HRM 300

Human Resources Learning and Development

S1 Day 2014

Dept of Marketing and Management

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
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Credit points
3

Prerequisites
6cp at 200 level including (HRM201 or HRM222 or HRM250)

Corequisites

Co-badged status

Unit description
This unit provides an introduction to the role and practice of learning and development (L&D) in organisations with an applied industry component. With industry partners participating, the unit provides students with the opportunity to apply knowledge and skills developed through the unit to the training and development function and training delivery. Students enrolled in this unit develop a broad view of the complex and contested issues that confront organisations when constructing systems of learning and knowledge generation. Through this process, students learn the concepts and theories relevant to this area, and can apply these concepts to current workplace realities by actively engaging with a partner organisation on a project of contemporary strategic relevance to produce a report that focuses on the L&D function and provides recommendations to address the relevant issues. Students will gain an insight into organisational L&D and be able to contextualise their graduate capabilities into the report.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

An understanding of how to conduct each of the phases of the strategic training process both individually and in groups, and the key practical challenges involved.

A critical appreciation of the tensions between training, education and development and

its implications for various aspects of HR learning & development.

An awareness of the key debates shaping public policy in training, and Australian policy responses to both these debates and the challenges of skills provision.

An understanding of how theories of learning and cognition may contribute to training and development and the changing faces of training and development.

An appreciation of the strategic choices available in relation to training forms and practices.

An understanding of the practical application of disciplinary knowledge in this area to professional activities concerned with training and development and the promotion and communication of strategies in this field.

Assessment Tasks

Name	Weighting	Due
Essay	20%	08/04/2014, week 6
Presentation & Report	40%	Report due 27/05/14 (week 11)
Final Examination	40%	University Examination Period

Essay

Due: **08/04/2014, week 6**
Weighting: **20%**

Submission

Week 6 tutorial

Extension

No extensions will be granted. Students who have not submitted the task prior to the deadline will be awarded a mark 0 for the task, except for cases in which an application for special consideration is made and approved. When a special consideration is to be made, an email must be sent to the Lecturer stating the details and a special consideration form lodged in a reasonable time

Penalties

Late submissions up to 24 hours will be penalised at 20% of the grade for the first day (24 hours) and 10% thereafter

What is required to complete the unit satisfactorily

Students must complete all components of the course to register a pass grade or better

On successful completion you will be able to:
- An understanding of how to conduct each of the phases of the strategic training process both individually and in groups, and the key practical challenges involved.
- An understanding of how theories of learning and cognition may contribute to training and development and the changing faces of training and development.
- An understanding of the practical application of disciplinary knowledge in this area to professional activities concerned with training and development and the promotion and communication of strategies in this field.

Presentation & Report

Due: **Report due 27/05/14 (week 11)**
Weighting: **40%**

This is a PACE subject. A central feature of this course is the group project undertaken according to guidelines and guidance with our PACE Partner organisations. The project conissts of a written report (30%) and presentation (10%). Extensive time is devoted in the tutorial program to training students in groupwork dynamics and skills and monitoring progress. Student also must complete a confidential peer review report in which they score all members of the group.

Submission

Presentations will be held in tutorials in weeks 10-11. All Group written reports must be submitted by hand in the tutorial in week 11.

Extension

No extensions will be granted. Students who have not submitted the task prior the deadline will be awarded a mark of 0 for the task, except for cases in which an application for special consideration is made and approved. Special considerations must be lodged in a reasonable time frame and the details must be discussed with the Lecturer

Penalties

Late submissions will will be penalised at 20% of the grade for the first day (first 24 hours) and 10% each day thereafter.

What is required to complete the unit satisfactorily

Students must complete all components of the course to register a pass grade or better.

On successful completion you will be able to:
- An understanding of how to conduct each of the phases of the strategic training process both individually and in groups, and the key practical challenges involved.
- A critical appreciation of the tensions between training, education and development and its implications for various aspects of HR learning & development.

- An awareness of the key debates shaping public policy in training, and Australian policy responses to both these debates and the challenges of skills provision.
- An understanding of how theories of learning and cognition may contribute to training and development and the changing faces of training and development.
- An appreciation of the strategic choices available in relation to training forms and practices.
- An understanding of the practical application of disciplinary knowledge in this area to professional activities concerned with training and development and the promotion and communication of strategies in this field.

Final Examination

Due: **University Examination Period**
Weighting: **40%**

Examination conditions

3 Hour Closed book exam

On successful completion you will be able to:

- An understanding of how to conduct each of the phases of the strategic training process both individually and in groups, and the key practical challenges involved.
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Delivery and Resources

PACE Unit

This unit includes a semester-long group-based project as a participation unit as part of the PACE program. It integrates the materials that have been covered in first and second year Human Resource Management units, applying this

material to learning and development problems as presented by the Client Partner(). Its objectives are to investigate what kinds of factors influence the learning and development strategies within an organisation to work towards achieving a competitive advantage. The classes are is conducted through lectures and industry speakers and workshops where discussions where students develop a report around the Client Partners' specified learning and development problem/s. Throughout the unit, the emphasis is on the analysis process: identifying information needs, acquiring the necessary information, interpreting it and using it as the basis for business recommendations back to the Client Partner(s).

This unit examines learning and development strategy in the context of community engagement as a participation subject. Students will actively participate in a project within the learning and development area of the Client Partner to develop solutions for the problem presented. Students will gain practical knowledge, experience and skills with the community organization and will be challenged to analyse the context and to examine the intersection between theory and practice. Students will contextualize their graduate capabilities, explore and develop their learning and development strategy potential through this community engagement. This unit aims at preparing students for effective, responsible, ethical and active management of the learning and development strategy through community engagement.

Classes

- Number and length of classes: One 2-hour lecture each week plus one 1-hour tutorial each week. Tutorials commence in Week 2. Within these periods, time for student consultation will be available.
- The timetable for classes can be found on the University web site at:http://www.timetables.mq.edu.au/
- You cannot change your tutorial class without the permission of the Lecturer.
- Students should attend lectures and tutorials. Attendance will be taken in the tutorials. Warning: You must attend at least 9 of the 12 tutorials. A Doctor's certificate should be produced for all cases of non-attendance. Special permission must be obtained if you envisage missing any other compulsory classes.

Required and Recommended Texts and/or Materials

Compulsory: The text for this unit is:

Noe, R.A. & Winkler, C. (2009) *Employee Training and Development (for Australia and New Zealand)*, McGraw-Hill, Sydney.

Technology Used and Required

The unit will be delivered via the Macquarie learning management system (iLearn), therefore students are expected to have access to and be familiar with iLearn. For more information go to http://www.mq.edu.au/iLearn/studentinfo.htm

Students are expected to have access to and be able to use the internet, electronic mail, word processing and spreadsheet applications.

Unit Web Page

Course material is available on iLearn https://ilearn.mq.edu.au

Learning and Teaching Activities

Given that this unit is all about creating effective learning experiences, we will endeavour to create such an environment in our classes. You are expected to read and research each topic in advance, participate in class and tutorial discussions and to maintain a strong interest in current issues and changes in HR Learning & Development.

Tutorials commence in Week 2. Students are expected to come to tutorials having read the relevant reading(s) for the previous week. That is, you should read Chapter 1 before the first tutorial in Week 2, Chapter 2 before the second tutorial in Week 3, and so on.

In week 2 you will form groups for the group project. Some of the tutorials will focus on content related to the subject's topics, while other tutorials will focus on teaching/training students in the skills of groupwork to enhance understanding of how groups work and the capacity of study groups to work effectively.

Changes Since Last Offering This Unit

This Unit was transformed into a PACE Unit in 2013. There have not been any major changes since 2013. The Unit has substantial involvement of industry partner(s) . The assessment methods include a group project that involves a project co-designed with our industry partner(s) to address real-life contemporary issues in learning and development. Our industry partners will also be involved in providing resources and guidance in relation to completion of the project. The delivery mode remains the same, and includes presentations by industry partners, and presentations by our students to our industry partners. This year the course has been rebadged from a 2nd year to a 3rd year subject. Most of the now 3rd year students undertaking the HRM Major have now completed this Unit, so a small cohort is expected in 2014.

Unit Schedule

Week	Lecture Topic	Text Reading for Lecture Topic
1	Introduction to HR Learning & Development, and the role of government policy	Chapter 1 & 2
2	Learning: Theories and Principles	Chapter4, pp.128-156
3	Training Needs Analysis and Design	Chapter3 & 4 (pp.156-167)
4	Industry Partner presentation	

5	Transfer of Learning and Development	Chapter 5
6	Traditional, Contemporary and Changing Delivery Methods **Individual essay due (8/4/14)**	Chapter 7 & 8
	MID SEMESTER BREAK	
7	Employee Development - Guest Lecture by Executive Coach.	
8	Employee Development - The range of practices and issues (Ch 9)	
9	Evaluation of Learning and Development	Chapter 6
10	Special Issues in L&D **Group Presentations in Tutorials**	Chapter 10
11	Careers and Career Management **Group Presentations in tutorials** **ALL Group Case Reports due in tutorials. (27/5/14)**	Chapter 11
12	Organising and marketing the HRD function	Chapter 2
13	Presentations of proposals to Industry Partner who will also address the class. Exam format will be provided. Example questions will be considered	

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Academic Honesty

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Grades

Macquarie University uses the following grades in coursework units of study:

- HD - High Distinction
- D - Distinction
- CR - Credit
- P - Pass
- F - Fail

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at:

http://www.mq.edu.au/policy/docs/grading/policy.html

Grading Appeals and Final Examination Script Viewing

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

http://www.businessandeconomics.mq.edu.au/new_and_current_students/undergraduate_current_students/how_do_i/grade_appeals/

Special Consideration Policy

The University is committed to equity and fairness in all aspects of its learning and teaching. In

stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at:

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- An understanding of how to conduct each of the phases of the strategic training process both individually and in groups, and the key practical challenges involved.
- A critical appreciation of the tensions between training, education and development and its implications for various aspects of HR learning & development.
- An awareness of the key debates shaping public policy in training, and Australian policy responses to both these debates and the challenges of skills provision.
- An appreciation of the strategic choices available in relation to training forms and practices.
- An understanding of the practical application of disciplinary knowledge in this area to professional activities concerned with training and development and the promotion and communication of strategies in this field.

Assessment tasks

- Essay
- Presentation & Report
- Final Examination

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- An understanding of how to conduct each of the phases of the strategic training process both individually and in groups, and the key practical challenges involved.
- A critical appreciation of the tensions between training, education and development and its implications for various aspects of HR learning & development.
- An awareness of the key debates shaping public policy in training, and Australian policy responses to both these debates and the challenges of skills provision.
- An understanding of how theories of learning and cognition may contribute to training and development and the changing faces of training and development.

- An appreciation of the strategic choices available in relation to training forms and practices.

- An understanding of the practical application of disciplinary knowledge in this area to professional activities concerned with training and development and the promotion and communication of strategies in this field.

Assessment tasks

- Essay

- Presentation & Report

- Final Examination

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- An understanding of how to conduct each of the phases of the strategic training process both individually and in groups, and the key practical challenges involved.

- A critical appreciation of the tensions between training, education and development and its implications for various aspects of HR learning & development.

- An understanding of how theories of learning and cognition may contribute to training and development and the changing faces of training and development.

- An appreciation of the strategic choices available in relation to training forms and practices.

- An understanding of the practical application of disciplinary knowledge in this area to professional activities concerned with training and development and the promotion and communication of strategies in this field.

Assessment tasks

- Essay

- Presentation & Report

- Final Examination

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- An understanding of how to conduct each of the phases of the strategic training process both individually and in groups, and the key practical challenges involved.

- A critical appreciation of the tensions between training, education and development and its implications for various aspects of HR learning & development.

- An understanding of how theories of learning and cognition may contribute to training and development and the changing faces of training and development.

- An understanding of the practical application of disciplinary knowledge in this area to professional activities concerned with training and development and the promotion and communication of strategies in this field.

Assessment tasks

- Essay
- Presentation & Report

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- A critical appreciation of the tensions between training, education and development and its implications for various aspects of HR learning & development.

- An awareness of the key debates shaping public policy in training, and Australian policy responses to both these debates and the challenges of skills provision.

- An understanding of how theories of learning and cognition may contribute to training

and development and the changing faces of training and development.

- An understanding of the practical application of disciplinary knowledge in this area to professional activities concerned with training and development and the promotion and communication of strategies in this field.

Assessment tasks

- Essay
- Presentation & Report

Research and Practice

- This unit uses research by Macquarie University researchers (references provided in iLearn)
- This unit gives you practice in applying research findings in your assignments
- This unit gives you opportunities to conduct your own research

Changes since First Published

Date	Description
14/01/2014	The Prerequisites was updated.