HRM 207
HR Learning and Development
Semester 2, 2011

Department of Marketing and Management
Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

ABOUT THIS UNIT

- In recent years, Human Resource (HR) Learning & Development (L&D) has become increasingly recognised within organisations as a critical strategic function for achieving organisational effectiveness. Knowledge of the HR L&D process is vital to every manager (not just the HR Manager) in order to ensure that such processes are designed and harnessed according to company goals and individual needs. The interactions within this unit provide an introduction to the role and practice of HR L&D with particular practical emphasis on the training and development function and training session delivery. Students in this unit develop a broad view of the complex and contesting issues that confront the construction of systems of learning and knowledge generation. Thus they learn the basic concepts and theories relevant to this area, and apply some of these concepts to current workplace realities. They can reflect on the value these processes bring to the entire organisation and value of creativity of a simulated training program.

- Changes from last semester, there is now an exam for this Unit, there is a class test in week 4, the reflective Learning Journal has been discontinued and there is no mark for class participation.

TEACHING STAFF

- Convenor:
Dr. Alison Barnes
Department of Marketing and Management
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Phone: 9850 1148

- Lecturer and Tutor:
Bill Morrissey
Department of Marketing and Management  
Email: morrisseyassociates@bigpond.com  
Phone: 040 777 26 77  
Consultation times: By appointment. Time will also be made available during tutorials for consultation.  
Office location: E4A and E4B104

You are encouraged to seek help at a time that is convenient to you from a staff member teaching on this unit during their regular consultation hours. In special circumstances, an appointment may be made outside regular consultation hours. Staff will not conduct any consultations by email. You may, however, phone staff during their consultation hours.

In order to gain access to staff located at levels 1, 2 and 3 of building E4A during their consultation hours please ring the staff member from the phones available in the lobby (phone numbers of relevant staff members will be provided on Blackboard and are available next to the phones).

Students experiencing significant difficulties with any topic in the unit must seek assistance immediately.

**CLASSES**

- Number and length of classes: One 2-hour lecture each week plus one 1-hour tutorial each week. Tutorials commence in Week 2. Within these periods, time for student consultation will be available.
- The timetable for classes can be found on the University web site at: http://www.timetables.mq.edu.au/
- Please do not change your tutorial class without the permission of the Unit Convenor.
- Students should attend lectures and tutorials. Attendance will be taken in the tutorials. Warning: You must attend at least 10 of the 12 tutorials. A Doctor’s certificate should be produced for all cases of non-attendance. Special permission must be obtained if you envisage missing any other compulsory classes.

**REQUIRED TEXTS AND MATERIALS**

Compulsory: The text for this unit is:


**TECHNOLOGY USED AND REQUIRED**

- Technology used: Blackboard and Macquarie University email
UNIT WEB PAGE

- The unit's logon web page address is https://learn.mq.edu.au/ to log on; you must first obtain a log on password from IT services or the library then click through to HRM 207. Please check this site each week for possible lecture slides. Also, all examination, results, and other notes will be posted on the site from time to time.
- E-lectures will be available for this class.

LEARNING OBJECTIVES AND OUTCOMES

On completion of this unit, students should be able to:

1. assess and prioritise training needs appropriately;
2. design and develop a relevant training programme;
3. design and evaluate the design of training sessions;
4. assess and self assess personal delivery skills;
5. apply a relevant training strategy to a situation;
6. recognise individual learning styles and recommend appropriate material;
7. evaluate training at several levels and in cost benefit terms;
8. produce strategies to manage training and trainers;
9. utilise development and training as a strategic workplace learning tool; and
10. discuss structures for the development of human resources at national, organisational and individual levels.

Anticipated student learning outcomes include the following:

1. An understanding of how to conduct each of the phases of the strategic training process both individually and in groups, and the key practical challenges involved.
2. A critical appreciation of the tensions between training, education and development and its implications for various aspects of HR learning & development.
3. An awareness of the key debates shaping public policy in training, and Australian policy responses to both these debates and the challenges of skills provision.
4. An understanding of how theories of learning and cognition may contribute to training and development and the changing faces of training and development.
5. An appreciation of the strategic choices available in relation to training forms and practices.
6. An understanding of the practical application of disciplinary knowledge in this area to professional activities concerned with training and development and the promotion and communication of strategies in this field.

GRADUATE CAPABILITIES

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop the capabilities the University's graduates will need to
develop to address the challenges, and to be effective, engaged participants in their world.

This unit contributes to this by developing the following graduate capabilities:

1 Discipline Specific Knowledge and Skills
2 Critical, Analytical and Integrative Thinking
3 Problem Solving and Research Capability
4 Creative and Innovative
5 Effective Communication
6 Commitment to Continuous Learning

**TEACHING AND LEARNING STRATEGY**

You are expected to read and research each topic in advance, participate in class and tutorial discussions and to maintain a strong interest in current issues and changes in HR Learning & Development.

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Begins</th>
<th>Lecture Topic</th>
<th>Text Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>1 August</td>
<td>Introduction to HR Learning &amp; Development</td>
<td>Chapter 1</td>
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<tr>
<td>2</td>
<td>8 August</td>
<td>Strategic Training</td>
<td>Chapter 2</td>
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<td><strong>Tutorials Start This Week</strong></td>
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<td>3</td>
<td>15 August</td>
<td>Needs Assessment</td>
<td>Chapter 3</td>
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<td>4</td>
<td>22 August</td>
<td>Learning: Theories and Program Design</td>
<td>Chapter 4</td>
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<td><strong>Training Proposal Due in Tutorial</strong></td>
<td><strong>Class test</strong></td>
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<tr>
<td>5</td>
<td>29 August</td>
<td>Transfer of Training</td>
<td>Chapter 5</td>
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<td>6</td>
<td>5 September</td>
<td>Training Evaluation</td>
<td>Chapter 6</td>
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<td>7</td>
<td>12 September</td>
<td>Traditional Training Methods</td>
<td>Chapter 7</td>
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<td><strong>Individual Essay due this week and must be lodged in BESS</strong></td>
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<td><strong>Training Synopsis Presentations in Tutorials</strong></td>
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<td></td>
<td>9 September to 30 September</td>
<td><strong>MID SEMESTER BREAK</strong></td>
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<td>8</td>
<td>4 October</td>
<td>E-Learning</td>
<td>Chapter 8</td>
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<tr>
<td>9</td>
<td>10 October</td>
<td>Employee Development</td>
<td>Chapter 9</td>
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</table>
As noted above, tutorials commence in Week 2. Students are expected to come to tutorials having read the relevant reading(s) for that week. For instance, you should read Chapter 1 before the first tutorial in Week 2, Chapter 2 before the second tutorial in Week 3, and so on.

**Research and Practice (delete those not applicable)**

- This unit uses research by Macquarie University researchers (references)
- This unit uses research from external sources (references)
- This unit gives you practice in applying research findings in your assignments
- This unit gives you opportunities to conduct your own research

**Relationship between Assessment and Learning Outcomes**

**Assessment**

Marks will be allocated on the following basis:

1. Class Test – Week 4  10%
2. Learning & development project (group)  40%
3. Examination  50%

**Total Marks**  100%

**1. Class Test – 10%**

During the Tutorial 4 a Class Test will be conducted covering topics in weeks 1 to 3. The test will be in the form of short answers of the topics covered. The purpose is ensuring students are coping with the workload and assistance will be given as required.

**2. Learning and Development Project (group): 40%**

Your brief is to compile a proposal for a training course to meet the needs of an identifiable group of individuals, it may be an organisation you are familiar with or a hypothetical organisation. It is an opportunity for you to practice using the practical
and theoretical concepts that this course covers by applying them to a practical example.

Students are to undertake the training project in groups of 3 students depending on size of tutorial class.

A key object of your proposal is to persuade senior management that the course you are proposing is a necessary and viable program for funding. This requires not only that you identify the main features of the program, but also that you justify the design and training methods proposed.

The Training Proposal that you submit will consist of three parts:

(a) A brief introduction which outlines the type of organisation, workforce size, particular training program proposed, target group, and the central issues involved with this particular training proposal (e.g. problems, limitations – for instance: urgency; mature-aged workers; questions of time or worker availability; or any other relevant issue that you consider critical to this particular proposal).

(b) The Training Program – its key elements (see detailed instructions below). NB. This is the major part of the project.

(c) Appendices including examples of your training package proposal. Examples might include samples of aspects of the training needs analysis, a lesson plan, an outline of evaluation process etc. Numerous appendices are not necessary, but because of their illustrative power, several will strengthen your proposal.

**Synopsis (Tutorial week 7)**

Students are required to present a synopsis of their training proposal in tutorial 7. The synopsis should contain information addressing the following: the type of organisation, workforce size, particular training program proposed, target group, and the central issues involved with this particular training proposal (e.g. problems, limitations – for instance: urgency; mature-aged workers; questions of time or worker availability; or any other relevant issue that you consider critical to this particular proposal. This information will then form the basis of the introduction in your submitted written proposal.

Requirements for the Synopsis:
- Presentations will be a maximum of 5 minutes duration. Please note – the synopsis is a brief outline only of the project being undertaken, by and large it should be your Executive Summary.
- Students are to provide their presentation using a MAXIMUM of five PowerPoint slides. NOTE: Students do not need to use PowerPoint’s at all, but should they choose to do so, must meet this criteria.
- You must give a hard copy of your presentation to the lecturer prior to the formal presentation taking place.

The training course project gives students an opportunity to integrate theoretical and practical material covered during the course. The synopsis requires students to
acquire a focus on a particular training course and to begin the planning and design process. Given that the presentation of information to others is a core skill in workplace training and the presentation/marketing of course proposals is a core function of training professionals, the in-class presentation is integral to this subject. The report is designed to assess students’ skills in researching and analysing particular approaches to workplace training in depth.

Although there is no mark for this presentation it is an opportunity to fine tune your proposal before final writing and to develop your team building and presentation skills.

**The Topic**

The topic of your training proposal must be chosen by the student and must be approved by the Lecturer-in-Charge prior to submission of the synopsis. Your lecturer will set aside some time in tutorials for this process. Alternatively you may email your proposed topic to your Lecturer. Each group must complete and submit a copy of the Topic Form for Training Proposal attached to the last page of this Course Outline by the due date (Week 4 tutorial).

In choosing your project topic, there are two main issues you must decide: the organisation and the training subject. You may choose your current work organisation or another in which you are involved (e.g. sport, cultural, and political). Topics should be work-related and the intended trainee group must be adult. It is important to choose a topic that is manageable (i.e. compact and specific). Topics that students have chosen in the past include:

- particular technical skills, teamwork skills and communication skills; including topics such as training in bullying policies, sexual harassment, leading teams, conflict resolution etc.

- occupational health and safety requirements e.g. manual handling for supermarket shelf-fillers, dealing with irate customers and/or customer complaints;

- particular topics within vocational training that you may encounter in casual or full-time employment e.g. responsible service of alcohol, first aid and/or artificial resuscitation, managing the coffee station, orientation/induction to an organisation e.g. department store; function centre.

- Other skills/knowledge e.g. cricket or soccer refereeing, training volunteers in client service (e.g. soup kitchen volunteers).
Content of the Training Proposal

Whatever the training program you are proposing, you will need to include the following elements:

- Needs identification: an indication of how you have (hypothetically) identified the training need, and/or how you would identify precisely the training need prior to rolling the training program out.
- Course design elements that link the design features to relevant dimensions such as target group, organisational context, and strategic imperatives.
- Delivery methods, including issues pertaining to delivering particular program content in your specific case and strategies for addressing particular difficulties or limitations that may arise.
- Training transfer issues or methods.
- Proposed method of evaluating the program.

You must include a reference list with the proposal and correctly reference throughout.

The Training Proposal may be a maximum of **3,500 words** and must be handed to your Tutor during the Week 11 tutorial.

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<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Fail</th>
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<td>A clear training program is proposed, demonstrating insight, originality and practicality</td>
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<td>The proposal provides a coherent and persuasive justification of recommendations</td>
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<td>The design of the training program is appropriate for the content and (organisational and participant) context</td>
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<td>An appropriate range of theory from the course is used</td>
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<td>The report is supported by at least 5 credible and accurately-cited published sources</td>
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<td>Written construction and presentation is clear and logical</td>
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3. Final Exam – 50%

A Final examination will be a three (3) hour exam held in the Examination Period.
The Exam will consist of an essay or case study and short answer questions.

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<thead>
<tr>
<th>Title/Name</th>
<th>Assessment Task 1</th>
<th>Assessment Task 2</th>
<th>Assessment Task 3</th>
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<tr>
<td>Description (including length or similar if applicable)</td>
<td>Class test – short answers</td>
<td>Group Project – 3500 words</td>
<td>Exam – essay or case study plus short answer questions</td>
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<tr>
<td>Due date</td>
<td>Week 4</td>
<td>Week 11</td>
<td>During Exam Period</td>
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<td>% Weighting</td>
<td>10%</td>
<td>40%</td>
<td>50%</td>
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<td>Grading method - marking criteria/standards - expectations in relation to presentation - referencing requirements</td>
<td>0.5 marks each for ten short answer questions.</td>
<td>See marking sheet at the end of the outline.</td>
<td>Based on your knowledge of the materials covered in all weeks of the semester.</td>
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<td>Submission method</td>
<td>During Tutorial</td>
<td>Submit to Tutor during Tutorial</td>
<td>Exam method</td>
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<td>Feedback (type, method, date)</td>
<td>Results will be advised in Week 5</td>
<td>Results available in Tutorial Week 13</td>
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<td>Estimated student workload (hours)</td>
<td>Three hours</td>
<td>12 hours</td>
<td>Ongoing during semester</td>
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<td>Learning outcomes assessed</td>
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• Extension requests detailing process and conditions – extensions will only be granted in exceptional circumstances, business and university workload is not acceptable. A medical or other certificate is required prior to the submission date.

• Late submissions: Unless approved prior to submission date a late penalty of 10% per day will apply to all assignments.

• Attendance and Assessment

Students must complete all components of the course to register a pass grade or better. Please note that pressures relating to work are not sufficient reasons for not attending or completing a mandatory component. **Attendance will be taken in the tutorials. Warning: You must attend at least 10 of the 12 tutorials** – failure to do so will lead to major deduction of group-work contribution.

• Examinations

A final examination is included as an assessment task for this unit to provide assurance that:
- i) the product belongs to the student and
- ii) the student has attained the knowledge and skills tested in the exam.

A three (3) hour final examination for this unit will be held during the University Examination period.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations. [http://www.timetables.mq.edu.au/exam](http://www.timetables.mq.edu.au/exam)

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. The University’s policy on special consideration process is available at: [http://www.mq.edu.au/policy/docs/special_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. (Individual Faculties may wish to signal when the Faculties’ Supplementary Exams are normally scheduled.)

The Macquarie university examination policy details the principles and conduct of examinations at the University. The policy is available at: [http://www.mq.edu.au/policy/docs/examination/policy.htm](http://www.mq.edu.au/policy/docs/examination/policy.htm)
Tutorial Preparation and participation

Given that this unit is all about creating effective learning experiences, we will endeavour to create such an environment in our classes.

Please prepare your written responses to the following text questions prior to the relevant tutorial and be prepared to discuss your answers in class.

In week 2 you will be allocated a week to represent your group in terms of feedback for your allocated week. You should read the material in advance and lead your group in discussion and report back to the class in the feedback session.

Week 2 Tutorial (i.e. our first tutorial): Ch: 1 - Discussion Questions 1 and 6 (p28)
Week 3 Tutorial: Discussion Questions 2 and 10 2 (p72)
Week 4 Tutorial: Discussion Questions 1 and 5 (p116)
Week 5 Tutorial: Discussion Questions 1 and 11 (p161)
Week 6 Tutorial: Discussion Questions 3 and 7 (p188)
Week 7 Tutorial: Synopsis Presentations
Week 8 Tutorial: Discussion Questions 1 and 7 (p264)
Week 9 Tutorial: Discussion Questions 1 and 5 (p297)
Week 10 Tutorial: Discussion Questions 3 and 6 (p333)
Week 11 Tutorial: Discussion Questions 4 and 12 (p371)
Week 12 Tutorial: Discussion Question 1, 3 and 8 (p398)
Week 13 Tutorial: Discussion Questions – sample exam questions

Final Examination: 50%

Details of the exam will be provided closer to the final exam period.

USEFUL INTERNET SITES AND RESOURCES INCLUDE:

http://www.training.com.au/ is the official entry portal to the National Training System. Follow up some links, especially see ANTA, and NCVET
www.ncver.edu.au. This is the site of the National Centre for Vocational Educational Research, the organisation – Australia’s ‘official’ gatherer of statistics on VET in Australia.
www.b.shuttle.de/wifo/ehrd/=portal.htm, the European HR L&D portal, providing research-based information on L&D in Europe.
www.hrdgateway.org/hub1/, the L&D Gateway (Asia)
www.ahrd.org, the Academy of Human Resource Development (USA)

Academic journals that cover relevant issues extensively and are available in the library (many of them also electronically) include:
Style Guide References:

When using references to publications, these should be complete and in Harvard style. They should contain full bibliographical details and journal titles should not be abbreviated. References should be shown in the text by giving the author’s last name followed by a comma and year of publication in round brackets, e.g. (Fox, 1994). At the end of the report, there should be a reference list in alphabetical order as follows:

a) For books
Surname, initials and year of publication, title, publisher, place of publication, e.g. Casson, M. (1979), Alternatives to the Multinational Enterprise, Macmillan, London.

b) For chapter in edited book

c) for articles

SPECIAL CONSIDERATION

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

STUDENT SUPPORT SERVICES

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: http://www.student.mq.edu.au

PLAGIARISM

The University defines plagiarism in its rules: “Plagiarism involves using the work of another person and presenting it as one's own.” Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's
practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

**ACADEMIC HONESTY**

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at: http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

**GRADES**

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit. The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark. For an explanation of the policy see: http://senate.mq.edu.au/rules/Guidelines2003.doc http://senate.mq.edu.au/rules/detailedguidelines.doc

Macquarie University uses the following grades in coursework units of study:

HD - High Distinction
D - Distinction
CR - Credit
P - Pass
F - Fail

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at: http://www.mq.edu.au/policy/docs/grading/policy.html

**IT CONDITIONS OF USE**

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when utilising University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted. Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.
# TOPIC FORM FOR TRAINING PROPOSAL

(Due: week 4 tutorial)

## GROUP NAME:

STUDENTS’ NAMES & NUMBERS: Group Name and Number:

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<thead>
<tr>
<th>Name</th>
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## TRAINING PROPOSAL

IDENTIFY THE SUBJECT MATTER OF THE PROPOSED TRAINING PROGRAM (e.g. communication skills, managing coffee stations)

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........................................................................................................................................

INDICATE THE TYPE OF ORGANISATION AND TARGET GROUP FOR THE TRAINING (e.g. Individual coffee shop in a coffee shop chain, cohort will include all casual wait staff, incl. approx 15 staff)

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Assessment Criteria – Training Proposal. – 40 %

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<tr>
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<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Fail</th>
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<tr>
<td>A clear training program is proposed, demonstrating insight,</td>
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<td>originality and practicality</td>
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<td>The proposal provides a coherent and persuasive justification</td>
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<td>of recommendations</td>
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<td>The design of the training program is appropriate for the</td>
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<td>content and (organisational and participant) context.</td>
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<td>An appropriate range of theory from the course is used.</td>
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<td>The report is supported by at least 5 credible and accurately</td>
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<td>cited published sources.</td>
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<td>Written construction and presentation is clear and logical</td>
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Comments: