School of Management

MGMT3729
Managing Workplace Training

Course Outline
Semester 2, 2017

Course-Specific Information

The Business School expects that you are familiar with the contents of this course outline. You must also be familiar with the Course Outlines Policies webpage which contains key information on:
- Program Learning Goals and Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Student Support and Resources

This webpage can be found on the Business School website:
https://www.business.unsw.edu.au/degrees-courses/course-outlines/policies

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COURSE-SPECIFIC INFORMATION

1   STAFF CONTACT DETAILS

Lecturer-in-charge: Ian Hampson
Room UNSW Business School Building 507
Phone No: 9385 7142
Email: I.Hampson@unsw.edu.au
Consultation Times – Thursday, 2pm (or by appointment)
Tutor: Ian Hampson

2   COURSE DETAILS

2.1   Teaching Times and Locations

Lectures start in Week 1(to Week 12): The Time and Location are:
Thursday, 10-12am, Ainsworth 202

Tutorials start in Week 2 (to Week 13). The Groups and Times are:
Thursday, 12am-1pm, Webster 251

2.2   Units of Credit

The course is worth 6 units of credit.

2.3   Summary of Course

Training and development is a central component of strategic human resource management and public policy. Closely related to this topic is skills, which are a focus in discussions around economic restructuring in Australia and in many other parts of the developed world because of their role in workforce productivity and competitive advantage. The mechanisms by which skills are acquired, accredited and rewarded are of increasing concern to human resource managers, trainers and educators, industrial relations actors, national policy makers, and, employers and employees. At the same time, the conceptualization of 'skill' is being reshaped and variously defined, e.g. from 'technical' abilities to 'soft skills', that include 'personal attributes', graduate attributes and 'capabilities'. This course critically examines the theory and practice of learning and development. Issues covered include – the context of training; the nature of skill and 'competence'; skill recognition; learning theory and adult learning; 'collective learning' and 'knowledge management' in 'communities of practice'; training needs analysis; design and transfer; delivery; and evaluation; the Australian National Training System.

2.4   Course Aims and Relationship to Other Courses

The aims and objectives of this course are to:

1.   Critically examine the nature of 'skills' in light of recent theoretical and policy debates

2.   Critically examine the application of learning theories to training practice

3.   Critically examine competence-based training as pedagogical technique

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4. Describe and explain the 'strategic' approach to training associated with HRM

5. Explore the workings of Australia's National Training System, in its international context

This course is in a number of undergraduate programs offered by the UNSW Business School (in particular the BCom), and in certain programs offered in the Faculty of Arts. It can be taken as an elective as part of the Human Resource Management, International Business, Management and Industrial Relations majors in the School of Management.

2.5 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

By the end of this course, you should be able to:

CLO 1 Identify and discuss a variety of salient approaches to key concepts like skill, learning, competence and 'capability'
CLO 2 Critically discuss the various positions on 'competency' and competence-based training
CLO 3 Critically discuss the 'strategic' approach to training, revealing awareness of both business and broader public interests in training
CLO 4 Identify the broad challenges that public training policy has to meet, and critically evaluate Australian training policy

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

For more information on Program Learning Goals and Outcomes, see the School's Course Outlines Policies webpage available at https://www.business.unsw.edu.au/degrees-courses/course-outlines/policies

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

Program Learning Goals and Outcomes	Course Learning Outcomes	Course Assessment Item
This course helps you to achieve the following learning goals for all Business School undergraduate students:	*On successful completion of the course, you should be able to:*	*This learning outcome will be assessed in the following items:*

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1	Knowledge	CLO 1 Identify and discuss a variety of salient approaches to key concepts like skill, learning, competence and 'capability' CLO 2 Critically discuss the various positions on 'competency' and competence-based training CLO 3 Critically discuss the 'strategic' approach to training, revealing awareness of both business and broader public interests in training CLO 4 Identify the broad challenges that public training policy has to meet, and critically evaluate Australian training policy	• In class participation • Exam • Essay
2	Critical thinking and problem solving	CLO 1 Identify and discuss a variety of salient approaches to key concepts like skill, learning, competence and 'capability' CLO 2 Critically discuss the various positions on 'competency' and competence-based training CLO 3 Critically discuss the 'strategic' approach to training, revealing awareness of both business and broader public interests in training CLO 4 Identify the broad challenges that public training policy has to meet, and critically evaluate Australian training policy	• In class participation • Essay • Exam
3a	Written communication	Construct written work which is logically and professionally presented.	• In class participation • Essay • Exam
3b	Oral communication	Communicate ideas in a succinct and clear manner.	• Facilitate tut wrap-up.
4	Teamwork	Work collaboratively to complete a task.	• Teamwork discussions • Facilitate tut wrap-up.
5a.	Ethical, social and environmental responsibility	Identify the boarder challenges that public training policy has to meet.	• In class participation • Exam
5b.	Social and cultural awareness	Identify the boarder challenges that public training policy has to meet. Critically assess training's implications for its social context, as well as the implications of social context on it.	• In class participation • Exam

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3 LEARNING AND TEACHING ACTIVITIES

Role of Lectures: in the lectures, the main theoretical ideas will be sketched, and will help students navigate the readings. It is hoped that students will find attendance at lectures an economical use of their time, in terms of delivering acquaintance with the subject matter for a relatively small investment of time. Student participation in lectures (questions and comments) is encouraged.

Role of Tutorials: tutorials provide an interactive environment in which learning can be enhanced, and the conceptual material related to experiences of the 'real world'. Tutorials will be composed of equal parts of group work and tutorial facilitation.

3.1 Learning Activities and Teaching Strategies

In the first seminar you will be inducted, and will form a small study team, normally of three people, and no more than four. You will have done reading linked to the Tutorial Question with that number. For this course, *this usually means reading more than one source,* because the material necessary to adequately answer the questions may be in a number of sources. NOTE the questions you address in-group work will be directly related to the final exam questions. Tut group work can thus be regarded as exam preparation.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:
- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

4.2 Assessment Details

Assessment Task	Weighting	Length (words)	Due Date	Comment
Participation	10%		Each Week	
Group leadership of Tut 'Wrap Up'	20%		Week relevant to the tut	All tut members get the same mark
Major Essay	30%	2000 – 2500	**Week 9**	
Examination (2 hours)	40%		TBA (in exam time)	Questions resemble tut questions
Total	100%			

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4.3 Assessment Format

1. Participation (10%)

Preparation for, and active participation in, your seminars is a vital component of the learning in this subject and as such students who prepare and participate in the classroom will be rewarded. Participation may involve small group discussion – typically around questions or case study material. It may involve short informal presentations to the class, answering questions, participation in class discussion and debates.

Participation marks are based on the degree to which students make an informed contribution to class and small group discussion. Simply attending tutorials without getting involved in class discussion is of little value to you or your classmates and will result in a minimal participation mark.

To be eligible for the Participation mark students must attend a minimum of nine (9) tutorials. Students must ensure their attendance is taken. If students have a valid reason to be absent, documentary evidence (e.g. medical certificate) must be presented to the tutor in the next tutorial

Grade	Description	Mark
Outstanding Contribution	Attends 9 + tutorials and actively participates in both small group and class discussions. Contributions in class reflect thorough preparation. Provides good insights; has clear and thoughtful views; and supports and argues for but is open to modifying positions.	10 - 15
Satisfactory	Attends 9 + tutorials and participates in both small group and class discussions. Contributions demonstrate some preparation for tutorial. Some contribution of facts or opinion.	5 - 10
Unsatisfactory	Attends 9 + tutorials but is an unwilling participant, is observed to rarely speak in small group discussion and never voluntarily speaks in class discussions. For example: only speaks when directly addressed by a tutor.	1–5
Does not meet attendance requirement	Students must attend a minimum of 9 +tutorials to be eligible for participation marks	0

As part of each tutorial you will be expected to participate in the activities organised by the Study Team members who are leading that week's Tutorial 'wrap-up' presentation.

2. Group Leadership of one tutorial wrap-up (20%). Once in the session, between weeks 2 and 12, your Study Team will be asked to conduct 20 minutes of the tutorial. You will do a 'wrap up' of the questions, providing brief answers to all of them and building on them. You have considerable options for creativity. During your facilitation your group will also do some of the following, which are examples
  - o present slides, and/or handouts summarising key points in your answers use the whiteboard to collect extra points from other teams' conclusions;

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- organise a short role-play, case study or debate, or demonstrate a point with a video
- draw comments from the class on how your material helps answer your questions for the week.

Prior to the presentation, you will upload any relevant materials – especially your facilitation plan, or power point overheads – to Moodle.

Everyone in the study group will get the same mark for the tutorial leadership exercise.

Assessment Criteria	Grade					Comment
	HD	DN	CR	PS	F	
Questions were clearly identified and broken down into components.						
Relevant definitions and concepts were clarified.						
A clear answer was provided to the set questions.						
There was evidence of analysis, critique or synthesis (making links).						
An effective concept map, table, video, case study or role-play was devised to clarify the topic and question issues.						
Other useful material was provided						
Supportive material was uploaded to Moodle	**Yes**		**No**			
Total ( )						

3. ESSAY: 30%- 2000-2500 words Due Week 9.

Topic: TBA

4. EXAM 30%

To be held in the exam period. This will be a normal 2 hour exam. Students will be required to write FOUR short essay-style answers chosen from TEN questions which will be very close to the tutorial questions.

4.4 Assignment Submission Procedure

- Your essay must be submitted online, using **Turnitin** software. This software reviews the submitted work against published material and other submitted work to identify plagiarism.
- After uploading, you should check the originality report. If the originality report has identified plagiarism (accidental or intended) you should correct this on your original copy and upload again. You are allowed multiple uploads and each time you upload, the previous upload is deleted.
- Papers submitted will remain in the Turnitin database for an undisclosed period of time and papers may be used by others to determine academic misconduct of other individuals. This may occur as long as the paper remains in the Turnitin database. Therefore, to protect your privacy, personal details such as your name and/or contact details, which can be used to identify you, should not be included in your upload. Use only your student ID when you upload your papers.

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- Turnitin stores the document both in its original form and in an 'electronic fingerprint' form. The electronic fingerprint of the document is used to compare against other documents submitted to Turnitin. The original form of the document is only available to the original author and the lecturer of the course to which the document was submitted. Neither UNSW nor Turnitin administration staff are able to view uploaded assignments.
- After submission, you will be able to view the Turnitin results and you will be able to resubmit until the deadline.

4.5 Special Consideration, Late Submission and Penalties

For information on Special Consideration please refer to the Business School's Course Outlines Policies webpage.

Students are required to submit their work at the designated time in order to maintain a fair and equitable system. Failure to submit assessments on time, where approval of an extension has not been granted and where grounds for an extension do not exist, may result in a penalty of 5% a day.

Quality Assurance
The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

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5 COURSE RESOURCES

The website for this course is on Moodle at:
http://moodle.telt.unsw.edu.au

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's myExperience survey is one of the ways in which student evaluative feedback is gathered.

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7 COURSE SCHEDULE

COURSE SCHEDULE				
Week	Lecture Topic	Tutorial Topic	Other Activities/ Assessment	
Week 1 27 July	Introduction: Admin; The Context of Training and Learning	*NO TUTORIALS*		
Week 2 3 August	Changing Concepts of Skill	Introduction		
Week 3 10 August	Individual Learning	Changing Concepts of Skill		
Week 4 17 August	Collective and Organisational Learning	Individual Learning		
Week 5 24 August	Competence-Based Training	Collective and Organisational Learning		
Week 6 28 August	Overview: Strategic Training	Competence-Based Training		
Week 7 31 August	Training Needs Analysis	Overview: Strategic Training		
Week 8 7 September	Training Delivery and Choice of Training Methods	Training Needs Analysis		
Week 9 14 September	Training Evaluation	Training Delivery and Choice of Training Methods	Essay Due	
Mid-semester break: 23 September – 2 October inclusive (2 Oct = Labour Day Public Holiday)				
Week 10 5 October	Training Policy and Practice in Other Countries	Training Evaluation		
Week 11 12 October	Training Policy and Practice in Australia	Training Policy and Practice in Other Countries		
Week 12 19 October	Issues in Australian Training	Training Policy and Practice in Australia		
Week 13 26 October	NO LECTURES	Issues in Australian Training		