the public in an effective and efficient manner are an important part of realizing political demands and management reform practices taking place in government. Finally, public services in Canada are entering phases of workforce renewal and changing workforce composition. This raises recruitment, selection and retention issues as well as employee management challenges.

The course is an exploration of institutionalized relationships among people at work within the public sector. Institutional relationships are formulated within management in the study of both organizational behaviour and human resource management. The course is based on work from a variety of disciplines. It:

- Introduces the key concepts in thinking about organizations and people. These concepts are drawn from the literature on organizational behaviour.

- Explores human resources management in the public sector through literature and key initiatives currently underway in government.

- Presents literature, which investigates organizations and people at several levels of analysis and from different perspectives.

- Encourages students to explore their own experience in order to uncover institutional relationships and explore their individual behaviour within their workplace.
COURSE OBJECTIVES

The overarching goal of this course is to engage professional, practical, ethical, and theoretical dimensions of people and organizations to uncover the constituent of managing people in organizations. In this course, human resources management is not treated as something done by ‘personnel specialists’ but rather takes the approach that human resources involve all employees and are the practical concern of everyone in organizations.

Participation in this course will enable students to:

1. Understand and discuss the importance of strategic human resource management;

2. Explain the primary human resource functions and how they contribute to organizational effectiveness;

3. Discuss and analyze the human resource challenges faced by public sector organizations;

4. Critically examine the core human resource management functions required in a public sector organization;

5. Develop skills in designing human resource management practices appropriate for the public sector; and,

6. Demonstrate the ability to apply the concepts and practices learned in this course.

COURSE ORGANIZATION

The course is divided into six major themes. Each theme covers two weeks of course material relevant to the respective theme.

Weekly topics commence on Mondays of the scheduled week and end on Sunday at midnight.

Every Monday morning by 9 a.m. AST a weekly virtual lecture will be posted to Brightspace. Most weeks this will include a PowerPoint presentation with voice over audio. However, there
may be weeks that this format is adjusted to accommodate the material and the learning objectives.

**REQUIRED READINGS**

- There is no required text book for this course.
- All readings will be posted to Brightspace.

**OPTIONAL READINGS/MATERIALS**

- Some modules will include optional readings, website links, videos, podcasts to assist with learning.
- Optional readings and other optional materials will be posted to Brightspace.

**BRIGHTSPACE**

- All course materials are available on the Brightspace site. Please consult the Brightspace for links to the required and/or optional course readings.
- Discussion postings will be accessible on the Brightspace site.
- Assignments are to be submitted through the Brightspace assignment drop box.

**REQUIREMENTS AND GRADING**

<table>
<thead>
<tr>
<th>GRADE ITEM</th>
<th>DUE DATE</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Essay Outline</td>
<td>May 28</td>
<td>5%</td>
</tr>
<tr>
<td>Research Essay</td>
<td>July 2</td>
<td>20%</td>
</tr>
<tr>
<td>Research Essay Critique</td>
<td>July 11</td>
<td>10%</td>
</tr>
<tr>
<td>Group Case Study Outline</td>
<td>June 4</td>
<td>5%</td>
</tr>
<tr>
<td>Group Case Study Report</td>
<td>Aug 5</td>
<td>20%</td>
</tr>
<tr>
<td>Group Case Study Presentation</td>
<td>Due on the first day of your Intensive</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>Ongoing throughout the term</td>
<td>15%</td>
</tr>
<tr>
<td>Intensive Assignment</td>
<td>HFX: August 10-12, OTT August 14-16</td>
<td>20%</td>
</tr>
</tbody>
</table>
Assignments are to be submitted through the assignment drop box on the course website (Brightspace) by 11:59 p.m. AST on the assigned due date.

Late submissions will receive a 10% deduction per day, including weekends!

**COURSE ASSIGNMENT GUIDELINES**

**RESEARCH PAPER**

Each student is required to write an original research essay/ critical reflection paper on a specific human resource management issue that will be covered in the course.

All paper topics must be approved by the instructor during the week of May 14.

The research paper has three components:

- **Research paper outline**: After research topics have been approved, students will submit a research paper outline. The purpose of the outline to help students determine a research programme, the paper’s organization, an approach to the research problem, etc. Students are to complete this assignment using the Research Paper Outline Template that will be available on Brightspace. Research paper outlines are due on May 28.

- **Research paper**: The research paper should be the result of the executed outline. The paper must be written in APA 6th edition format (https://libraries.dal.ca/help/style-guides.html). Papers should be approximately 10 single-spaced pages (excluding the cover page, references, appendices, diagrams, graphs, charts, etc.).

  Research papers are due July 2.

- **Critique of peer’s research paper**: Each student will critique a peer’s research paper. Strong analytical skills are vital to a successful career as a senior member of the public service and assessing another’s work is a great way to build these skills.

  Students will be assigned a student’s paper to evaluate. A template will be provided to assist students conduct the peer assessment. The Research Paper Critique Template will be available on Brightspace to assist with this assignment. Research paper critiques are due on July 11.
SOME DETAILS ON THE RESEARCH PAPER:

1. Describe a specific human resource management problem that could arise in a public service organization. This can be a personal experience, hypothetical scenario or a current issue or debate taking place within the Canadian context.

2. Identify the source and/or cause of the problem using the course materials and additional outside research about human resource management concepts.

   a. The problem must be approached using the academic literature.

   b. A minimum of 10 scholarly sources are required. Other materials are permitted but are not considered as part of the 10 academic sources.

3. Identify the possible consequences to the organization if no changes are made.

4. Recommend a plan of action to remedy the problem and support this plan using the course materials.

CASE STUDY PROJECT

Case study reports are an excellent tool for managers to use in the workplace when briefing senior staff and other stakeholders. The purpose of this exercise is to assist students in developing those skills.

A Case study is a research method to developing a greater understanding of a problem and its possible solutions. It is a detailed examination of a unit of analysis. Case studies can investigate a person, group, organization, action/inaction, event or activity during a specific time frame and within a place/space.

Public service organizations no longer work in solos and neither do their employees. The Case Study assignment is a group assignment designed to develop collaboration, group engagement, team building and problem-solving skills. Group membership will be determined by student interest and student intensive location.
Groups will be provided with access to chat/live classroom etc. where members can carry out groupwork through text or audio messaging, archive your discussions and share files related to your group project.

All case study topics must be approved by the instructor during the week of May 21.

The Case Study Assignment has three components:

**Group Case Study Assignment Outline:** After topics have been approved, students will submit a case study outline. The purpose of the outline is to help students determine a research programme, the report’s organization, an approach to the problem, breakdown of work responsibilities, work schedule, etc. Students are to complete this assignment using the Case Study Assignment Outline Template that will be available on Brightspace. Case Study Assignment outlines are due on June 4.

**Group Case Study Report:** Each group will prepare a 10-12 single-spaced page written case study report that executes the outline. The paper must be written in APA 6th edition format ([https://libraries.dal.ca/help/style-guides.html](https://libraries.dal.ca/help/style-guides.html)). Case Study Reports are due on August 5, regardless of which intensive groups are attending.

**Group Case Study Presentation:** Each group will present their Case Study during one of the course intensives. The presentations are expected to be 30 minutes. A visual presentation (PowerPoint, Prezi, etc.) is required. The presentations will be followed by a 20-30 minute Q&A session where the instructor and students will ask questions relevant to the case study.

Evaluations of case study presentations will not only depend on the quality and depth of the analysis but also the quality of the responses during the Q&A.

All Case Study Presentation materials are due August 8 regardless of which intensive groups are attending.

**GROUP WORK / PEER ASSESSMENT**

The course will have a peer assessment process that will create a level of accountability within each group. As is the case for individual student success, the key to supporting a group is to be
well-prepared, attend meetings and provide a thoughtful and timely contribution to the group effort.

Students will complete a peer assessment of each group member – including a self-assessment. A Peer Evaluation Template to assess the contribution of each of your group members (including yourself) will be available on Brightspace.

The intention is to provide an incentive for each student to be fully engaged in the project but also to assess the work and effort that the instructor cannot observe. If quality effort has been put into the assignment, the Peer Evaluation is an opportunity for students to be rewarded by their peers for that work while learning how to work effectively in a team environment.

To address, as much as possible, the ‘free-rider’ effect that often occurs with group work a component of the mark will assess individual contributions to the final product.

The peer evaluation process is a confidential process between peers and the instructor. Therefore, there is an expectation that student will not discuss peer evaluation assessments with classmates. Healthy group dynamics require that any group issues be brought out into the open and addressed as they occur. As such, it is expected that issues such as ‘free riding,’ absenteeism, disrespectful behaviors will be addressed with the offending student(s) as soon as they arise.

**WEEKLY DISCUSSION POSTS**

Every Monday a question related to the upcoming week’s required readings will be posted to Brightspace. Students will be able to respond to the weekly question beginning on Thursday morning at 9 a.m. and ending at 11:59 Sunday night.

Students are required to respond to a minimum of 10 weekly questions. Of these 10 posts, five are to be original and substantial posts that are each approximately 250-300 words. The five substantial posts are to be identified each week at the top of the post. The remaining five discussion posts are to be thoughtful and meaningful comments, feedback, observations, or relevant experiences of approximately 100-150 words on a minimum of two student posts.

To ensure a robust discussion, students should post responses to the discussion question by Thursday at midnight of the respective week. This will allow time for students to review their
peers’ postings and provide engaging commentary and further discussions before the weekly lesson closes.

**GENERAL GUIDELINES FOR APPROPRIATE DISCUSSION POSTS / PARTICIPATION**

The following are general guidelines for your participation in the weekly discussions of the course:

- Contribute original thoughts or ideas to the discussions, especially the five substantive posts.
- Bring up new and related perceptions of the issue(s) being discussed.
- Cite relevant sources to validate points made.
- Be open to divergent points of view.
- Be respectful of the perceptions of others.
- Integrate material from previous units to formulate ideas, generate discussion and build knowledge.
- Be mindful of the rules of grammar and spelling.

**DISCUSSION POST EVALUATION CRITERIA**

Student Discussion Posts will be evaluated based on the quality, quantity and timeliness of the comments posted to the discussion board.

The quality of your comments will be evaluated based on criteria like those used in evaluating written assignments. Valuable posts are those that contribute meaningful and thoughtful comments that are central to the weekly discussion question and/or build on the comments, perspectives, or arguments made by peers. It is expected that students post comments that are original and commentaries that respond to the ideas of classmates.
The quantity of your participation is determined by monitoring and recording the number of substantial discussion posts (5 required) and number of responses to peers’ discussion posts (5 required that respond to at least 2 students’ discussion posts).

The timeliness of your comments is determined by monitoring and recording comments posted within the week. Be mindful that posting at the end of the week does not encourage dialogue and discussion with your classmates. Habitual posting at weeks’ end will result in point deductions.

Any substantial posts or responses to peers’ posts that are entered after the close of the weekly lesson will not be evaluated and therefore will not be considered as part of the requirements for Discussion Posts.

**INTENSIVE ASSIGNMENT**

There is no final examination in this course. During the intensive session you will be required to complete an assignment or series of activities, which will comprise 20% of the course grade.

More details will be provided with the intensive materials and will be available on Brightspace.
## COURSE OUTLINE/SCHEDULE

### MODULE 1: HRM IN PERSPECTIVE

#### LESSON 1 - INTRODUCTION TO THE COURSE

| April 30 – May 6 |

**Readings**

[https://www.canada.ca/content/dam/pco-bcp/documents/pdfs/bp2020-eng.pdf](https://www.canada.ca/content/dam/pco-bcp/documents/pdfs/bp2020-eng.pdf)

[https://www.canada.ca/content/dam/pco-bcp/documents/pdfs/Destination2020-eng.pdf](https://www.canada.ca/content/dam/pco-bcp/documents/pdfs/Destination2020-eng.pdf)

**Tasks**

- Post by May 6: Introduce yourself to the class
- Discussion 1 due May 6
- Indicate which Intensive session you will be attending

#### LESSON 2 – THE STRATEGIC IMPORTANCE OF HRM

| May 7 – 13 |

**Readings**


**Optional Reading/Materials**

OECD (2012) *HRM Profile – Canada*  

**Tasks**

- Discussion 1 due May 13
- Groups formed based on intensive location choice by May 13
## LESSON 3 – THE LEGAL CONTEXT OF HRM

May 14 – 20

### Readings


### Optional Reading/Materials


### Tasks

- Discussion 3 due May 20
- Paper Topic must be approved by the instructor by this week.

## MODULE 2: HR PLANNING

### LESSON 4 – JOB DESIGN AND ANALYSIS

May 21 – 27

### Readings


### Optional Reading/Materials


<table>
<thead>
<tr>
<th>TASKS</th>
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<tbody>
<tr>
<td>➢ Discussion 4 due May 27</td>
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<tr>
<td>➢ Case Study Topic must be approved by the instructor by this week.</td>
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**LESSON 5 – RECRUITMENT, SELECTION AND RETENTION**

May 28 – June 3

<table>
<thead>
<tr>
<th>READINGS</th>
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<tr>
<th>OPTIONAL READING/MATERIALS</th>
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<th>TASKS</th>
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<tbody>
<tr>
<td>➢ Discussion 5 due June 3</td>
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<tr>
<td>➢ Research Essay Outline due May 28</td>
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**MODULE 3: DEVELOPING EFFECTIVE HUMAN RESOURCES**

**LESSON 6 – ORIENTATION, TRAINING AND DEVELOPMENT AND CAREER PLANNING**

June 4 – 10

<table>
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<tr>
<th>READINGS</th>
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### Optional Reading/Materials


### Tasks

- Discussion 6 due June 10
- Group Case Study Outline due June 4
- Midterm Course Evaluation available June 6 - 13

### Lesson Break

June 11 - 17

### Readings

None

### Tasks

- Midterm Course Evaluation closes June 13
- Live Class session this week. Date and time TBA

### Lesson 7 – Performance Management

June 18 - 24

### Readings


### Optional Reading/Materials


Tasks

- Discussion 7 due June 24

**Module 4: Motivating and Rewarding Human Resources**

**Lesson 8 – Motivation and Engagement in the Workforce**

June 25 – July 1

**Readings**


**Optional Reading/Materials**


### Tasks

- Discussion 8 due July 1

### LESSON 9 – COMPENSATION MANAGEMENT AND EMPLOYEE BENEFITS AND SERVICES

#### Readings


#### Optional Reading/Materials


### Tasks

- Discussion 9 due July 8
- Research Essay due July 2

### MODULE 5: BUILDING EFFECTIVE EMPLOYEE-EMPLOYER RELATIONSHIPS

#### LESSON 10 – MANAGING EMPLOYEE RELATIONS

#### Readings


**Optional Reading/Materials**


**Tasks**

- Discussion 10 due July 15
- Research Essay Critique due July 11

**Lesson 11 – Occupational Health and Safety**

July 16 - 22

**Readings**


**Optional Reading/Materials**


**Tasks**

- Discussion 11 due July 22
# Module 6: Contemporary Influences of Canadian HRM

## Lesson 12 – HRM and Technology

### July 23 - 29

### Readings


### Optional Reading/Materials


### Tasks

- Discussion 12 due July 29

## Lesson 13 – The Globalization of HR

### July 30 – August 5

### Readings


### Optional Reading/Materials

<table>
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<tr>
<th>Tasks</th>
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<tbody>
<tr>
<td>- Discussion 13 due August 5</td>
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<td>- Group Case Study due August 5</td>
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<tr>
<th>Intensive Sessions</th>
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<tr>
<td>Halifax</td>
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<td>August 10 - 12</td>
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<th>Tasks</th>
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<tbody>
<tr>
<td>- Student Rating of Instruction (SRI) will be available August 15 - 21</td>
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<tr>
<td>- Wrap up and discussion</td>
</tr>
<tr>
<td>- Group Case Study Presentations August 8</td>
</tr>
</tbody>
</table>
APPENDIX I: CLASS POLICIES

Extended absence from class

- Emergencies
  - Contact the course instructor

- Illness
  - Contact your instructor as soon as possible to inform him or her of your illness.
  - All absences due to illness must be supported by a physician’s note to be submitted to the course instructor.

Late penalties for assignments

Assignments must be submitted by the assignment due date. Dalhousie University will only consider documented exceptions to this rule, such as serious medical emergencies or problems of a similar nature. In exceptional circumstances, an extension of up to one week may be granted at the professor’s discretion, if requested in advance of the due date.

Late submissions will be assessed at a penalty of TEN percent. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation – Form A.
A note taker may be required as part of a student’s accommodation. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to participate in the class.

**ACADEMIC INTEGRITY**

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management’s Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being “information literate.” Information literacy is taught by Dalhousie University Librarians in classes and through online tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please see [http://plagiarism.dal.ca/Student%20Resources/](http://plagiarism.dal.ca/Student%20Resources/)

Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution
of authorities from which facts and opinions have been derived. At Dalhousie, there are
University Regulations which deal with plagiarism and, prior to submitting any paper in a
course; students should read the Policy on Intellectual Honesty contained in the Calendar or
on the Dalhousie web site at: http://www.registrar.dal.ca/calendar/ug/UREG.htm#12

Furthermore, the University’s Senate has affirmed the right of any instructor to require that
student papers be submitted in both written and computer readable format, and to submit any
paper to a check such as that performed by anti-plagiarism software. As a student in this class,
you are to keep an electronic copy of any paper you submit, and the course instructor may
require you to submit that electronic copy on demand.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the
confidential email: managementintegrity@dal.ca which is read only by the Assistant Academic
Integrity Officer.

CLARIFICATION ON PLAGIARISM VERSUS
COLLABORATION

There are many other opportunities for plagiarism, for instance, copying on exams and
assignments. There is a clear line between group work on assignments and copying solutions
from others. It is alright to work on assignments with your friends. In fact, working in groups
may be beneficial. For best results, you should always attempt to solve the problem alone, prior
to meeting with the group. Whenever you collaborate with your colleagues on assignments,
you must always prepare your own submission. Copying is plagiarism! This includes
copying the work of others, making changes, and submitting it as your own work.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own
  solution

- Copying text written by another student

- Submitting the work of a tutor as your own
- Including your name on a group submission when you have not contributed to that submission

Specific examples of acceptable collaboration include, but are not limited to, the following:

- Discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, in their own words.

- Working on a computer-based exercise collaboratively, and then each of the students creating their own submissions individually, from start to finish.
APPENDIX II: VIRTUAL TEAM GUIDELINES

- **Access your Learning Management System consistently, frequently** to check for updates and news – approach it as part of your social media routine.

- **Determine how often team members will check in** with each other and stick to this communication schedule. At this time, determine if there will be any time zone challenges for team meetings and deadlines; discuss solutions.

- **Explore** the architecture of Brightspace. Consider using Brightspace’s e-Portfolio as a team – This is right beside your Brightspace Calendar and it is a place to record and reflect on your learning experience.

- **Develop and follow a team charter** with your virtual team to establish roles and responsibilities. This is when you want to determine exactly what digital tools the team will be using (Brightspace?/Googledocs?/Facebook?/Office 365?)

- **Appoint and refer to a team records manager.** If you are unable to locate shared work, this person could help you find what you are looking for.

- **Connect during “live office hours”** to communicate with your instructor.

- **Stay present and visible online.** Communicate regularly with your peers via the designated forum.

- **Own** submissions individually, from start to finish.