



# HRMT19023 HRM Competencies

## Term 1 - 2017

Profile information current as at 20/04/2024 10:17 am

All details in this unit profile for HRMT19023 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

Graduates in human resource management are expected to fill a wide range of roles in organisations. Regardless of the position, some fundamental skills are required of graduates from the very start of their career. These include interviewing skills, training and facilitation skills, and basic conflict resolution and negotiation skills. This unit is designed to provide students in the latter part of their degree with the opportunity to build upon theory from earlier units, and to acquire skills that will be applicable in the workplace.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

A sound knowledge base demonstrated by 96 credit points (undergraduate units)

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. **Presentation**

Weighting: 40%

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

Weighting: 40%

### 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 Student evaluation

**Feedback**

At first I was really unsure about the video assessment, as I have never done such an exercise, however it ended up being my favourite assignment for the term overall.

**Recommendation**

Continue using online video assessment, ensuring that the task is clearly explained and students have the required level of support

**Action**

The video training assessment was retained and students were provided with the information to support undertaking this assessment.

#### Feedback from Student evaluation

**Feedback**

There was a delay in uploading the last few week's topics that was relevant to the last assessment piece. This was a minor issue though and I understand that the course was being redeveloped.

**Recommendation**

Course materials to be made available from the beginning of term.

**Action**

Course materials were made available.

#### Feedback from Student evaluation

**Feedback**

This was a great course to appreciate the learning so far through my degree, with assessments being more practical to the field of study (HR)

**Recommendation**

Ensure assessment tasks remain practically focused, making minor adjustments if necessary to meet this objective.

**Action**

The assessment tasks retained the practical focus in nature and form.

## Unit Learning Outcomes

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

1. Explain the theory underpinning interviewing concepts and techniques.
2. Use effective techniques to plan, prepare and conduct successful interviews.
3. Explain the theory underpinning successful training or information dissemination sessions.
4. Use effective techniques to plan, prepare, and deliver a training session.
5. Explain the theory underpinning conflict resolution in the workplace.
6. Apply basic conflict resolution techniques and principles in practical scenarios.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level   Introductory Level   Intermediate Level   Graduate Level   Professional Level   Advanced Level

### Alignment of Assessment Tasks to Learning Outcomes



## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Video Recording Device (Camcorder, Digital Camera, Smartphone, etc.)

## Referencing Style

**All submissions for this unit must use the referencing styles below:**

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Maree Franettovich** Unit Coordinator  
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## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1: Workplace Interviews</b> Types and Structures of Workplace Interviews	Readings	

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1: Workplace Interviews</b> Listening and Questioning Techniques	Readings	

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1: Workplace Interviews</b> Behavioural Interviewing	Readings	

### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1: Workplace Interviews</b> Professional Interview Conduct Standards	Readings	<b>Written Assessment - Interview Schedule 1500 words (20%) Due:</b> Week 4 Friday (31 Mar 2017) 11:45 pm AEST

### Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 2: Training**  
The Purpose of Training

Readings

**Vacation Week - 10 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 17 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 2: Training**  
Planning and Writing a Practical  
Session Plan

Readings

**Week 7 - 24 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 2: Training**  
Delivering a Training Session

Readings

**Week 8 - 01 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 2: Training**  
Facilitation Techniques

Readings

**Week 9 - 08 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 3: Managing Conflict**  
Introduction to Managing Conflict

Readings

**Presentation: Online Training  
Video - suggested length 10  
minutes and accompanying  
training session plan (40%)** Due:  
Week 9 Monday (8 May 2017) 11:45  
pm AEST

**Week 10 - 15 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 3: Managing Conflict**  
The Shape and Causes of Conflict

Readings

**Week 11 - 22 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 3: Managing Conflict**  
Responses to Conflict

Readings

**Week 12 - 29 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 3: Managing Conflict**  
Best Practice Conflict Management

Readings

**Written Assessment - Individual  
Report maximum 2500 excluding  
reference list (40%)** Due: Week 12  
Friday (2 June 2017) 11:45 pm AEST

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

Module/Topic	Chapter	Events and Submissions/Topic
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Review Period

**Exam Week - 12 Jun 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Examination Period

There is no examination for this course

## Assessment Tasks

# 1 Written Assessment - Interview Schedule 1500 words (20%)

## Assessment Type

Written Assessment

## Task Description

This is an individual assessment.

You are required to develop a complete schedule and organisational guide for a behavioural selection interview based on a scenario to be provided.

This assessment requires you to demonstrate your understanding of behavioural interview techniques and apply your theoretical knowledge to organisational practice in the 'real world' setting. The document should be completed to appropriate professional standards; it also should be comprehensive so that it can be used by colleagues throughout the organisation. You may research a range of sources to ensure your schedule meets the required standard in terms of content, form and presentation.

**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 4 Friday (31 Mar 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

### Does the submission demonstrate

Purpose: the extent to which the interview schedule and guide meets the stated purpose (including provision for specificity and flexibility) (25%)

Content: effective use of behavioural interviewing techniques (25%)

Structure: the logical flow and structure of the interview from start to finish (25%)

Presentation: professionalism of presentation and quality of guide appropriate to the organisational setting (20%)

Research: list of sources consulted - including academic and other (and referenced correctly) (5%)

## Referencing Style

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

## Submission

Online

## Submission Instructions

## Learning Outcomes Assessed

- Explain the theory underpinning interviewing concepts and techniques.
- Use effective techniques to plan, prepare and conduct successful interviews.

## Graduate Attributes

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

# 2 Presentation: Online Training Video - suggested length 10 minutes and accompanying training session plan (40%)

## Assessment Type

Presentation

## Task Description

This is an individual assessment.

You are required to plan and create a short training video. Online training videos are becoming more prevalent due to technological advances, increased electronic communication and the diversity and geographical spread of workplaces. You are required to plan a short training session for a particular skill, and based on the session plan, you are to deliver the training and record it. The training video must be complete and able to stand alone.

You should identify a particular skill that will be the focus of your video. Given the skill, the intended audience (participants in the training), and any context, consider the most appropriate approach. Document this in the Session Plan. The skills you select should not require any expert knowledge or resources (i.e. anyone should be able to watch your training video and participate in the training you are providing)

**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 9 Monday (8 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**

40%

#### **Assessment Criteria**

**Assessment 2:** Does the submission demonstrate:

Presentation: professionalism of delivery, conduct, language, engagement, impact, duration/use of time (20%)

Content: effectiveness of the training video in meeting its specified purpose - skills based training (20%)

Delivery: appropriate use of training delivery concepts and techniques in relation to the content, audience and context (20%)

Structure: training is conducted according to the session plan (20%)

Session Plan: professional presentation, complete, structure of content, logical flow, language (10%)

Research: list of sources consulted and referenced correctly (10%)

#### **Referencing Style**

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

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- Explain the theory underpinning successful training or information dissemination sessions.
- Use effective techniques to plan, prepare, and deliver a training session.

#### **Graduate Attributes**

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

### **3 Written Assessment - Individual Report maximum 2500 excluding reference list (40%)**

#### **Assessment Type**

Written Assessment

#### **Task Description**

This is an individual assessment. The report should be a maximum of 2500 words and not less than 2200 words (excluding reference list)

Based on a case study provided you will be expected to present a report containing an analysis of the scenario, along with recommendations for managing the situation.

In relation to the case study, you should:

- Classify and discuss the type of conflict (and the models or theoretical approaches you have relied upon in

- making your assessment)
- Identify the players in the conflict, discuss their role and possible perspective on the conflict
- Identify and discuss the major issues in the conflict and any special issues such as power imbalance, gender, high emotion, race, disability etc
- Propose and discuss the strategy/strategies you believe will be most appropriate for the effective management of this conflict and justify your selection
- Provide detail and rationale of how your chosen strategy/strategies might be actually implemented given the circumstances you have outlined in your analysis.
- Evidence your argument with scholarly sources

**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**

Results to be returned to students with the release of Grades

#### **Weighting**

40%

#### **Assessment Criteria**

**Assessment 3:** Does your submission demonstrate

- Discussion and analysis of the case scenario, making reference to relevant models and theories (10%)
- Discussion of the key players' roles and perspectives (10%)
- Identification of the major issues and any special issues, making reference to relevant theories (25%)
- Identification of and justification for proposed conflict management strategy/strategies based upon previous analysis and relevant theories (20%)
- Discussion of methods of implementation of chosen strategy/strategies (15%)
- Presentation, report format, layout, structure, language, clarity of expression, grammar and correct spelling using Australian English (5%)
- Reference sources: minimum 8 academic peer reviewed journals to pass this criterion (10%)
- Referencing: strict conformity to the required referencing protocol (5%)

#### **Referencing Style**

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

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- Explain the theory underpinning conflict resolution in the workplace.
- Apply basic conflict resolution techniques and principles in practical scenarios.

#### **Graduate Attributes**

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

## 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