



SYLLABUS

Name of Institution: Mahidol University International College
Division: Business Administration Division

GENERAL INFORMATION

1. Course Code and Course Title

Thai	ICMB 236 การบริหารทรัพยากรมนุษย์
English	ICMB 236 Human Resource Management

2. Number of Credits: 4 credits

3. Credit Hours/Semester

Lecture or Other In-class Activity Hours	Laboratory/ Field Trip/ Internship Hours	Self-Study Hours
48	0	96

4. Degree: Bachelor of Business Administration

5. Faculty Members: Name:

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DESCRIPTION AND OBJECTIVES

1. Course Description

Thai	เทรนด์และความท้าทายด้านทรัพยากรบุคคลในองค์กรยุคใหม่ การลงทุนในทรัพยากรบุคคล กรอบความรับผิดชอบต่อสังคมกับการบริหารทรัพยากรบุคคล บทบาทของผู้บริหารทรัพยากรบุคคล แรงงานสัมพันธ์เชิงเปรียบเทียบ การวิเคราะห์องค์การและการออกแบบการทำงาน การวางแผนกำลังคน การคัดสรรบุคคล การประเมินผลงาน การอบรมและการพัฒนาบุคลากร เงินเดือนและสวัสดิการ การบริหารจัดการความหลากหลายภายในองค์กร
English	HR trends and challenges in the modern workplace; investment perspective of HRM, social responsibility perspective of HRM, roles of a strategic human resource manager; comparative industrial relations; organizational analysis and work design; HR planning; recruiting, selection, evaluation, training and development, compensation and benefits; workforce diversity

2. Course Learning Outcome

This course is designed to be an introduction course to other people-related courses (e.g. Leadership and Change in the Global Business, Diversity, Cross Culture and Expat Management). It is the compulsory course for all students in the Business Administration Division. The course focuses on the key function of human resource management that is present in business organizations. The aims of this course is to help students understand important concepts and issues on how to attracting, managing and retaining the workforce.

The course learning objectives are what student should be able to do by the end of the course. The learning outcome from this course is aligned with the overall Program Learning Outcome for all graduates in the BBA program. Program Learning Goals and outcome that are the attributes of BA graduates and can be achieved by achieving specific program learning outcome. The BA graduates learning outcomes are as follow:

MUIC BA Learning Goal/ Objectives

LG1	Teamwork	Students are able to demonstrate an ability to work in a team.
LG2	Analytical Skills	Students are able to think critically and to logically arrive at conclusions.
LG3	Innovativeness	Students are able to generate innovative business solutions.
LG4	Ethics & Sustainability	Students are able to assess ethical implications of business practices and to describe the importance of sustainability in business.
LG5	Management	Students are able to explain management concepts and to accomplish tasks within a changing business environment.

More specifically, this course is mapped with the LG1 Teamwork, LG4 Ethics and Sustainability and LG5 Management and the objectives are as follows: (Assessment rubrics in Appendix 5)

Course Learning Outcomes	AACSB/ BA Program Learning Outcome		Teaching Methods
	PLO	Sub PLOs	
CLO1 Recognize current HRM trends and issues that are influenced by political, economic, social, technological, legal and environmental (PESTLE) factors (Bloom's tax: Recognize)	-	-	Interactive Lecture / Recorded Videos / Group Discussion / Case Study Analysis
CLO2 Explain the practices of HRM from an investment perspective and social responsibility perspective along with their ethical standpoints (Bloom's tax: Explain)	LG4 Students are able to assess ethical implications of business practices and to describe the importance of sustainability in business <i>(Ethics & sustainability)</i>	LO4.1 Students can assess the ethical implications of business practices	Interactive Lecture / Recorded Videos / Group Discussion / Case Study Analysis
CLO3 Compare the role of traditional HRM and strategic HRM and the alignment to the overall business strategy (Bloom's tax: Compare)	-	-	Interactive Lecture / Recorded Videos / Group Discussion / Case Study Analysis
CLO4 Explain the mechanisms of different HR practices – workforce planning, work systems design, recruitment and selection, performance management, training and development, compensation, labor relations – and their alignments (Bloom's tax: Explain)	LG5 Students are able to explain management concepts and to accomplish tasks within a changing business environment. <i>(Management)</i>	LO5.1 Students can demonstrate knowledge of main business functions and organizational management	Interactive Lecture / Recorded Videos / Group Discussion / Case Study Analysis
CLO5 Assess real world cases using the theories and concepts of HRM (Bloom's tax: Assess)	LG1 Students are able to demonstrate an ability to work in a team. <i>(Teamwork)</i>	LO1.2 Students can describe the importance of diversity	Interactive Lecture / Recorded Videos / Group Discussion / Case Study Analysis



LESSON AND EVALUATION PLANS

1. Lesson Plan

Week	Date	Day	Topic/Details	Hours	CLO	Teaching Methods	Assessment	Rubric	Book Chapter / Cases
1	13-Sep-22	Tue	Course Introduction and Group Arrangements Topic 1: Disruptive Change in Work and Employability	4	CLO 1	Interactive Lecture and Discussion	Participation / Exam	-	WEF, 2016 - 2022
2	20-Sep-22	Tue	Topic 2: The Evolving/Strategic Role of HRM Group Project Company Updates	4	CLO 2	Interactive Lecture and Discussion	Participation / Exam	-	Mello, 2019 (Ch1,2, 4), Noe et al., 2019 (Ch1,2)
3	27-Sep-22	Tue	Topic 3: Sustainability and Ethics in Managing Human Resources Group Project Coaching: Managing Teamwork and Interviews	4	CLO 3&5	Interactive Lecture and Discussion	Participation / Exam / Group Project	-	Mello, 2019 (Ch1,2)
4	4-Oct-22	Tue	Topic 4: Workforce Planning, Job Analysis and Work Design Topic 5a: Proactive Recruitment	4	CLO 4	Interactive Lecture and Discussion	Participation / Exam	-	Mello, 2019 (Ch5,6,8), Noe et al., 2019 (Ch4,5)
5	11-Oct-22	Tue	Topic 5b: Selective Hiring Experiential Learning: The Interviewing Experience (4%)	4	CLO 4&5	Interactive Lecture, Discussion & Group Activity	Participation / Exam	-	Mello, 2019 (Ch8)
6	18-Oct-22	Tue	Case Study Exercise No.1: Google to TVC or not to TVC? (11%) Topic 6: Performance Management	4	CLO 4&5	Interactive Lecture, Individual Quiz & Case Study Discussion	Participation / Exam	Appendix 1	Kerr, W. (2019). Google: To TVC or not to TVC? Harvard Business School Mello, 2019 (Ch10), Noe et al., 2019 (Ch8)

Week	Date	Day	Topic/Details	Hours	CLO	Teaching Methods	Assessment	Rubric	Book Chapter / Cases
7	25-Oct-22	Tue	Topic 6: Performance Management (con't) Topic 7: Career Management, Training and Employee Development	4	CLO 4	Interactive Lecture and Discussion	Participation / Exam	-	Mello, 2019 (Ch9,10), Noe et al., 2019 (Ch7,8,9)
8	1-Nov-22	Tue	Group Project Consultation Sessions (5%)	4	CLO 5	Group Discussion	Group Discussion	Appendix 2	-
9	8-Nov-22	Tue	Topic 8: Compensation Topic 9: Employee Relations Topic 10: Separation and Retention	4	CLO 4	Interactive Lecture and Discussion	Participation / Exam	-	Mello, 2019 (Ch11,12,13), Noe et al., 2019 (Ch10,11,13,14)
10	15-Nov-22	Tue	Group Project Presentations (10%)	4	CLO 5	Group Project Presentation	Group Presentation / Group Report	Appendix 3 & 4	-
11	22-Nov-22	Tue	Group Project Presentations (10%)	4	CLO 5	Group Project Presentation	Group Presentation / Group Report	Appendix 3 & 4	-
12	29-Nov-22	Tue	Case Study Exercise No.2: Rob Parson at Morgan Stanley (11%) Final Exam Preparation Briefing and Turnitin Registrations Overall Course MCQ Quiz - 30 Questions 30 minutes (5%)	4	CLO 5	Interactive Lecture, Individual Quiz & Case Study Discussion	Participation / Exam	Appendix 1	Burton, M. D. (1998). Rob Parson at Morgan Stanley (A),(B),(C). Harvard Business School.
13	7-Dec-22	Wed	Final Exam (20%): Case Study - TBC Time: 1700hrs - 1930hrs (2 hours 30mins)	2.5	-	Final Exam	Exam	-	Case Study (TBC)

Remarks: If you are unable to attend classes, kindly email the lecturer at boontip.muic@gmail.com.



2. Evaluation Plan

Methods/Activities	Description	Week	Percentage
Individual Participation	Students participate in weekly discussions (asking/answering questions and presenting ideas)	Weekly	5%
Experiential Learning	Students participate in interviewing activity	5	4%
Case-Based Group Discussion	Students analyze case studies/exercises and discuss based on topics covered in the course	6 & 12	8%
Group Project Consultation Session	Students analyze a company, practice solving problems as a group, and discuss with the lecturer (1 time only)	8	5%
Group Project Report	Students submit a full written report of the group project they conducted	9	20%
Group Project Presentation	Students present and answer critical questions about their group project	10 & 11	10%
Peer Evaluation on Group Work	Students reflect on their group members and themselves in working as a group	10 & 11	5%
Teamwork Diversity Report	Students reflect on diversity in their teamwork experiences and provide a written report	10 & 11	4%
Individual Quizzes	Students are assessed on their overall understanding of course knowledge via MCQs and essay questions	6 & 12	19%
Final Examination (Case-Based)	Students are assessed on their overall understanding and application of the course via an examination	13	20%
Total			100%

3. Course Assessment

A	B+	B	C+	C	D+	D	F
90-100	85-89	80-84	75-79	70-74	65-69	60-64	<60



TEACHING MATERIALS AND RESOURCES

Text Books

Mello, J. A. (2019) *Strategic Human Resource Management* (4th ed.). Singapore: Cengage Learning.
Noe, R.A., Hollenbeck, J.R., Gerhart, B. and Wright, P.M. (2019) *Human Resource Management: Gain a Competitive Advantage*. Dubuque: McGraw-Hill.

Other Readings

(As informed in class)

COURSE POLICY

1. Academic Dishonesty

Academic dishonesty is prohibited at MUIC. It is a serious offense because it diminishes the quality of scholarship and makes accurate evaluation of student progress impossible. *Please refer and adhere to the rules and regulations regarding an academic dishonesty stated in the Student Handbook.*

2. Class Attendance/ Participation

Attendance is mandatory. Attendance will be checked. Full class participation requires that you attend all classes on time and that you come well prepared to discuss assigned readings/video lectures, engage thoughtfully with course content. Participation will involve students asking and answering questions in class and engaging in group discussions. Please note that, student arriving **10 minutes late** to class will be marked as **L – Late**. *Three L will be counted as one A - Absent*. According to MUIC's policy, students are expected to attend at least 80% of the class (**Maximum 4As**). Attending less than 50% of the class will lead to inability to take the final exam.

3. Uniform Policy

A proper dress code is part of the written policy for student conduct, including exchange and visiting students. MUIC is a high profile institution and it is considered quite an honor to be wearing its uniform. Students are expected to strictly follow the university dress code norms. No cut-off jeans, shorts, mini or short skirts, tank tops or low cut blouses, flip-flops, rubber or plastic sandals, or house slippers are permitted. If the students neglected to wear the proper uniform, he/she will not be allowed to enter the classroom and will be marked as absent on that day.

OTHER INFORMATION

1. Individual Participation

Each student is required to engage in class discussions during Lectures, Group Project Meetings, and Presentation. Individual participation is designed to support interactive discussions, experience sharing, and learning from one another.

2. Case Studies, Group Analysis, Discussions, and Presentations

Case studies, group analysis, discussions, and presentations will be conducted in order to ensure and assess that students have proper understanding and to refresh them on the different topics and concepts previously studied throughout the course. Rubrics will be communicated and provided on e-learning for all students along the course.

3. Individual MCQ Quizzes and AOL Assessment

Individual quizzes in the form of multiple choices questions (MCQs) will be conducted to assess students overall understanding of course content and case study knowledge will be conducted throughout the term. In addition, three assessments in the form of short essay questions will be conducted concurrently to determine students' assurance of learning on three learning goals namely teamwork, ethics and sustainability and management (Appendix 5).

4. Group Project

A group project assignment will be conducted in order to allow students to apply theories and concepts learnt in class to real world cases. In a group of 4-6 students, each group is to collect data via in-depth interview and critically analyze an organization of your choice on the topic 'Disruptive Changes and Its Impact on Human Resource Management (HRM)'. Along the way, an interview coaching session will be conducted along with one check-in referred to as *Group Project Consultation Session* where each group gets to consult with the lecturer on their work progress. Towards the end of the course, students are to submit their *overall written report* and *present* their group project. Please view the *Group Project Guideline* (available on MUIC E-Learning) for elaborated details.

5. Peer Evaluation

Peer evaluation is conducted after the presentation in order to ensure that each member of a group have been involved in group discussions and the written analysis. The rubrics for peer evaluation will be communicated and provided on e-learning for all students along the course.

6. Final Examination

Final examination dates are announced from the very beginning. Students must avoid examination clash on that date and time. Request to change examination time will not be granted unless for critical circumstances (e.g., sickness with doctor certification, need to attend exchange program earlier). Students must attend at least 50% of total class hours to be eligible for attending final exam.

INSTRUCTIONAL GUIDELINE

1. Technical Requirements

- a. Basic computer with internet connection and video and audio equipment
- b. Webex (*you must register for a Webex account and install the software*)
- c. Turnitin (*you must create a Turnitin profile*)
- d. mahidol.edu account (*you must register for an account*)
- e. You must have gained access to MUIC E-Learning

2. Accessing Course Materials

All course materials, such as lecture slides and assignments, are accessible via MUIC E-Learning Platform under the course: ICMB 236 (Dr. Boontip)

Enrollment Key: happypeople

3. Submitting Class Assignments

- a. Enroll yourself on www.Turnitin.com under the Class Name: SHRM 2022-2023/T1 (Section 4) Turnitin Class ID: 36016818 Enrollment Key: happypeople
- b. Submission of assignments can also be done through Google Form links and the MUIC E-Learning Platform. Details regarding submission for each assignment will be communicated in class and posted on the Lesson Plan link provided on MUIC E-Learning.

4. On-Site Sessions

- a. Interactive lectures and discussions will be conducted on-campus unless stated in the Lesson Plan (refer to MUIC Sky Plus for room details)
- b. Students must wear mask in the classroom at all times additional MUIC Protocols will be communicated in class and updated throughout the semester

5. Online Sessions

- a. The course will be versatile in responsive to any changes that may arise. If required, all online sessions will be conducted via Cisco WebEx Meetings link: <https://mahidol.webex.com/meet/zlicbbo> or Meeting Number: 1706024424
- b. Netiquette Guideline
 - i. Attendance is required for the entire class
 - ii. You must sign in under your full name (nickname) and MUIC ID number
 - iii. After 10 minutes, you will not be allowed into class unless given permission
 - iv. Your video must be on at all times during the class in a manner that your face is visible and your microphone should be on mute unless you are presenting or discussing in class
 - v. Normal politeness is required and posting of materials that are not relevant will not be accepted

6. Communication Guideline

We will use the following means of communication:

- a. Individual questions that require elaboration to be sent via email to boontip.muic@gmail.com
- b. Line group is for announcing important information and answering general questions relating to everyone

Appendix 1: Group Discussion - Case Study Exercises (4% per Case; Total = 8%)

Criteria	Weight	1	2	3
		Fails Expectation	Meets Expectation	Exceeds Expectation
READINESS: Preparation	10	Discussion has not been well-prepared.	Discussion has been prepared with some missing components.	Discussion has been well-prepared.
APPEARANCE: Professionalism in discussion (e.g., camera angle or technical issues that affect audience hearing)	10	Displayed non-professional cues while presenting.	Displayed minor non-professional cues while presenting.	Presented professionally (no non-professional cues displayed).
TEAMWORK: Contribution to the discussion as a group	15	Less than half of team members contribute to the presentation and discussion of topic/question.	All team members contribute to the presentation and discussion of topic/question, but not equally.	All team members contribute equally to the presentation and discussion of topic/question.
QUALITY OF INFORMATION: Details and subject understanding	30	Some of the required details are missing, and some topic materials are questionable or non-supporting to the subject.	All of the required details are found. However, some topic materials are questionable or non-supporting to the subject.	All of the project's required details are found. Solid understanding of topic materials are displayed.
CRITICAL THINKING: Comprehensive exploration of logical connections between theory and current case study	20	Little or no exploration of issue(s) under discussion with no opinions formulated and no conclusions established.	Sufficient exploration of issue(s) under discussion with adequate opinions formulated and conclusions established.	Comprehensively explores issue(s) under discussion and appropriate opinions are formulated with established conclusions.
KNOWLEDGE EXPERTISE: Ability to answer probing questions	15	Unable to answer probing questions.	Able to handle most probing questions.	Able to handle probing questions well.

*Every group member must be active in the discussion and scores may vary among individual group members.

Appendix 2: Group Project Consultation Session (5%)

Criteria	Weight	1	2	3
		Fails Expectation	Meets Expectation	Exceeds Expectation
PREPARATION: Prior preparation of discussion contents	20	Little preparation for the contents can be observed.	Most contents have been prepared prior to the discussion, but a few areas are missing.	All contents have been well-prepared prior to the discussion.
TEAMWORK: Contribution to the discussion as a group	20	Less than half of group members contribute to the discussion.	All group members contribute to the discussion, but not equally.	All group members contribute equally to the discussion.
RESPONSIVENESS: Timely answer to questions	10	Responses have delayed pauses that result in an uncomfortable silence during the discussion.	Responses are timely to questions asked with adequate pauses to gather thoughts under discussion.	Responses are timely to questions asked and discussion is interesting and filled with enthusiasm.
SUBJECT KNOWLEDGE: Understanding of course materials and incorporation into discussion	30	Not evident that the course contents were understood and/or incorporated into the response.	Evident that the course contents were understood and/or incorporated into the response, but the discussions have a questionable relationship to the group project case study.	Clear that course contents were understood and incorporated well into responses with regards to the group project case study.
CRITICAL ANALYSIS: Comprehensive exploration of logical connections between theory and current case study	20	Little or no exploration of issue(s) under discussion with no opinions formulated and no conclusions established.	Sufficient exploration of issue(s) under discussion with adequate opinions formulated and conclusions established.	Comprehensively explores issue(s) under discussion and appropriate opinions are formulated with established conclusions.

*Every group member must be active in the discussion and scores may vary among individual group members.

Appendix 3: Group Project Presentation (10%)

Criteria	Weight	1	2	3
		Fails Expectation	Meets Expectation	Exceeds Expectation
PRESENTER APPEARANCE: Professionalism in presentation (e.g., dress code, camera angle, or technical issues that affect audience hearing)	10	Displayed non-professional cues while presenting.	Displayed minor non-professional cues while presenting.	Presented professionally (no non-professional cues displayed).
SLIDE APPEARANCE: Consistent structure in presentation slides (e.g., design and text)	10	Presentation slides are not consistent throughout.	Presentation slides are consistent throughout, with minor mistakes.	Presentation slides are consistent throughout, with no mistakes.
ORAL TRANSITIONS: Introductions (speakers and topics) and presentation conclusions	10	Neither introduction of speakers and topics nor presentation conclusions are made.	Either introduction of speakers and topics or presentation conclusions are made.	Introductions of speakers and topics, as well as presentation conclusions are made.
ORAL DELIVERY: Voice and pronunciation	10	Voice is monotonous and/or terms are pronounced incorrectly.	Voice is clear and most terms are pronounced correctly.	Voice is clear and enthusiastic and all terms are pronounced correctly.
CONVERSATIONAL ENGAGEMENT: Eye contact and conversational delivery of presentation	10	Maintained little eye contact and/or read most of the presentation from prepared script, notes, or slides.	Maintained eye contact and/or frequently referred to prepared script, notes, or slides.	Maintained engaging eye contact and topics are presented without reading, only returning to notes or slides when necessary.
TOPIC ENGAGEMENT: Creative efforts to engage audience	10	No effort of creativity to engage the audience has been displayed. The presentation is merely a summary of the article.	Some effort of creativity to engage the audience has been displayed. The audience is engaged from time to time.	Effort of creativity to engage the audience has been displayed. The audience is fully engaged in the presentation.
QUALITY OF INFORMATION: Details and subject understanding	25	Some of the project's required details are missing in the presentation, and some topic materials are questionable or non-supporting to the subject.	All of the project's required details are found in the presentation. However, some topic materials are questionable or non-supporting to the subject.	All of the project's required details are found in the presentation. Solid understanding of topic materials has been displayed.
KNOWLEDGE EXPERTISE: Ability to answer probing questions	15	Unable to answer probing questions.	Able to handle most probing questions.	Able to handle probing questions well.

*Every group member must present and scores may vary among individual group members.

Appendix 4: Group Project Report (20%)

Criteria	Weight	1	2	3
		Fails Expectation	Meets Expectation	Exceeds Expectation
ON-TIME SUBMISSION: Timely submission for project requirements	10	More than one project requirement has been delayed.	A project requirement has been delayed.	All project requirements have been submitted on-time.
ORGANIZATION: Logical sequence and formatting	10	Sequence of information is difficult to follow. Font and formatting errors can be found throughout the paper, and the maximum word limit exceeds over 10%.	Students present information in a logical sequence in which the reader can follow. Minor font and formatting errors can be found. The maximum word limit has been exceeded by a maximum of 10%.	Information is logical, interesting and sequenced in ways that the reader can follow with ease. No font and formatting errors can be found. The maximum word limit has not been exceeded.
GRAMMAR: Punctuations and spelling errors	10	Paper contains numerous grammatical, punctuation, and spelling errors. Jargons and/or conversational tone are used.	Paper contains few grammatical, punctuation, and spelling errors. Language lacks clarity or includes the use of some jargons and/or conversational tone.	Rules of grammar and punctuation usage are followed, and there are no spelling mistakes. Language is clear and precise. Sentences display consistently strong and varied structure.
SUBJECT KNOWLEDGE: Understanding of course materials and application of theories	20	Students do not appear to understand the subject and are unable to apply the concepts and theories learnt in class.	Students show sufficient understanding of the subject, but fail to fully apply concepts and theories learnt in class.	Students demonstrate comprehensive knowledge and are fully able to apply concepts and theories learnt in class.
CRITICAL ANALYSIS: Comprehensive exploration of logical connections between theory and current case study	20	Little or no exploration of issue(s) under discussion with no opinions formulated and no conclusions established.	Sufficient exploration of issue(s) under discussion with adequate opinions formulated and conclusions established.	Comprehensively explores issue(s) under discussion and appropriate opinions are formulated with established conclusions.
OVERVIEW: Conclusion and afterthoughts	15	Students miss out on the overview of the group project, the conclusion, and/or afterthoughts.	Students present an overview of the group project with a conclusion and afterthoughts.	Students present a comprehensive view of the group project and a clear conclusion with excellent afterthoughts.
RESEARCH: References to support analysis	15	Students show no sign of additional research to support analysis of the project. No proper references are provided.	Students use additional research to strengthen the analysis with proper references provided.	Students use additional research to strengthen the analysis throughout the paper. Proper references are provided.

* A maximum of 2 points will be deducted from the overall project score if the interview recording and/or picture with interviewee have not been provided.

Appendix 5: Learning Goals Assessment Rubrics

TEAMWORK: LG1 Students are able to demonstrate an ability to work in a team.

Criteria	Below Expectation 1	Meet Expectation 2	Exceed Expectation 3
LO1.2 Students can describe the importance of diversity	Students are unable to describe the concepts of diversity (the differences in people regardless of age, class, gender, personal traits, background, and culture as expressed in people's viewpoints, communication styles, attitudes, and behaviors) and its importance to team goal achievement.	Students are able to describe the concepts of diversity (the differences in people regardless of age, class, gender, personal traits, background, and culture as expressed in people's viewpoints, communication styles, attitudes, and behaviors) and its importance to team goal achievement.	Students are able to describe the concepts of diversity (the differences in people regardless of age, class, gender, personal traits, background, and culture as expressed in people's viewpoints, communication styles, attitudes, and behaviors) and its importance to team goal achievement. Students can also integrate different viewpoints to business solutions and problems.

ETHICS AND SUSTAINABILITY: LG4 Students are able to assess ethical implications of business practices and to describe the importance of sustainability in business

Criteria	Below Expectation 1	Meet Expectation 2	Exceed Expectation 3
LO4.1 Students can assess the ethical implications of business practices	Students are unable to logically assess the ethical and legal implications of business practices based on ethical theories and concepts.	Students are able to logically assess the ethical and legal implications of business practices based on ethical theories and concepts.	Students are able to logically and comprehensively assess the ethical and legal implications of business practices considering different stakeholders' perspectives and business contexts.

MANAGEMENT: LG5 Students are able to explain management concepts and to accomplish tasks within a changing business environment.

Criteria	Below Expectation 1	Meet Expectation 2	Exceed Expectation 3
LO5.1 Students can demonstrate knowledge of main business functions and organizational management	Students are unable to demonstrate a sufficient knowledge of main business functions and organizational management.	Students are able to demonstrate a sufficient knowledge of main business functions and organizational management.	Students are able to demonstrate a comprehensive knowledge of main business functions and organizational management for firms of different sizes, forms, geographical areas, industries, and cultures.