



# HRMT19013 *Human Resource Development*

## Term 1 - 2017

Profile information current as at 27/09/2024 10:13 am

All details in this unit profile for HRMT19013 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

The effective development of people within the workplace is recognised as being critical to the ongoing sustainability of organisations. This Unit will provide you an understanding of the role of human resource development (HRD) function in an organisation, as well as providing the underlying concepts and principles upon which HRD is based. You will gain knowledge and skills to evaluate HRD needs, recommend appropriate interventions, and evaluate the outcomes. The unit provides you an overview of contemporary developments in the field of HRD and the relationship with other HR functions into broader management and organisational strategy.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Corequisite: HRMT 11011

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2017

- Brisbane
- Distance
- Mackay
- Melbourne
- Rockhampton
- Sydney

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 20%

#### 2. **Group Work**

Weighting: 30%

#### 3. **Written Assessment**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Have Your Say feedback and emails to course co-ordinator

##### Feedback

Some students sought further clarity, and perhaps examples on the assessment items.

##### Recommendation

More detail on expectations of students in relation to assessment items is recommended, with sample sentences and approaches to be provided.

##### Action

Assessment tasks were structured with supporting material and guides provided as to expectations.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. demonstrate an understanding of the concepts, principles and theories of HRD
2. explain the link between HRD and broader organisational issues and strategies
3. evaluate HRD needs in a practical workplace context, and design appropriate interventions
4. evaluate the effectiveness of HRD interventions
5. explain the contemporary HRD challenges in the workplace
6. synthesise concepts and theories covered in the unit to aid in developing HRD interventions for practical workplace contexts.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks             | Learning Outcomes |   |   |   |   |   |
|------------------------------|-------------------|---|---|---|---|---|
|                              | 1                 | 2 | 3 | 4 | 5 | 6 |
| 1 - Written Assessment - 20% | •                 | • |   |   |   |   |
| 2 - Group Work - 30%         | •                 | • | • | • |   |   |
| 3 - Written Assessment - 50% | •                 | • | • | • | • | • |

### Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes |   |   |   |   |   |
|---------------------|-------------------|---|---|---|---|---|
|                     | 1                 | 2 | 3 | 4 | 5 | 6 |
| 1 - Communication   | •                 | • | • | • | • | • |

| Graduate Attributes                                 | Learning Outcomes |   |   |   |   |   |
|-----------------------------------------------------|-------------------|---|---|---|---|---|
|                                                     | 1                 | 2 | 3 | 4 | 5 | 6 |
| 2 - Problem Solving                                 | •                 | • | • | • | • | • |
| 3 - Critical Thinking                               | •                 | • | • | • | • | • |
| 4 - Information Literacy                            | •                 | • | • | • | • | • |
| 5 - Team Work                                       | •                 | • | • | • | • | • |
| 6 - Information Technology Competence               | •                 | • | • | • | • | • |
| 7 - Cross Cultural Competence                       | •                 | • | • | • | • | • |
| 8 - Ethical practice                                | •                 | • | • | • | • | • |
| 9 - Social Innovation                               |                   |   |   |   |   |   |
| 10 - Aboriginal and Torres Strait Islander Cultures |                   |   |   |   |   |   |

### Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks             | Graduate Attributes |   |   |   |   |   |   |   |   |    |
|------------------------------|---------------------|---|---|---|---|---|---|---|---|----|
|                              | 1                   | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Written Assessment - 20% | •                   | • | • | • |   | • | • | • |   |    |
| 2 - Group Work - 30%         | •                   | • | • | • | • | • | • | • |   |    |
| 3 - Written Assessment - 50% | •                   | • | • | • |   | • | • | • |   |    |

## Textbooks and Resources

### Textbooks

HRMT19013

#### Prescribed

#### **Learn or Die: Using Science to Build a Leading-Edge Learning Organization**

(2014)

Authors: Edward D. Hess

Columbia University Press

New York , New York , USA

ISBN: 9780231538275

Binding: Hardcover

#### **Additional Textbook Information**

E-Book format is preferred. Students may purchase the E-Book from the links provided at <http://cup.columbia.edu/book/learn-or-die/9780231170246>.

### IT Resources

#### **You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Maree Franettovich** Unit Coordinator

[m.franettovich@cqu.edu.au](mailto:m.franettovich@cqu.edu.au)

## Schedule

### **Week 1 - 06 Mar 2017**

| Module/Topic                           | Chapter | Events and Submissions/Topic |
|----------------------------------------|---------|------------------------------|
| Overview of Human Resource Development |         |                              |

### **Week 2 - 13 Mar 2017**

| Module/Topic                                      | Chapter   | Events and Submissions/Topic |
|---------------------------------------------------|-----------|------------------------------|
| Building a High-Performance Learning Organisation | Chapter 1 |                              |

### **Week 3 - 20 Mar 2017**

| Module/Topic                                                     | Chapter        | Events and Submissions/Topic |
|------------------------------------------------------------------|----------------|------------------------------|
| Learning: How Our Mind Works & Emotions: the Myth of Rationality | Chapters 2 & 3 |                              |

### **Week 4 - 27 Mar 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Learning: The Right People Chapter 4

#### Week 5 - 03 Apr 2017

| Module/Topic                                                                                   | Chapter | Events and Submissions/Topic                                                                                |
|------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------|
| Development Needs and the Human Resource Development Needs Investigation (HRDNI) - an Overview |         | <b>Written Assessment - Individual Essay 1500 words (20%)</b> Due: Week 5 Monday (3 Apr 2017) 11:45 pm AEST |

#### Vacation Week - 10 Apr 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

#### Week 6 - 17 Apr 2017

| Module/Topic                                             | Chapter        | Events and Submissions/Topic |
|----------------------------------------------------------|----------------|------------------------------|
| Creating a Learning Environment & Learning Conversations | Chapters 5 & 6 |                              |

#### Week 7 - 24 Apr 2017

| Module/Topic         | Chapter | Events and Submissions/Topic |
|----------------------|---------|------------------------------|
| Mentoring & Coaching |         |                              |

#### Week 8 - 01 May 2017

| Module/Topic                                                | Chapter        | Events and Submissions/Topic                                                                 |
|-------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------|
| Critical Thinking Tools & A Conversation with Dr Gary Klein | Chapters 7 & 8 | <b>Assessment 2 - Team Presentation (30%)</b> Due: Week 8 Tuesday (2 May 2017) 11:45 pm AEST |

#### Week 9 - 08 May 2017

| Module/Topic                   | Chapter | Events and Submissions/Topic |
|--------------------------------|---------|------------------------------|
| Learning Design & Facilitation |         |                              |

#### Week 10 - 15 May 2017

| Module/Topic | Chapter             | Events and Submissions/Topic |
|--------------|---------------------|------------------------------|
| Case Studies | Chapters 9, 10 & 11 |                              |

#### Week 11 - 22 May 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| Evaluation   |         |                              |

#### Week 12 - 29 May 2017

| Module/Topic                    | Chapter | Events and Submissions/Topic                                                                                   |
|---------------------------------|---------|----------------------------------------------------------------------------------------------------------------|
| HRD and contemporary challenges |         | <b>Written Assessment - Individual Report 2500 words (50%)</b> Due: Week 12 Friday (2 June 2017) 11:45 pm AEST |

#### Review/Exam Week - 05 Jun 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

#### Exam Week - 12 Jun 2017

| Module/Topic | Chapter | Events and Submissions/Topic             |
|--------------|---------|------------------------------------------|
|              |         | There is no examination for this course. |

## Assessment Tasks

1 Written Assessment - Individual Essay 1500 words (20%)

## Assessment Type

Written Assessment

## Task Description

This is an individual assessment. The essay should be 1500 words +/- 10% (excluding reference list).

This Assessment Task is all about YOU. You are required to write a reflective essay. This essay should include content on your personal perspective on how you can improve and/or change your approach to learning and the analysis must be evidenced by specific examples and the broader academic literature.

**Please do not commence this assessment without referring to the Assessment Details Task 1 available on the Moodle site for this Unit.**

## Assessment Due Date

Week 5 Monday (3 Apr 2017) 11:45 pm AEST

## Return Date to Students

For on time submissions, we will make every attempt to return marked submissions within two weeks.

## Weighting

20%

## Assessment Criteria

### Assessment 1

#### **CONTENT: Does your essay demonstrate**

- a comprehensive personal reflection analysing at least three personal focus areas to improve or change in relation to personal learning within a well developed academic essay (20%)
- a critical review of the relevant academic literature integrated throughout the essay to evidence the analysis of the personal focus areas you have identified (20%)
- use of relevant personal examples and others as appropriate to evidence your learning story integrated into the analysis (20%)
- appropriate reflective discussion including a properly constructed introduction and conclusion (10%)
- relevant and accurate use of the academic literature (minimum to pass [8/15] this criterion is SEVEN (7) scholarly references **which must include the prescribed textbook** plus SIX (6) relevant academic peer reviewed journals (15%)

#### **PRESENTATION: Does your essay demonstrate**

- clarity of expression, language, grammar, punctuation and correct spelling using Australian English (5%)
- strict conformity to the referencing protocol as set out the current CQUniversity APA Referencing Guide (5%)
- appropriate presentation including formatting as required and presented within 1500 words +/- 10% (5%)

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## Learning Outcomes Assessed

- demonstrate an understanding of the concepts, principles and theories of HRD
- explain the link between HRD and broader organisational issues and strategies

## 2 Assessment 2 - Team Presentation (30%)

## Assessment Type

Group Work

## Task Description

This is a team assessment in the form of a professional presentation.

As a team you are to create and deliver a personal presentation using an appropriate presentation tool (e.g. Power Point or similar and the accompanying written script) to communicate the findings of your Human Resource Development Needs Investigation [HRDNI] to the Senior Management Team.

A team must have a minimum of 2 members and maximum of 3 members. (Note: FLEX students are required to form virtual teams and as a minimum are required to produce a visual presentation with voiceover.) All teams must register on Moodle. All students must undertake a self assessment and peer assessment (SPA)

**Please do not commence this assessment without referring to the Assessment Details Task 2 available on the Moodle site for this Unit.**

## Assessment Due Date

Week 8 Tuesday (2 May 2017) 11:45 pm AEST

## Return Date to Students

For on time submissions, we will make every attempt to return marked submissions within two weeks.

## Weighting

30%

## Assessment Criteria

### Assessment 2

#### **CONTENT: Does your submission demonstrate**

- a thorough knowledge and critical analysis of the topic within the personal presentation and accompanying written script (20%)
- a critical review of the academic literature integrated throughout and relevant to the topic (20%)
- use of relevant organisational examples to evidence your argument (10%)
- relevant and accurate use of the academic literature (minimum to pass [8/15] this criterion is EIGHT (8) scholarly references, **which must include the prescribed textbook**, plus SEVEN (7) relevant academic peer reviewed journals (15%)

#### **PRESENTATION: Does your submission demonstrate**

- presentation tool: e.g. Power Point or equivalent - professionalism for the workplace context, overall design, structure, format and layout, language, grammar, punctuation and correct spelling using Australian English (10%)
- presentation skills; appropriateness to audience of Senior Management Team, clarity of expression, language, voice projection, emphasis, engagement, speaker transitions; required duration (10%)
- presentation script is complete, includes references, structure - introduction, body (key messages), conclusion and recommendations (5%)
- strict conformity to the referencing protocol as set out in the CQUniversity APA Referencing Guide; references throughout the power point slides as appropriate; references slide included; written script must contain references to evidence the research sources and the associated reference list (5%)
- team work and contribution; completion of a self and peer assessment - SPA (5%)

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online Group

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice



## Learning Outcomes Assessed

- demonstrate an understanding of the concepts, principles and theories of HRD
- explain the link between HRD and broader organisational issues and strategies
- evaluate HRD needs in a practical workplace context, and design appropriate interventions
- evaluate the effectiveness of HRD interventions

## 3 Written Assessment - Individual Report 2500 words (50%)

### Assessment Type

Written Assessment

### Task Description

This is an individual assessment. The report should be 2500 words +/- 10% (excluding reference list and any Appendices).

You are required to prepare a Business Report for the Senior Executive Team in relation to a learning and development intervention in the contemporary workplace.

**Please do not commence this assessment without referring to the Assessment Details Task 3 available on the Moodle site for this Unit.**

### Assessment Due Date

Week 12 Friday (2 June 2017) 11:45 pm AEST

### Return Date to Students

For on time submissions, we will make every attempt to return marked submissions within two weeks.

### Weighting

50%

### Assessment Criteria

#### Assessment 3

#### **CONTENT: Does your submission demonstrate**

- a thorough knowledge and critical analysis of the topic within a well developed business report (20%)
- a critical review of the academic literature integrated throughout the report relevant to the topic (20%)
- use of relevant and appropriate organisational examples to evidence your argument (20%)
- appropriate use of argument supported by evidence including a properly constructed introduction, comprehensive conclusion and recommendations (10%)
- relevant and accurate use of academic literature (minimum to pass [8/15] this criterion is NINE (9) scholarly references, **which must include the prescribed textbook**, plus EIGHT (8) relevant academic peer reviewed journals) (15%)

#### **PRESENTATION: Does your submission demonstrate**

- professionalism of the business report, clarity of expression, language, grammar, punctuation and correct spelling using Australian English (5%)
- strict conformity to the referencing protocol as set out in the CQUniversity APA Referencing Guide (5%)
- appropriate report presentation including formatting as required by the Report Guide provided and presented within 2500 words +/- 10% (5%)

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## Learning Outcomes Assessed

- demonstrate an understanding of the concepts, principles and theories of HRD
- explain the link between HRD and broader organisational issues and strategies
- evaluate HRD needs in a practical workplace context, and design appropriate interventions
- evaluate the effectiveness of HRD interventions
- explain the contemporary HRD challenges in the workplace
- synthesise concepts and theories covered in the unit to aid in developing HRD interventions for practical workplace contexts.

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem