HRM 207
Human Resources Learning and Development
D2 2012

Marketing and Management

Contents

General Information ................................................ 2
Learning Outcomes ............................................... 3
Assessment Tasks ................................................ 3
Delivery and Resources ........................................ 5
Unit Schedule ..................................................... 6
Policies and Procedures ......................................... 7
Graduate Capabilities .......................................... 9
Research and Practice ......................................... 13

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## General Information

**Unit convenor and teaching staff**

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640A, Building: E4A  
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Deborah Howlett  
*deborah.howlett@mq.edu.au*

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Joseph McIvor  
*joseph.mcivor@mq.edu.au*

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contact via email to arrange a mutually suitable time

**Credit points**
3

**Prerequisites**

HRM107

**Corequisites**

**Co-badged status**

**Unit description**

This unit examines a range of theories, processes, and techniques for developing social capital in organisations. It also analyses change processes from a number of different framing perspectives such as the political frame and the structural frame. Organisational development techniques are considered in the context of a systems approach; one-off change and development processes are considered to be inappropriate when they fail to account for the contingencies of organisational forces. Thus, the unit examines several integrative theories of change management together with a number of intervention strategies. The alert student will note that intervention strategies of themselves may or may not work given the institutional values and organisational forces that flow in and around the organisation. The unit also examines ways to apply theory to practice so that real change agent skills are developed.
Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

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. A critical appreciation of the tensions between training, education and development and its implications for various aspects of HR learning & development.
3. 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.
4. An understanding of how theories of learning and cognition may contribute to training and development and the changing faces of training and development.
5. An appreciation of the strategic choices available in relation to training forms and practices.
6. 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>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>30%</td>
<td>Week 6</td>
</tr>
<tr>
<td>Creative Production</td>
<td>30%</td>
<td>Weeks 9-13</td>
</tr>
<tr>
<td>Final Examination</td>
<td>40%</td>
<td>University Examination Period</td>
</tr>
</tbody>
</table>

Essay
Due: Week 6
Weighting: 30%

Submission

Week 6 tutorial

Extension

Before the due date, an email must be sent to the Lecturer stating the details and a special consideration form lodged

Penalties
Late submissions up to 24 hours will be penalised at 20% of the grade for the first day 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.

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.
- 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.

**Creative Production**

**Due:** **Weeks 9-13**  
**Weighting:** **30%**

**Submission**

Presentations will be held in tutorials in weeks 9 - 13. Group written reports must be submitted in tutorial in week 13.

**Extension**

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 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.

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.
- 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

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.
• 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.

Delivery and Resources

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 8 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:


**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 and internship information is available on iLearn [https://ilearn.mq.edu.au](https://ilearn.mq.edu.au)

There is no web page for this unit.

**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. You must also prepare written responses to the discussion questions for each chapter (as shown in the table below) prior to the relevant tutorial and be prepared to discuss your answers in class.

In week 2 you will form groups for the group project and tutorial work. You or your group may be called upon to lead the discussion at any time in any tutorial.

**Unit Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Text Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to HR learning &amp; Development</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Strategic Training</td>
<td>Chapter 2</td>
</tr>
</tbody>
</table>
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:

- **Special Consideration Policy** [http://www.mq.edu.au/policy/docs/special_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

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

### 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:


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 Academic Student Support Services. Details of these services can be accessed at: http://students.mq.edu.au/support/.
UniWISE provides:

- Online learning resources and academic skills workshops [http://www.mq.edu.au/learning_skills/](http://www.mq.edu.au/learning_skills/)
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service

Details of these services can be accessed at [http://www.student.mq.edu.au/SES/](http://www.student.mq.edu.au/SES/).

Equity Support

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

IT Help

If you wish to receive IT help, we would be glad to assist you at [http://informatics.mq.edu.au/help/](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 and it outlines what can be done.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

**Assessment tasks**

- Essay
- Creative Production
- Final Examination

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.
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
- Creative Production
- 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 awareness of the key debates shaping public policy in training, and Australian policy responses to both these debates and the challenges of skills provision.

**Assessment tasks**

- Essay
- Creative Production
- Final Examination

**Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms
effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

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 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
- Creative Production
- 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 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
• 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 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.

Assessment tasks

• Creative Production
• Final Examination

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 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 task

• Creative Production

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