# HRM 300
Human Resources Learning and Development
S1 Day 2016

Dept of Marketing and Management

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## Disclaimer

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General Information

Unit convenor and teaching staff
Unit Convenor
Associate Professor Louise Thornthwaite
louise.thornthwaite@mq.edu.au
Contact via louise.thornthwaite@mq.edu.au
E4A Room 653
Wednesday 2.00-3.00pm

Julie Zetler
julie.zetler@mq.edu.au

Credit points
3

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

Corequisites

Co-badged status

Unit description
This unit explores the role and practice of learning and development (L&D) in organisations with an applied industry component. With industry partners, the unit provides students with the opportunity to apply L&D knowledge and skills to the training and development function as well as training delivery. Through this, students will develop a broad view of the complex and contested issues that confront organisations when constructing systems of learning and knowledge generation. Thus, students will gain an appreciation of the strategic choices available and key practical challenges in L&D. Students learn the concepts and theories relevant to this area, and apply these concepts by actively engaging with a partner organisation on a project of contemporary strategic relevance. In addition, in completing the project students will develop graduate capabilities in professional and personal judgement and initiative and being socially active and responsible.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/
### Learning Outcomes

1. 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.
2. 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.
3. An understanding of how theories of learning and cognition may contribute to training and development and the changing faces of training and development.
4. An appreciation of the strategic choices available in relation to training forms and practices.
5. 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Essay</td>
<td>20%</td>
<td>April 8th 2015, week 6</td>
</tr>
<tr>
<td>Presentation &amp; Report</td>
<td>40%</td>
<td>Report due 21/05/14 (week 11)</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30%</td>
<td>University Examination Period</td>
</tr>
<tr>
<td>Tutorial Participation</td>
<td>10%</td>
<td>weeks 2-12</td>
</tr>
</tbody>
</table>

**Essay**

Due: **April 8th 2015, week 6**  
Weighting: **20%**

**Submission**

**Friday 10 a.m.** on the 8th April 2016 (WEEK 6) - 2000 word individual essay

Submit to BESS - there will be an HRM300 assignment box available from 30 March 2016.

**TURNITIN**

Before submitting their essay to BESS, students must submit their essay through Turnitin and then attach a certificate to the essay from Turnitin stating it has been submitted.

Essays that have not been submitted though Turnitin will not be marked. In such cases, submission will be deemed to occur at the time at which the essay is actually submitted to Turnitin. Deductions for lateness will then be calculated accordingly from that time.
The turnitin link will be located on the Unit’s iLearn site in the set of files/links located at the top of the website above the box for Week 1.

**Late Assessment**

No extensions will be granted. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission - 20% penalty). This penalty does not apply for cases in which an application for disruption of studies is made and approved.

**What is required to complete the unit satisfactorily**

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

This Assessment Task relates to the following 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.
- 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 21/05/14 (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 consists 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 10-12. All Group written reports must be submitted by hand in the tutorial in week 11.

**Extension**

No extensions will be granted. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 20% penalty). This penalty does not apply for cases in which an application for disruption of studies is made and approved. No submission will be accepted after solutions have been posted.
What is required to complete the unit satisfactorily

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

This Assessment Task relates to the following 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.
• 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: 30%

Examination conditions

2 Hour Closed book exam

This Assessment Task relates to the following 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.
• 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.
Tutorial Participation

Due: weeks 2-12
Weighting: 10%

Student participation will be assessed on the basis of informed contributions to discussions about set readings for particular weeks and engagement in group dynamics training and other activities.

This Assessment Task relates to the following Learning Outcomes:

• 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.

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 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:
  - Timetable Portal: [http://timetables.mq.edu.au](http://timetables.mq.edu.au)
- You cannot change your tutorial class without the permission of the Unit Convenor.
- Students should attend lectures and tutorials. Attendance will be taken in the tutorials. Warning: You must attend at least 9 of the 11 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.
- While students are expected to attend all Lectures, the Lectures in weeks 1, 4, 5 and 13 are compulsory.

Required and Recommended Texts and/or Materials

Compulsory: The text for this unit is:


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](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](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. Some weeks,
specific scholarly articles will be specified as set reading for the tutorial with the expectation that students will discuss the articles during class - see detailed TUTORIAL SCHEDULE on ilearn. In those cases, the articles can be found on ilearn, among the documents for that week.

In week 2 you will form groups for the group project. Some of the tutorials focus on content related to the subject's topics, while other tutorials 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.

### Unit Schedule

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<tr>
<th>Week</th>
<th>Thursday classes</th>
<th>Lecture Topic</th>
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<tr>
<td>1</td>
<td>2 March</td>
<td>Introduction to HR Learning &amp; Development, what the field encompasses and the role of government policy.[ Ch 1 and 2]</td>
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</table>
| 2    | 9 March          | Learning: Theories and Principles (Ch 4 pp.128-156)  
*Tutorials start this week* |
<p>| 3    | 16 March         | The systematic training model 1: Training Needs Analysis &amp; Design (Ch 3 and 4, pp.156-167 only) |
| 4    | 23 March         | Presentation by Industry Partner |
| 5    | 30 March         | Presentation by Industry Partner |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
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| 6    | 6 April    | The systematic training model 3: Traditional, contemporary and changing delivery methods (Ch 7 and 8)  
      |            | **Individual Essay due – Friday 10am**  
      |            | **Student opportunity to provide questions to Partner Companies - vetted through Unit Convenor** |
| 11-22| April      | **Mid-Semester Break**                                                   |
| 7    | 27 April   | Systematic training model 2: Transfer of Learning and Development (Ch 5) |
| 8    | 4 May      | Evaluation of L & D (Ch 6)                                               |
| 9    | 11 May     | Employee Development (Ch 9)                                              |
| 10   | 18 May     | Special Issues in L&D (Ch 10)                                            |
| 11   | 25 May     | Careers & Career Management (Ch 11)                                      |
| 12   | 1 June     | Organising and marketing the HRD function (Ch 2))                        |
| 13   | 8 June     | Presentation of best proposals to Industry Partner who will also address the class. Exam format also provided. |

**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/academic_honesty/policy.html). Students should be aware of the following policies in particular with regard to Learning and Teaching:

**Academic Honesty 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/](https://students.mq.edu.au/support/student_conduct/)

**Results**

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in *eStudent*. For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

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


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 Enquiry Service

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

IT Help
For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.
When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

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.
• 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**

- 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
- Tutorial Participation

**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.
- 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
• Tutorial Participation

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.
• 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
• Tutorial Participation

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.
• 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
• Tutorial Participation

Global Contexts and Sustainability

• This Unit includes the exploration of how the ways people learn may differ across the globe;
• Another theme included in this Unit is the role that training and development - and organisational learning - play in building sustainable organisations.

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