



The University of Southern Queensland

## Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>. Please consult the web for updates that may occur during the year.

### Description: People Development

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
MGT	2004	82062	6, 2008	EXT	1.00	Toowoomba

<b>Academic group:</b>	FOBUS
<b>Academic org:</b>	FOB004
<b>Student contribution band:</b>	3A
<b>ASCED code:</b>	080303

### STAFFING

Examiner: Cec Pedersen  
Moderator: Dennis Rose

### OTHER REQUISITES

Students are required to have access to a personal computer, e-mail capabilities and Internet access to USQConnect. Current details of computer requirements can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

### SYNOPSIS

It is well-known today that people are at the centre-stage of organisations' strive towards being more successful. It is also generally acknowledged that the people employed by organisations have, in general, a tremendous amount of talent and potential. The challenge for organisations is often to unlock and develop this. Through doing so organisations may be able to not only develop the people, but the organisation as a whole. The underlying philosophy is therefore that through the development of human resources, organisations develop as well, and are hence put in a better position to be able to compete and be successful. This course deals with the emerging and interdisciplinary field that is broadly defined as human resource development. The main focus is on learning experiences and interventions that are intended to change and improve the behaviour and performance of the members of organisations in order to bring about improved organisational performance and personal growth. This course is also provided with HyBrid CD delivery and students enrolled in this course will be required to regularly access WebCT electronic discussion boards and assessments via USQConnect. Appropriate computer and access facilities are therefore a requirement to successfully complete the course. Students should note that this is a second level specialist human resources course.

### OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item/s that may be used to assess student achievement of an objective is/are shown in parentheses after each objective. On successful completion of this course, students should be able to:

1. identify how and explain why human resource development (HRD) fits into organisational functioning and its relationship to learning and performance (Online Assessment, Examination)
2. apply appropriate theories and principles to training and development (Online Assessment, Assignment, Examination)
3. understand the principles and applications of performance management to individual and organisational performance (Online Assessment, Assignment, Examination)
4. relate the changing nature of work to individuals and their careers (Online Assessment, Examination)
5. apply appropriate theories and principles to coaching, mentoring and diversity management for enhanced performance (Online Assessment, Examination).

## TOPICS

	Description	Weighting (%)
1.	A theoretical basis for HRD - what is HRD and the main approaches to HRD?; conventional versus contemporary paradigms; the relationship of HRD to human resource management; individual and organisational learning and implications for HRD	20.00
2.	Planning, managing and reviewing performance - planning performance, reviewing and rewarding performance; managing unsatisfactory performance; and developing individual performance	25.00
3.	Theory and practicalities of training - context of training in Australia; designing, delivering, assessing and evaluating training	30.00
4.	HRD issues - coaching, mentoring, career planning and development, and diversity issues involved in people development	25.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Tovey, MD & Lawlor, D 2008, *Training in Australia: design, delivery, evaluation, management*, 3rd edn, Pearson Education Australia, Frenchs Forest, New South Wales.

Tovey, MD & Uren, M 2006, *Managing performance improvement*, 2nd edn, Prentice Hall, Frenchs Forest, New South Wales.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Training and Development in Australia - this is the journal of the Australian Institute of Training and Development.

Australian Human Resources Institute , , *Asia Pacific Journal of Human Resources*,  
(Previously known as Asia/Pacific HRM)

Delahaye, BL 2005, *Human resource development: adult learning and knowledge management*, 2nd edn, John Wiley & Sons, Milton, Queensland.

Edwards, MR & Ewen, AJ 1996, *360 degree feedback: the powerful new model for employee assessment and performance improvement*, AMACOM, New York.

Field, L 1990, *Skilling Australia: a handbook for trainers and TAFE teachers*, Longman Cheshire, Melbourne, Victoria.

Fisher, CD, Schoenfeldt, LF & Shaw, JB 2006, *Human resource management*, 6th edn, Houghton Mifflin Company, Boston, Massachusetts.

Kramar, R, McGraw, P & Schuler, R 1997, *Human resource management in Australia*, 3rd edn, Addison Wesley Longman, South Melbourne, Victoria.

Nankervis, AR, Compton, RL & Baird, M 2008, *Human resource management: strategies and processes*, 6th edn, Thomson, South Melbourne, Victoria.

Noe, RA 2008, *Employee training and development*, 4th edn, McGraw-Hill/Irwin, New York.

O'Connor, BN, Bronner, M & Delaney, C 2002, *Training for organizations*, 2nd edn, South-Western Educational Publishing, Cincinnati, Ohio.

Rylatt, A 1997, *Navigating the frenzied world of work*, Business and Professional Publishing, Chatswood, New South Wales.

Rylatt, A 2000, *Learning unlimited: practical strategies for transforming learning in the workplace of the 21st century*, 2nd edn, Business and Professional Publishing, Warriewood, New South Wales.

Rylatt, A & Lohan, K 1995, *Creating training miracles*, Prentice Hall, Sydney, New South Wales.

Smith, A 1998, *Training and development in Australia*, 2nd edn, Butterworths, Sydney, New South Wales.

Sofo, F 1999, *Human resource development: perspectives, roles and practice choices*, Business & Professional Publishing, Chatswood, New South Wales.

Stewart, J & McGoldrick, J 1996, *Human resource development: perspectives, strategies and practice*, Pitman Publishing, London.

Thomson, R & Mabey, C 1994, *Developing human resources*, Butterworth-Heinemann, Oxford, UK.

Walton, J 1999, *Strategic human resource development*, Prentice Hall, Harlow, England.

Werner, JM & DeSimone, RL 2006, *Human resource development*, 4th edn, Thomson South-Western, Mason, Ohio.

Williams, RS 1998, *Performance management: perspectives on employee performance*, International Thomson Business Press, London.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	35.00
Directed Study	50.00
Private Study	80.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ONLINE ASSESSMENT 1	5.00	5.00	06 Oct 2008
ONLINE ASSESSMENT 2	5.00	5.00	27 Oct 2008
ASSIGNMENT	30.00	30.00	26 Nov 2008
ONLINE ASSESSMENT 3	5.00	5.00	08 Dec 2008
ONLINE ASSESSMENT 4	5.00	5.00	22 Dec 2008
2 HOUR EXAMINATION	50.00	50.00	END S6 (see note 1)

### NOTES

1. The examination is scheduled to be held in the end-of-semester examination period. Students will be advised of the official examination date after the timetable has been finalised.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks. (Depending upon the requirements in Statement 4 below, students may not have to satisfactorily complete each assessment item to receive a passing grade in this course.)
- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without prior approval of the examiner, then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:

The final grades for students will be assigned on the basis of the aggregate of the weighted marks obtained for each of the summative assessment items in the course.

6 Examination information:

This is a restricted examination. Candidates are allowed access to specific materials during the examination. The only materials that candidates may use in the examination for this course are (i) Writing materials: non-electronic and free from material which could give the student an unfair advantage in the examination; (ii) Translation dictionaries: with the Examiner's approval, candidates may, take an appropriate non-electronic translation dictionary into the examination. This will be subject to perusal and, if it is found to contain annotations or markings that could give the candidate an unfair advantage, it may be removed from the candidate's possession until the appropriate disciplinary action is completed.

7 Examination period when Deferred/Supplementary examinations will be held:

Any Deferred or Supplementary examinations for this course will be held during the next examination period.

8 University Regulations:

Students should read USQ Regulations 5.1 Definitions, 5.6 Assessment, and 5.10 Student Academic Misconduct for further information and to avoid actions which might contravene university regulations. These regulations can be found at <http://www.usq.edu.au/corporateservices/calendar/part5.htm>. Students should also read the Faculty of Business Policies and Procedures which can be found at <http://www.usq.edu.au/business/aboutfob.htm>.

## ASSESSMENT NOTES

- 1 Assignments: (i) The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner. (ii) Students must retain a copy of each assignment submitted for assessment. This must be produced within 24 hours if required by the examiner. (iii) In accordance with university policy, the examiner may grant an extension of the due date of an assignment in extenuating circumstances. (iv) The examiner will normally only accept assessments that have been written, typed or printed on paper-based media. (v) Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner to negotiate such special arrangements. (vi) In the event that a due date for an assignment falls on a local public holiday in their area, such as a show holiday, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the examiner's convenience.
- 2 Course weightings: Course weightings of topics should not be interpreted as applying to the number of marks allocated to questions testing those topics in an examination paper.