



HRM207  
HR Learning & Development  
Semester 2, 2010

*Department of Business*

**MACQUARIE UNIVERSITY  
FACULTY OF BUSINESS AND ECONOMICS  
HRM 207 UNIT OUTLINE**

<b>Year and Semester:</b>	<b>Semester 2, 2010</b>
<b>Unit convenor:</b>	<b>Dr Alison Barnes</b>
<b>Prerequisites:</b>	<b>HRM107</b>
<b>Credit Point:</b>	<b>3pc</b>

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

**ABOUT THIS UNIT**

- In recent years, HR Learning & Development (L&D) has become increasingly recognised within organisations as a critical strategic function for achieving organisational effectiveness. Knowledge of the HR L&D process is vital to every manager in order to ensure that such processes are designed and harnessed according to company goals and individual needs. The interactions within this unit provide an introduction to the role and practice of HR L&D with particular practical emphasis on the training and development function and training session delivery. Students in this unit develop a broad view of the complex and contesting issues that confront the construction of systems of learning and knowledge generation. Thus they learn the basic concepts and theories relevant to this area, and apply some of these concepts to current workplace realities through reflection and the creation of a simulated training program.

**TEACHING STAFF**

- Lecturer:

Bill Morrissey

Department of Business

Email: [morrisseyassociates@bigpond.com](mailto:morrisseyassociates@bigpond.com)

Phone: 040 777 26 77

Consultation times: By appointment. Time will also be made available during tutorials for consultation.

Office location: E4A

## 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/>
- Please do not 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 10 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 TEXTS AND MATERIALS

Compulsory: The text for this unit is:

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

## TECHNOLOGY USED AND REQUIRED

- Technology used: Blackboard and Macquarie University email

## UNIT WEB PAGE

- The unit's logon web page address is <https://learn.mq.edu.au/> To log on, you must first obtain a log on password from IT services or the library then click through to HRM 207. Please check this site each week for possible lecture slides. Also, all examination, results, and other notes will be posted on the site from time to time.

## LEARNING OBJECTIVES AND OUTCOMES

On completion of this unit, students should be able to:

1. assess and prioritise training needs appropriately;
2. design and develop a relevant training programme;
3. design and evaluate the design of training sessions;
4. assess and self assess personal delivery skills;
5. apply a relevant training strategy to a situation;
6. recognise individual learning styles and recommend appropriate material;
7. evaluate training at several levels and in cost benefit terms;
8. produce strategies to manage training and trainers;
9. utilise development and training as a strategic workplace learning tool; and
10. discuss structures for the development of human resources at national, organisational and individual levels.

Anticipated student learning outcomes include the following:

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.

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop students' generic skills in a range of areas. One of the aims of this unit is that students develop their skills in the following:

*Self-awareness and interpersonal skills;*  
*Communication skills;*  
*Critical analysis skills;*  
*Problem-solving skills;*  
*Creative thinking skills.*

## TEACHING AND LEARNING STRATEGY

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.

Week	Week Begins	Lecture Topic	Text Readings
1	2 August	Introduction to HR Learning & Development	Chapter 1
2	9 August	Strategic Training <b>Tutorials Start This Week</b>	Chapter 2
3	16 August	Needs Assessment	Chapter 3
4	23 August	Learning: Theories and Program Design <b>Training Proposal Due in Tutorial</b>	Chapter 4

5	30 August	Transfer of Training	Chapter 5
6	6 September	Training Evaluation	Chapter 6
7	13 September	Traditional Training Methods <b>Training Synopsis Presentations in Tutorials</b>	Chapter 7
	Recess 18 September to 5 October		
8	4 October	E-Learning	Chapter 8
9	11 October	Employee Development	Chapter 9
10	18 October	Special Issues in L&D <b>Individual Reflective Journals due in Tutorial</b>	Chapter 10
11	25 October	Careers & Career Management	Chapter 11
12	1 November	Challenges in Career Management <b>Training Proposal due in Tutorial</b>	Chapter 12
13	8 November	The Future of HR Learning & Development/Subject Review <b>Individual Reflective Essay Due in Tutorial</b>	Chapter 13

As noted above, tutorials commence in Week 2. Students are expected to come to tutorials having read the relevant reading(s) for that week. For instance, you should read Chapter 1 before the first tutorial in Week 2, Chapter 2 before the second tutorial in Week 3, and so on.

### **Assessment**

Marks will be allocated on the following basis:

- |   |     |
|---|-----|
| 1. Reflective learning journal (individual) | 20% |
| 2. Learning & development project (group)   | 40% |
| 3. Tutorial participation (individual)      | 20% |
| 4. Individual reflective essay              | 20% |

<b>Total Marks</b>	<b>100%</b>
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#### **1. Reflective Learning Journal (individual): 20%**

The Reflective Learning Journal provides an opportunity for individual critical thinking and reflection about the information conveyed through lectures, tutorials and readings, the relationship between these, and the learning process itself. Regular reflective and analytical writing provides students with a structured avenue for active engagement in the course materials as the session progresses. It also provides an essential basis for active tutorial participation. Students are encouraged to consider the course materials and activities in the light of their own experiences and perspectives and to take responsibility for their own learning.

## **Requirements**

Students are required to keep a journal as a record of their learning process. The journal will consist of five entries typed on A4 pages. Each entry will relate to a different week of the program. The journal will consist of reflections on material covered in each of five different weeks of the course program between weeks 2 and 9 – **including at least two** entries relating to the period between weeks 2-5.

Entries should be made after the relevant tutorials and record:

- reflections and responses to materials covered in lectures and tutorials, readings and class exercises.
- reflections on learning in classes and its impact on existing views and opinions, other courses and students' experiences generally in learning environments.
- consideration of the implications that specific material covered in class and in tutorial readings may have for professional practice.
- The journal can include one entry reflecting on the synopsis presentations in Week 7. However, students may not base an entry on both the Week 7 and Week 8 tutorials.
- Students are advised to commence their journal early, particularly for the entries from weeks 2-5, and not leave it till just before the due date when, depending on the lapse of time, reflection will be much more difficult.
- Students should also note that, because there is an expectation that they are reading for the tutorials, in order to meet the journal requirements, the tutorials will be run on the assumption that students are prepared for them.

## **Format and Guidelines**

There is no specific format or style required for this assignment. Students are free to choose how they approach their entries. There are however specific guidelines that must be adhered to:

Students **must** record in an ACTIVE VOICE their views and reactions to the material covered in the class sessions, readings and activities, including thoughts triggered during and/or after activities, new discoveries, and difficulties in understanding

## **Submission**

Students are required to submit their journals in hard copy to their Tutor during the week 10 tutorial –. Each entry will receive up to 4 marks, depending on quality.

## **Marking criteria.**

1. clear writing/presentation
2. evidence of reflection on course material covered in classes, readings, activities.
3. evidence of appropriate mix of description and reflection

4. evidence of engagement with the course's substance on adult learning in students' reflection on their own learning.

## **2. Learning and Development Project (group): 40%**

Your project is to compile a proposal for a training course to meet the needs of an identifiable group of individuals. It is an opportunity for you to practice using the practical and theoretical concepts that this course covers by applying them to a practical example.

Students are to do the training project in groups of 3 students per project to do so. There will be no projects involving more than three students – this is non-negotiable. If there are odd numbers in the course, one student will have to complete the project individually.

A key object of your proposal is to persuade senior management that the course you are proposing is a necessary and viable program for funding. This requires not only that you identify the main features of the program, but also that you justify the design and training methods proposed.

The Training Proposal that you submit will consist of three parts:

(a) A brief introduction which outlines the type of organisation, workforce size, particular training program proposed, target group, and the central issues involved with this particular training proposal (eg problems, limitations – for instance: urgency; mature-aged workers; questions of time or worker availability; or any other relevant issue that you consider critical to this particular proposal).

(b) The Training Program – its key elements (see detailed instructions below). NB. This is the major part of the project.

(c) Appendices including examples of your training package proposal. Examples might include samples of aspects of the training needs analysis, a lesson plan, an outline of evaluation process etc. Numerous appendices are not necessary, but because of their illustrative power, several will strengthen your proposal.

### ***Synopsis (Tutorial week 7)***

Students are required to present a synopsis of their training proposal in tutorial 7. The synopsis should contain information addressing the following: the type of organisation, workforce size, particular training program proposed, target group, and the central issues involved with this particular training proposal (eg problems, limitations – for instance: urgency; mature-aged workers; questions of time or worker availability; or any other relevant issue that you consider critical to this particular proposal. This information will then form the basis of the introduction in your submitted written proposal.

Requirements for the Synopsis:

- Presentations will be of 5 minutes duration. Please note – the synopsis is a brief outline only of the project being undertaken.

- Students are to provide their presentation using a MAXIMUM of five powerpoint slides. NOTE: Students do not need to use powerpoints at all, but should they choose to do so, must meet this criteria.
- You must give a hard copy of your presentation to the lecturer prior to the formal presentation taking place.

The training course project gives students an opportunity to integrate theoretical and practical material covered during the course. The synopsis requires students to acquire a focus on a particular training course and to begin the planning and design process. Given that the presentation of information to others is a core skill in workplace training and the presentation/marketing of course proposals is a core function of training professionals, the in-class presentation is integral to this subject. The report is designed to assess students' skills in researching and analysing particular approaches to workplace training in depth.

### ***The Topic***

The topic of your training proposal must be chosen by the student and must be approved by the Lecturer-in-Charge prior to submission of the synopsis. Your lecturer will set aside some time in tutorials for this process. Alternatively you may email your proposed topic to your Lecturer. Each student must complete and submit a copy of the Topic Form for Training Proposal attached to the last page of this Course Outline by the due date (Week 4 tutorial).

In choosing your project topic, there are two main issues you must decide: the organisation and the training subject. You may choose your current work organisation or another in which you are involved (eg sport, cultural, political). Topics should be work-related and the intended trainee group must be adult. It is important to choose a topic that is manageable (ie compact and specific). Topics that students have chosen in the past include:

- particular technical skills, teamwork skills and communication skills; including topics such as training in bullying policies, sexual harassment, leading teams, conflict resolution etc.
- occupational health and safety requirements eg manual handling for supermarket shelf- fillers, dealing with irate customers and/or customer complaints;
- particular topics within vocational training that you may encounter in casual or full-time employment eg responsible service of alcohol, first aid and/or artificial resuscitation, managing the coffee station, orientation/induction to an organisation eg department store; function centre.
- Other skills/knowledge eg cricket or soccer refereeing, training volunteers in client service (eg soup kitchen volunteers).

### ***Content of the Training Proposal***

Whatever the training program you are proposing, you will need to include the following elements:

- Needs identification: an indication of how you have (hypothetically) identified the training need, and/or how you would identify precisely the training need prior to rolling the training program out.
- Course design elements that link the design features to relevant dimensions such as target group, organisational context, and strategic imperatives.
- Delivery methods, including issues pertaining to delivering particular program content in your specific case and strategies for addressing particular difficulties or limitations that may arise.
- Training transfer issues or methods.
- Proposed method of evaluating the program.

You must include a reference list with the proposal.

The Training Proposal may be a maximum of 3,500 words and must be handed to your Tutor during the Week 12 tutorial.

**Assessment Criteria – Training Proposal.** See at end of Outline.

	Excellent	Very Good	Good	Acceptable	Marginal	Fail
A clear training program is proposed, demonstrating insight, originality and practicality						
The proposal provides a coherent and persuasive justification of recommendations						
The design of the training program is appropriate for the content and (organisational and participant) context.						
An appropriate range of theory from the course is used.						
The report is supported by at least 5 credible and accurately-cited published sources.						
Written construction and presentation is clear and logical						

**3. Tutorial Participation (individual): 20%**

Given that this unit is all about creating effective learning experiences, we will endeavour to create such an environment in our classes!

Please prepare your written responses to the following text questions prior to the relevant tutorial and be prepared to discuss your answers in class.

To be discussed in Week 2 Tutorial (ie. our first tutorial): Discussion Question 6 (p29)

Week 3 Tutorial: Application Assignment 2 (p72) – presentation should be 3-4 minutes only.

Week 4 Tutorial: Discussion Question 7 (p116)

Week 5 Tutorial: Application Assignment 1 (p161)

Week 6 Tutorial: Application Assignment 8 (p190)

Week 7 Tutorial: Synopsis Presentations

Week 8 Tutorial: Application Assignment 2 (p264)

Week 9 Tutorial: Applicant Assignment 3 (p298)

Week 10 Tutorial: Application Assignment 2 (p333)

Week 11 Tutorial: Application Assignment 3 (p371)

Week 12 Tutorial: Discussion Question 4 (p426)

Week 13 Tutorial: Application Assignment 5 (p451)

#### 4. Individual Reflective Essay

**Task:** Consider and critique developments in the field of Training and Development since 1 July, 2009.

- The paper should be professionally presented (as if you were presenting it to the CEO of a major corporation).
- It should be around 1,500 words in total length (including references etc). Assignments within + or – 10% of this total will not be penalised.
- It must use at least 4 references. The textbook does not count as a reference but can be used. At least 2 references should come from academic journals of the type listed below. At least 2 references must be Australian. Avoid internet references except for those that come from academic databases.
- Referencing is critical. Please use the Harvard system, as described later in this outline. The words of others must be cited (referenced), as must the ideas of others. A failure to reference may result in a significant grade penalty.
- It should begin with an Executive Summary and finish with a Conclusion. An Executive Summary is a concise summary of your entire paper (including key findings) in 3 or 4 paragraphs. While an Introduction presents the context for the information to follow, an Executive Summary answers the reader's question, "If I do not read the remainder of the paper, what is it that the writer really wants me to know?"
- This assignment is due in the Week 8 Tutorial (week commencing 26 April) and should be handed to your tutor. Late assignments will be penalised at the rate of 10% of available marks per day.
- The individual assignment should have a cover sheet which is available from BESS and downloadable from
- <http://www.businessandeconomics.mq.edu.au/current/undergraduate/bess>.
- **Turnitin:** In addition to hard copy submission, students must also submit an electronic copy of the report to the university's plagiarism checking software, Turnitin. Title your document with your surname and student number, e.g., Smith20062007. Turnitin can be found on the subject's Blackboard website under "Assignments". **Note:** In the submitted copy to Turnitin, **please do not include the reference list**. Turnitin currently accepts **MS Word(xxx.doc)** format. (i.e. not PDF, PowerPoint, etc). For more information see: <http://www.turnitin.com/static/training.html> and Student Quickstart Guide [http://www.turnitin.com/resources/documentation/turnitin/training/tii\\_student\\_qs.pdf](http://www.turnitin.com/resources/documentation/turnitin/training/tii_student_qs.pdf).
- Turnitin will check your assignment against over a billion internet articles, academic articles and previously submitted assignments in order to identify any cases which should be checked for plagiarism. Note that the penalties for plagiarism can be severe and a case of plagiarism which is detected by other means will still be brought, even if the Turnitin program fails to detect it. So you must ensure that you submit only your own work, with all sources properly acknowledged.

## Attendance and Assessment

Students must complete all components of the course to register a pass grade or better. Please note that pressures relating to work are not sufficient reasons for not attending or completing a mandatory component. **Attendance will be taken in the tutorials. Warning: You must attend at least 10 of the 12 tutorials** – failure to do so will lead to major deduction of group-work contribution.

### **Useful Internet Sites and Resources include:**

<http://www.training.com.au/> is the official entry portal to the National Training System.

Follow up some links, especially see ANTA, and NCVER

[www.dest.gov.au](http://www.dest.gov.au) The site of the Federal Department of Education, Science and Training has press releases and information about aspects of Government policy.

[www.ncver.edu.au](http://www.ncver.edu.au). This is the site of the National Centre for Vocational Educational Research, the organisation – Australia's 'official' gatherer of statistics on VET in Australia.

[www.b.shuttle.de/wifo/ehrd/=portal.htm](http://www.b.shuttle.de/wifo/ehrd/=portal.htm), the European HR L&D portal, providing research-based information on L&D in Europe.

[www.hrdgateway.org/hub1/](http://www.hrdgateway.org/hub1/), the L&D Gateway (Asia)

[www.ahrd.org](http://www.ahrd.org), the Academy of Human Resource Development (USA)

**Academic journals** that cover relevant issues extensively and are available in the library (many of them also electronically) include:

*Education and Training; International Journal of Training and Development; Asia-Pacific Journal of Human Resources; Oxford Review of Economic Policy; Harvard Business Review; Management Learning; Human Resource Management Journal; Journal of European Industrial Training; T + D.*

### **Style Guide References:**

When using references to publications, these should be complete and in Harvard style. They should contain full bibliographical details and journal titles should not be abbreviated. References should be shown in the text by giving the author's last name followed by a comma and year of publication in round brackets, e.g. (Fox, 1994). At the end of the report, there should be a reference list in alphabetical order as follows:

#### a) For books

surname, initials and year of publication, title, publisher, place of publication, e.g. Casson, M. (1979), *Alternatives to the Multinational Enterprise*, Macmillan, London.

#### b) For chapter in edited book

surname, initials and year, "title", editor's surname, initials, title, publisher, place, pages, e.g. Bessley, M. and Wilson, P. (1984), "Public policy and small firms in Britain", in Levicki, C. (Ed), *Small Business Theory and Policy*, Croom Helm, London, pp. 111- 126.

#### c) for articles

surname, initials, year, "title", journal, volume, number, pages, e.g. Fox, S. (1994), "Empowerment as a catalyst for change: an example from the food industry", *Supply Chain Management*, Vol 2 No 3, pp. 29-33.

## **SPECIAL CONSIDERATION**

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/procedure.html](http://www.mq.edu.au/policy/docs/special_consideration/procedure.html)

## **STUDENT SUPPORT SERVICES**

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

## **PLAGIARISM**

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

## **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**

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

For an explanation of the policy see <http://senate.mq.edu.au/rules/Guidelines2003.doc> or <http://senate.mq.edu.au/rules/detailedguidelines.doc>."

## **IT CONDITIONS OF USE**

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when utilising University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted. Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.

**TOPIC FORM FOR TRAINING PROPOSAL**  
(Due: week 4 tutorial)

STUDENTS' NAMES & NUMBERS: .....  
.....

**TRAINING PROPOSAL**

IDENTIFY THE SUBJECT MATTER OF THE PROPOSED TRAINING PROGRAM (eg communication skills, managing coffee stations)

.....  
.....  
.....  
.....

INDICATE THE TYPE OF ORGANISATION AND TARGET GROUP FOR THE TRAINING (eg Individual coffee shop in a coffee shop chain, cohort will include all casual wait staff, incl. approx 15 staff)

.....  
.....  
.....

**Assessment Criteria – Training Proposal.**

	Excellent	Very Good	Good	Acceptable	Marginal	Fail
A clear training program is proposed, demonstrating insight, originality and practicality						
The proposal provides a coherent and persuasive justification of recommendations						
The design of the training program is appropriate for the content and (organisational and participant) context.						
An appropriate range of theory from the course is used.						
The report is supported by at least 5 credible and accurately-cited published sources.						
Written construction and presentation is clear and logical						

### Individual Reflective Essay

The assignment will be graded as follows:

Student Name:

	Excellent	Very Good	Good	Acceptable	Marginal	Fail
Relevance of content to topic						
Application of ideas						
Evidence of research						
Development of discussion						
Coherence of argument						
Critical evaluation of subject						
Writing style: sentence structure, etc.						
Presentation, paragraphing, layout						
References: quality, quantity						
Bibliography						
Length (as set)						

Comments: