

7405MGT

Human Resource Learning and Development

Semester 1 2009

Academic Organisation:	Department of Management
Faculty:	Griffith Business School
Credit point value:	10
Student Contribution Band:	Band 3A
Course level:	Postgraduate
Campus/Location/Learning Mode:	Gold Coast / On Campus / In Person Nathan / On Campus / In Person
Convenor/s:	Dr Sheryl Ramsay (Gold Coast) Dr Sheryl Ramsay (Nathan)
Enrolment Restrictions:	Restricted: Approval from Head of School
This document was last updated:	15 December 2008

BRIEF COURSE DESCRIPTION

This postgraduate course centres on the enhancement of theoretical understandings and practical skills in learning and development in a range of contexts. Experiential learning, critical reflection and self-management of learning process are integral to the course. Important questions in this course relate to how facilitation skills and adult learning principles can be applied to meet the learning and development needs of organisations, with consideration of strategic organisational needs and ongoing sustainability. Understanding the potential roles, and developing the associated skills and knowledge of business ethics needed by professionals working in this area, are central to the course. Overall, the course aims to enhance the understanding and application of learning and development processes so that individuals, groups and organisations can achieve ongoing growth in sustainable and ethical ways in our changing world.

Incompatible: 7405MGT Training and Development Skills AND 3006MGT (OBH3004) Group Facilitation and Training AND OBH7001 Training and Development Skills

This course is normally offered at:

Gold Coast Semester 1, DAY (even years), NIGHT (odd years); Nathan Semester 1, NIGHT (even years), DAY (odd years)

SECTION A – TEACHING, LEARNING AND ASSESSMENT

COURSE AIMS

The theory and practice of learning and development within organisations is the focus of this course. Students are encouraged to think of themselves as practitioners who are fully aware of the strategic importance of learning and development within organisations. Practitioners are expected to be self-managing of their own learning and the learning of their colleagues.

By the end of semester, it is intended that students will have gained advanced understanding and skills in relation to learning and development from individual, group and organisational perspectives. The course emphasises professional development, with its wide-ranging ethical responsibilities.

The course and its assessment are largely framed around the experiential learning cycle, which emphasises the importance of reviewing and improving learning and development processes over time. This focus on cyclical processes of needs analyses, considered actions (e.g. particular training initiatives and processes), and evaluation encourages high quality, sustainable approaches to learning and development initiatives.

LEARNING OUTCOMES

Upon completion of this course students will have improved:

1. Personal, interpersonal, group facilitation, and self-management skills:
 - Understanding of personal style in relating to others
 - Development of reflective skills
 - Insights into personal strengths and best contributions
 - Insights into areas for personal improvement and development
 - Confidence to present information and work in a team
 - Micro-skills for facilitating learning
 - Group goal-setting and problem-solving
 - Joint responsibility for process management of learning group
2. Professional skills:
 - Diagnosing learning and development needs
 - Designing learning and development activities, with broad strategic awareness and an emphasis on approaches suitable for adult learners
 - Conducting, evaluating and reviewing learning and development activities
 - Appreciation of values and ethical issues involved in the area of HR learning and development
3. Theoretical and conceptual understandings through application of theoretical frameworks, research findings and reflective insights into learning and development processes.
4. Understanding of strategic organisational perspectives.

CONTENT, ORGANISATION AND TEACHING STRATEGIES

Formal participation comprises 2 components:

- 1) **Weekly workshops**. Scheduled classes will primarily comprise **workshop style sessions** focusing on conceptual and behavioural skill development. These workshops will contain a balance of theory and practice across the relevant topics. During workshops, the experiential learning cycle (i.e. experiential activities, reflection and discussion, theoretical input, and

application of learning) will be used. Attendance at weekly workshops is fundamental to being able to complete your assessment items effectively.

The program is based on the Adult Learning philosophy that people **learn by doing**, whereby skills are developed through taking risks and practising new skills, not just talking or reading about them. The skill components of the program are interlinked with theoretical concepts, so that the skills learned by doing are accompanied by sufficient understanding and scope for further learning and development. Project work will be interwoven throughout the course and includes conducting workshops for the class.

- 2) **Learning Group meetings:** Each group will comprise approximately 4 members who will work together to design, conduct and evaluate workshops and activities for the class. Attendance at learning group meetings is considered a formal part of course participation. Learning groups will meet inside and outside of class throughout the semester.

CAMPUS-SPECIFIC ARRANGEMENTS: This course is taught on two campuses this semester (Gold Coast and Nathan). You are required to enrol and participate at one campus ONLY.

Contact Summary

Each week students are expected to participate in a 3-hour class, designed to meet the course aims.

CONTENT SUMMARY

The topics allow for a balanced approach to theory and practice, with the ongoing development of academic, practical and professional skills throughout.

Topic	Lecture Content	Readings
1) 03/3	Welcome and Introduction to Course Perspectives on learning and development	Noe, Chapter 1 Fowler et al (2006)
2) 10/3	Adult Learning Processes, Experiential Learning Cycle and Group Work	Fowler et al (2006)
3) 17/3	Group Facilitation Skills and Workshop Design Learning theories	Fowler et al (2006) Chapter 4
4) 24/3	Learning Theories (cont)	
5) 31/3	Organisational and Strategic Perspectives and Sustainability Learning and Development Needs Analysis	Noe, Chapters 2 and 3
6) 07/4	Learning and Development Needs Analysis (cont) Learning and Development Design, Transfer and Evaluation	Noe, Chapters 4 (pp 128-141), 5 and 6
Mid-semester break		
7) 21/4	Learning and Development Design, Transfer and Evaluation (cont) Costs of Learning and Development	Noe, Chapter 6
8) 28/4	Mid-semester examination	
9) 05/5	Learning and Development Methods	Noe, Chapter 7 Fowler et al (2006)
10) 12/5	Employee Development	Noe, Chapter 8
11) 19/5	Manager Development	Noe, Chapters 9 and 10
12) 26/5	Careers and Career Management Professionalism and ethics	Noe, Chapters 11 and 12
13) 02/6	Personal goals and challenges Future of HR Learning and Development	Noe, Chapter 13

ASSESSMENT

Summary of Assessment

Item	Assessment Task	Length	Weighting	Total Marks	Relevant Learning Outcomes	Due Day and Time
1.	Workshop A		15%	15	1,2,4	Weeks 3-7
2.	Mid-semester exam	1.5 hrs	25%	25	1,2,3,4	Week 8
3.	Workshop B		25%	20	1,2,3	Weeks 9-13
4.	Workshop Critique	2,000 words	35%	40	1,3	Week 15

Assessment Details

Complete details for all items will appear in the Study Guide that will be distributed in week 1.

Assessment Item 1: Workshop A (20 minutes + 5 minutes debrief)

The aim of this assessment task is to present a workshop that reflects learnings gained from an interview with an experienced practitioner working in an organisation. This is a group task.

Each Learning Group will present a workshop that will be followed by a 5 minute period to debrief/evaluate your workshop. All workshops must focus on an interview with an experienced practitioner.

Assessment Item 2: Mid-semester exam

This exam will examine topics from weeks 1-7 and will also incorporate learnings from Workshop A and its associated activities.

Assessment Item 3: Workshop (40 minutes + 10 minutes debrief)

The aim of this assessment task is to develop and apply learning and development behavioural skills in a workshop format. The overall process encompasses a wide range of conceptual/intellectual, organising and presentation skills.

Each Learning Group will present a workshop that will be followed by a 10 minute period to debrief/evaluate your workshop. All workshops must focus on skills teaching and each workshop group shares the collective responsibility for ensuring an overall balance of topics to maintain overall group energy and interest. This will be negotiated in class. Learning groups will be involved in the following learning processes:

- 1) Contracting with your Learning Group on the topic of choice (task), as well as the kind of group behaviour you expect of each other in order to function effectively as a group (relationships).
- 2) Conducting some form of Training Needs Analysis with other student colleagues in class early in semester, so that you can deliver a workshop that is relevant to the group's needs.
- 3) Meeting together regularly inside and outside of class time to develop your Learning Group and your workshop. You will probably need to meet on approximately 3-4 occasions.
- 4) Meeting with the Course Convener. The group is responsible for facilitating these sessions and the Convener will be simply in a resource role. The issue of equity of contribution may need to be addressed.
- 5) Meeting together in class regularly as an application group to apply key learnings progressively.
- 6) Presenting the workshop session.
- 7) Supporting your colleagues and learning from them by being present at all Workshops.

Your workshop will be evaluated according to the criteria on a Feedback Sheet, which will be completed by the lecturer and other workshop groups. Your final grade for this piece of assessment will be dependent on the Learning Group Accountability Criteria (i.e. you must be evaluated by your Learning Group peers as having contributed equally to the workload).

Assessment Item 4: Workshop Critique (2000 words)

The aim of this assessment item is to integrate and consolidate your learning for the semester by documenting your workshop, which provides an important point of integration of theory and practice.

The format involves the following steps:

- 1) With reference to assessment item 2, provide a rationale for the workshop design. This involves outlining relevant theories and models on which you have drawn as well as your own judgements. The theories you draw on may include process theories of learning and development as well as content theories in relation to your topic area.
- 2) Documenting the outcomes of the implementation of your design. That is, describing what impact you think your workshop had. This should include an evaluation of the effectiveness of your design and its implementation, using feedback from self and others. You will need to reintroduce some theory at this point to explain your outcomes.
- 3) Suggesting improvements for your workshop. Suggesting improvements for your workshop based on feedback you have received, your personal reflections and the literature. You should include a revised session plan in the appendix.
- 4) Finally drawing conclusions regarding your major learning from this experience as a practitioner, including generalisations of effective workshop design and implementation (of relevance to future roles that you might have) as well as any implications for organisational training more broadly.

PLEASE NOTE: The Critique must demonstrate individual analysis and effort. The write-up is not a group exercise. Penalties for plagiarism will be enforced.

Return of Assessment Items

Assessment items will be returned as soon as practicable and marks placed on the Learning@Griffith website.

Notification of Availability of Feedback on Assessment

Feedback for each assessment item will be provided to students within 2-3 weeks.

GRADUATE SKILLS

Graduate Skills	Taught	Practised	Assessed
Effective communication (written)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (oral)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (interpersonal)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Information literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Problem solving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical evaluation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work autonomously	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work in teams	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creativity and innovation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ethical behaviour in social / professional / work environments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Responsible, effective citizenship	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

TEACHING TEAM

Course Convenor

Convenor Details	Gold Coast and Nathan
Campus Convenor	Dr Sheryl Ramsay
Email	s.ramsay@griffith.edu.au
Office Location	N63_2.10
Phone	57460
Fax	53887
Consultation times	TBA

COURSE COMMUNICATIONS

Teaching and learning partnerships require clear and open communications. To that end the following guidelines are provided:

- 1. Individual Consultations with Staff:** All students are welcomed and encouraged to consult with staff on an “as needed” basis. Time will also be allowed in class for questions and students are encouraged to use this time for the benefit of all.
- 2. Telephone Student to staff:** Staff may be contacted by telephone especially with regard to emergencies, absences, and to make consultation appointments. If you leave a voicemail message, please include your name, course, your message, and very clear contact details so that your call can be returned. Also include the date and time of your call. A response will be made as soon as practicable.
- 3. Email Staff to student:** From time to time it may be necessary to send an official email to you. The email address to which your mail will be sent is the official University student email address. If you prefer to receive your email at another address, you can easily arrange for your student email to be forwarded to that address.
- 4. Student to staff:** All emails to MUST contain the subject “**7405MGT Student Enquiry**”, and should come from your university student email address. Responses will be made as soon as practicable, but usually not at weekends.
- 5. Course notices:** All notices relating to the course will be delivered at lectures, tutorials or posted on learning@griffith. It is essential to check the site regularly.
- 6. Who to contact:** Contact the Course Convenor about all matters relating to the course overall or for clarification of any aspect of the assessment or process details of the course.
- 7. Course Communications through Learning@Griffith (Blackboard):** The noticeboard section of Learning@Griffith will be used to communicate with students throughout the semester. Please check regularly for updates. Summaries of lecture notes will be posted on the website prior to the lecture when appropriate and if possible. They are designed as an aide-memoir, rather than as a substitute for attendance. They do not replace the need to develop skills in note-taking and synthesizing information provided in class and the experiential components of this course are integral to learning. Sometimes it is appropriate to distribute notes during or after class.

TEXTS AND SUPPORTING MATERIALS

Required Readings: The prescribed texts are:

Fowler, J.L., Gudmundsson, A.J., & Whicker, L.M. (2006). *Groups work!; A guide for working in groups*. Australia: Australia Academic Press.

Noe, R.A. (2008). *Employee training and development* (4th ed.). Boston: McGraw-Hill, Irwin.

Additional Readings:

A list of additional readings will be provided in the Study Guide, which will be distributed in the first week of class. This Study guide will also be posted on Learning@Griffith.

SECTION B – ADDITIONAL COURSE INFORMATION

Due dates for assessment

In fairness to other students and staff, and in the interests of balancing your own workload, it is essential that due dates are adhered to.

Should extenuating circumstances prevail, a request for an extension must be made in writing to the course convenor **and** must be approved **prior to the submission deadline / due date and time** of the assessment item. If exceptional circumstances prevent this directive from being met, the issue must be discussed as a matter of priority with the course convenor. At this time it will be the student's responsibility to provide adequate and justifiable reasons for both the late request and extension. Requests outside the above guidelines will not be granted. Extensions may only be granted for periods of five (5) days at a time. Any request for additional time will require another written request and approval for an extension. This policy has been established to ensure fairness to those who complete their work on time, yet accommodate the rare occasion when an extension of time may be appropriate.

Students should refer to the Learning@Griffith website for further information about this course.

SECTION C – KEY UNIVERSITY INFORMATION

ACADEMIC MISCONDUCT

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct and is unacceptable.

Some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-mediated form of cheating is one of the worst forms of fraudulent academic behaviour, for which the University has zero tolerance and for which penalties, including exclusion from the University, will be applied.

However the University recognises many students commit academic misconduct without intent to deceive. These students may be required to undertake additional educational activities to remediate their behaviour.

Specifically it is academic misconduct for a student to:

- **Cheat in examinations and tests** by communicating, or attempting to communicate, with a fellow individual who is neither an invigilator or member of staff; by copying, or attempting to copy from a fellow candidate; attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or impersonates another.

- **Fabricate results** by claiming to have carried out tests, experiments or observations that have not taken place or by presenting results not supported by the evidence with the object of obtaining an unfair advantage.
- **Misrepresent themselves** by presenting an untrue statement or not disclosing where there is a duty to disclose in order to create a false appearance or identity.
- **Plagiarise** by representing the work of another as their own original work, without appropriate acknowledgement of the author or the source. This category of cheating includes the following:
 1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
 2. acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by
 - purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
 - submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;
 3. duplication of the same or almost identical work for more than one assessment item;
 4. copying ideas, concepts, research data, images, sounds or text;
 5. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
 6. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
 7. submitting, as one own work, all or part of another student's work, even with the student's knowledge or consent.

A student who willingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is also breaching academic integrity, and may be subject to disciplinary action.

Visit the University's Institutional Framework for Promoting Academic Integrity Among Students for further details.

PLAGIARISM DETECTION SOFTWARE

The University uses plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this is the case your Course Convenor will provide more detailed information about how the detection software will be used for individual assessment items.

HEALTH AND SAFETY

Griffith University is committed to providing a safe work and study environment, however all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information can be obtained from http://www.griffith.edu.au/hrm/health_and_safety/

Information about Laboratory safety can be obtained from http://www.griffith.edu.au/ots/secure/health/content_labsafety.html

KEY STUDENT-RELATED POLICIES

All University policy documents are accessible to students via the University's Policy Library website at: www.griffith.edu.au/policylibrary. Links to key policy documents are included below for easy reference:

[Academic Calendar](#)

[Academic Standing, Progression and Exclusion Policy](#)

[Assessment Policy](#)

[Examinations Timetabling Policy and Procedures](#)

[Guideline on Student E-Mail](#)

[Health and Safety Policy](#)

[Institutional Framework for Promoting Academic Integrity Among Students](#)

[Policy on Student Grievances and Appeals](#)

[Student Administration Policy](#)

[Student Charter](#)

UNIVERSITY SUPPORT RESOURCES

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources available to students are included below for easy reference:

[Learning Centres](#) - the University provides access to common use computing facilities for educational purposes. For details visit www.griffith.edu.au/cuse

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith student portal.

[Student Services](#) facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

[Learning Services](#) within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.