HRM 300

Human Resources Learning and Development

S1 Day 2019

Department of Management

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
Associate Professor Louise Thornthwaite
louise.thornthwaite@mq.edu.au
Contact via Email
Please view consultation hours via iLearn - https://ilearn.mq.edu.au/login/

Credit points
3

Prerequisites
HRM201 and 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
Group Presentation and Report	40%	No	Weeks 10-12; Week 11 (Report)
Final Examination	50%	No	University Examination Period
Tutorial Assessment	10%	No	Weeks 2 - 10

Group Presentation and Report

Due: **Weeks 10-12; Week 11 (Report)**
Weighting: **40%**

Presentation and Report Assessment Summary Task Description This assessment item is the Collaborative PACE project for this Unit. It includes the completion of a management plan (in tutorials); a presentation (in tutorials) to be scheduled between week 10 and week 12 with week 13 available for overflow; and a Written Report of (max) 4000 words which will be read by the relevant Industry Partner Organisation. **Type of Collaboration** 50% Group assessment and 50% Individual assessment. **Submission**
Group Presentations will be held in tutorials in weeks 10-12. Tutorials (with week 13 available for overflow where necessary).

Please Submit **written Report** online via iLearn in Week 11.

Details of the presentation format/requirements and other information will be located on iLearn.

Format Please refer to the iLearn Unit page **Length** The length of the **Written Report** is **4000 words**; the **Group presentations** are **20 minutes** in length. **Inherent Task Requirements** None **Late Submission**
Late tasks must also be submitted through Turnitin. No extensions will be granted. There will be a **deduction of 10%** made from the total available marks for each **24 hour period** or part thereof that the submission is late (for example, 25 hours late in submission incurs a 20% deduction). Late submissions will be accepted up to 96 hours after the due date and time

This penalty does not apply for cases in which an application for Special Consideration is made

and approved. Note: applications for Special Consideration Policy must be made within 5 (five) business days of the due date and time.

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%**

Final Examination Assessment Summary Task Description A final examination is included as an assessment task for this unit to provide assurance that: (i) the product belongs to the student and ii) the student has attained the knowledge and skills tested in the exam **Type of Collaboration** Individual **Submission** You are expected to present yourself for examination at the time and place designated in the University Examination Timetable **Format** The exam format will be outlined to students in the Week 13 lecture **Length** 2 hours duration plus 10 minutes reading time **Inherent Task Requirements** None **Late Submission**
Please see Assessment Policy Schedule 4.

The only exception to not sitting an examination at the designated time in the University Examination Timetable is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for special consideration.This penalty does not apply for cases in which an application for Special Consideration is made and approved. Note: applications for Special Consideration Policy must be made within 5 (five) business days of the due date and time.

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 Assessment

Due: **Weeks 2 - 10**
Weighting: **10%**

Tutorial Participation Assessment Summary Task Description
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 in the Lecture and Tutorial Guides on the Unit iLearn Page. One week before the particular set reading/tutorial, questions will be uploaded on iLearn for the relevant week.

Type of Collaboration Individual **Submission** In class submission. This will consist of three one-page submissions. **Format** Please refer to the iLearn Unit page **Length** N/A **Inherent Task Requirements** Please note the tutorial in Week 5 is compulsory because Management Plans for the Group Project will be completed in this hour. Students will not receive the 5 marks if they do not attend. **Late Submission** N/A
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

Required text	• Carberry, R. and Cross, C. (2015) *Human Resource Development: A Concise Introduction*, Palgrave Macmillan.
Unit web page	The web page for this unit can be found at: https://ilearn.mq.edu.au/login/

Technology Used and Required	Students will need to be familiar with a web browser to access the unit web page.
Delivery Format and Other Details	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. • Number and length of classes: **1 x 2 hour lecture and 1 x 1 hour tutorial, i.e. 3 hours face** to face per week unless indicated otherwise in the lecture schedule. Classes may vary due to public holiday(s) • Tutorials will commence in **Week 2** • The timetable for classes can be found on the University web site at: http://www.timetables.mq.edu.au/
Recommended readings	

Unit Schedule

Week	Lecture Topic & Readings	Tutorial Topic
1	Introduction to Human Resources Learning and Development [Textbook ch 1 and 5]	
2	Learning Theories and Principles [Textbook ch 4]	Tutorials start this week
3	The Systematic Training Model 1: Training needs analysis and an intro to some design principles	
4	Presentation by Industry Partner	
5	Presentation by Industry Partner	
6	The Systematic Training Model 2: Training needs design and delivery	
7	Systematic Training Model 3: Transfer of Learning	
8	Systematic Training Model 4: Evaluation of Training	
9	Employee Development Forms and Issues	
10	Linking employee development to career management	
11	Special Issues: management and leadership development	
12	Organising and Marketing the L & D Function	

| 13 | Presentation of the Proposals that Industry Partners judge the best to Industry Partners. Exam format also discussed | |

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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 (https://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 (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

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

If you are a Global MBA student contact globalmba.support@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

- Group Presentation and Report
- Final Examination
- Tutorial Assessment

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

- Group Presentation and Report
- Final Examination
- Tutorial Assessment

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

- Group Presentation and Report
- Final Examination
- Tutorial Assessment

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

- Group Presentation and 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

- Group Presentation and Report
- Tutorial Assessment

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

Changes since First Published

Date	Description
19/02/2019	Submission method for Tutorial Assessment has been changed to "In class submission"
19/02/2019	Edited submission method for first assessment.