HRM 300

Human Resources Learning and Development

S1 Day 2018

Archive (Pre-2019) - Dept of Marketing and Management

Contents

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General Information

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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 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 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.

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	Hurdle	Due
Presentation & Report	40%	No	Report due 21 May (wk 11 tute)
Final Examination	50%	No	University Examination Period
Tutorial Participation	10%	No	weeks 2-10

Presentation & Report

Due: **Report due 21 May (wk 11 tute)**
Weighting: **40%**

This is a PACE subject. A central feature of this course is the group project undertaken according to collaboration with and guidance from our PACE Partner organisations. A set of Guidelines will accompany the Unit on Ilearn which provides details of the Group Project and is assessment. Extensive time is devoted in the tutorial program to training students in groupwork dynamics and skills and monitoring progress. Students also must complete a confidential peer review report in which they score all members of the group.

Note attendance in particular lectures and tutorials is mandatory and attendance will be recorded. Students who miss these lectures and tutorials will fall short of the knowledge base for the Group Project unless they take active measures to prevent this (ilearn copies of lectures, extra reading).

Submission

Presentations will be held in tutorials in weeks 10-12. Details of the presentation format/ requirements will be located on Ilearn.

Reports must be submitted in the following three ways:

(a) as a written report submitted to your tutor the tutorial in week 11.

(b) through the Turnitin Link on the Ilearn Site.

(c) by email to the Convenor: louise.thornthwaite@mq.edu.au.

The Covenor will be forwarding the emailed copy of Reports to the relevant PACE Partner Reports by email. The email must be provided in either a Word document or a PdF document so that Convenor does not have software difficulties sending reports to the Partners. Groups which fail to provide an accessible emailed copy will not have their report submitted for the Partner Organisation's consideration.

The Group Projects will be formally assessed by academic staff teaching the Unit. In addition, PACE Partners will read the reports relevant to their Project Brief and decide which Report has addressed their needs best. The student group which Partners judge the best in their category will be expected to provide their presentation (again) in WEEK 13 to the PACE partners and all students during the Final Lecture Period.

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.

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 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: **50%**

Examination conditions

A 2 Hour Closed book exam will assess material covered in lectures, tutorials and required readings.

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 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 2-10**

Weighting: **10%**

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

To facilitate assessment of contributions to discussion on set readings, students are required to complete a brief homework exercise for three of the weeks in which a set reading is specified for the tutorial. This will be indicated by the words SET READING on the Lecture and Tutorial Guide on ilearn.

One week before the particular set reading/tutorial, questions will be uploaded on ilearn for the relevant week. Students should address these by providing one sheet of A4 paper with the answers. This can be handwritten or typed. The name of the student, student number and tutorial time must be included at the top of the page. When students arrive at the tutorial, they must sign the roll indicating they have done the homework and then engage in the discussion of the set reading/questions. Students must submit the homework page at the end of the tutorial. Two marks will be awarded for the submission of homework which meets these requirements. This will account for six of the ten participation marks. The other four participation marks are based on the quality of contributions made in the other tutorials (prior to week 10 when presentations begin). Please note the tutorial in Week 5 is compulsory because Management Plans for the Group Project will be completed in this hour.

On successful completion you will be able to:

- 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, as well as tutorials. 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, training 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.

Please note. Successful completion of this Uni requires the student to achieve 50% in total in the assessment tasks offered.

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

- 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 and the lectures . 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:

Carberry, R. and Cross, C. (2015) *Human Resource Development: A Concise Introduction*, Palgrave Macmillan.

There are also many articles on ilearn under each topic section. These provide an indication of the journals available in this area and authors working in this area that are useful for students in completing assignments.

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 (see lecture and tutorial schedule). Where specific scholarly articles are provided as set reading for the tutorial, a homework requirement is attached to the participation mark. In those cases, the articles can be found on ilearn, among the documents for that week.

In week 3 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. In the week 5 Tutorial, groups will complete their Management Plan which is a fundamental aspect of the Group Project.

Changes Since Last Offering This Unit

This Unit was transformed into a PACE Unit in 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 as in previous years, and includes presentations by industry partners, and presentations by our students to our industry partners. The assessment has been modified - by specifying more clearly the breakdown of individual and group marks for the group project. This is to ensure that individual contributions are given equal weight with group contributions in the assessment of the Group Project, and that all students have the opportunity to engage (through the Group Project) closely and intellectually with one of the theoretical themes of the Unit.

Unit Schedule

Week	Thursday classes	Lecture Topic	
1	26 Feb	Introduction to HR Learning & Development, what the field encompasses, key concepts and the role of government policy.[Textbook Ch 1 and 5]	

2	5 March	Learning: Theories and Principles (Text Ch 4) **Tutorials start this week**
3	12 March	The systematic training model 1: Training Needs Analysis & Design (Text, Ch 7)
4	19 March	Presentation by Industry Partner
5	26 March	Presentation by Industry Partner
6	2 April	The systematic training model 2: Training Design Principles (Text Ch 8) **Student opportunity to provide questions to Partner Companies - vetted through Unit Convenor**
7	9 April	Systematic training model 3: Transfer of Learning and Development (Ch 9 and Ch 10 pp.186-189)
		16 APRIL - 27 APRIL UNIVERSITY RECESS
8	30 April	Systematic Training Model 4: Evaluation of L & D (Ch 10)
9	7 May	Employee Development (Ch 9)
10	14 May	Special Issues in L&D - Leadership Development (Ch 12)
11	21 May	Careers & Career Management (Ilearn Readings) **Group Case Study Report due**
12	1 June	Organising and marketing the HRD function (Ch 2 and 3)
13	8 June	Presentation of best proposals to Industry Partner who will also address the class, providing a response to the projects received. Exam format also provided.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.m

q.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-centr
al). Students should be aware of the following policies in particular with regard to Learning and
Teaching:

- Academic Appeals Policy

- Academic Integrity Policy

- Academic Progression Policy

- Assessment Policy

- Fitness to Practice Procedure

- Grade Appeal Policy

- Complaint Management Procedure for Students and Members of the Public

- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4
  December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (htt
ps://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the
key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (http
s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p
olicy-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/study/getting-started/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.m
q.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

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://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

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

- Presentation & Report

- Final Examination
- 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

- 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

- Presentation & Report
- Final Examination
- Tutorial Participation

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 task

- 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

- Presentation & Report
- 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 buiding 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