Newcastle Business School

GSBS6190: Human Resource and Organisational Development
2024

OVERVIEW

Course Description
This course introduces students to human resource development (HRD), a field of study and practice that an organisation can draw upon for improving its effectiveness at an individual level, group and process level and organisational systems level. This course also introduces organisation development (OD), a process designed to improve the effectiveness of an organisation by incorporating individual, group and system level requirements. Further, it is a planned and longer-term systematic approach often driven by an expert practitioner (internal or external) working in conjunction with senior management. HRD and OD consider how the wider contextual environment impacts on the organisation's need to manage change effectively. Combining the foundational theoretical disciplines contributing to HRD and OD, the course introduces students to a range of learning interventions for improving the performance and effectiveness of a system.

Contact Hours
Lecture:
Face to face on campus for three (3) hours per week for 12 weeks starting week 1.

Unit Weighting
10 units

Assumed Knowledge
GSBS6040 Human Resource Management.

Workload
Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

Please refer to the course CANVAS site for details of teaching staff for ALL course offerings. The primary contact for courses is the Course Coordinator, whose details are listed on the course CANVAS site.

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Comprehend and synthesise the theoretical foundations of HRD and OD;
2. Review the learning processes of self and others;
3. Apply and synthesise a range of human resource and organisation development competencies;
4. Analyse and evaluate the role of HRD and OD in relation to organisational outcomes such as organisational effectiveness, productivity and quality of working life; and
5. Collaborate effectively with others for sharing and extending knowledge to complete complex HRD tasks.

ASSESSMENTS

This course has **3** assessments. Each assessment is described in more detail in the sections below:

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Written Assignment	Saturday, Week 5 by 11:59 pm SGT	Individual	30%	1, 3
2	Group report	See course schedule	Group	30%	2, 3, 5
3	Case Study Report	Saturday, Week 12 by 11:59 pm SGT	Individual	40%	3, 4

<u>Please note</u>: students are advised that ALL assessments must be submitted in English. Assessment items <u>not</u> submitted in English will receive a mark of zero.
Results of individual assessment items and final results, including those provided via the Learning Management System (LMS) are 'unofficial results' until they are confirmed as finalised by the School Assessment Body and the Head of School or delegate. Finalised results are released directly to students on the Fully Graded Date of the relevant Semester/Trimester.

Late Submissions	The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. **Note**: this applies equally to week and weekend days.

Assessment 1 – Written Assignment

Assessment Type	Written Assignment
Purpose	The purpose is to develop your ability to comprehend and synthesise HRD competencies, including critical reflection skills.
Description	This assessment is an individual critical reflection on a workplace learning experience, in which you describe a learning event and evaluate its effectiveness. Workplace learning can take many forms, and a few examples of workplace learning events that you could use in your reflection include: occupational health and safety induction, first aid training, leadership outdoor adventure training, workplace orientation, continuing professional development seminars, on the job training, coaching or mentoring.
Weighting	30%
Length	1500 words, excluding references (+/-10%)
Due Date	Saturday, Week 5 by 11:59 pm SGT
Submission Method	Online – via Turnitin
Assessment Criteria	Detailed instructions and assessment criteria in CANVAS under Assessment tab
Return Method	Online
Feedback Provided	Online

Assessment 2 - Group Report

Assessment Type	Report
Purpose	The purpose of this assignment is to develop your instructional design skills.
Description	This is a group assignment in which you must adopt the role of a professional instructional designer; you will design and develop a written learning plan based on a real world workplace learning need. Note that in your presentation component, you will not be implementing the learning plan, only outlining the key features of your design and justifying it. As an assigned group, you will also offer your group's reflections for another group's written report and presentation. **Written component - 20%** **Report:** 1500 words (maximum), excluding references and appendices; **Peer group reflection:** 500 words (maximum). The course coordinator will email your group, the final submitted copy of a written report from another presenting group for your group's peer reflective comments and evaluation. Your group should within 2 weeks of the receipt of such report, upload a peer reflection and evaluation via Turnitin. **Presentation - 10%**
Weighting	30% (Report 10%, Presentation 10% and Peer Group Reflection 10%)
Length	2000 words (as detailed above)
Due Date	Various dates for different groups (See course schedule for further details.)
Submission Method	Online
Assessment Criteria	Details instruction and assessment criteria in CANVAS under Assessment tab.

Return Method	Online
Feedback Provided	Online

Assessment 3 - Case Study Report

Assessment Type	Written Assignment
Purpose	The purpose of this assessment is to test students' knowledge and ability of Organisational Development (OD) using a case study scenario. Additionally, this assessment tests students' ability to identify and propose appropriate OD intervention(s) relevant to the case scenario.
Description	Six weeks prior to the due date, a case study scenario for this assignment will be issued.
Weighting	40%
Length	3000 words (maximum) Excludes references and appendices.
Due Date	Saturday, Week 12 by 11:59 pm SGT
Submission Method	Online - via Turnitin
Assessment Criteria	Detailed instructions and assessment criteria in CANVAS under Assessment tab
Return Method	Not Returned
Feedback Provided	No Feedback

SYLLABUS

Course Content

Topics in the course include but are not limited to the following:

1. Understanding HRD and OD in an organisational context
2. Theoretical foundations - Part I (systems theories, economics theories, psychology theories)
3. Capabilities, competencies and processes of HRD and OD
4. Analysing HRD needs
5. Design considerations
6. Delivery strategies
7. Assessment and evaluation
8. Theoretical foundations - Part II (behavioural science and action research theories)
9. Individual level interventions: Career management and development
10. Group and process level interventions including management development
11. Organisation systems level interventions
12. Course Review and Contemporary Challenges

Course Materials

Required Text:

Human Resource and Organisation Development (4th ed) (2018) Custom Edition: The University of Newcastle, Australia, Complied by Dr Ashish Malik, Pearson, Australia.

ISBN: 9781488624421

Please refer to the course CANVAS site for details of additional recommended texts.

SCHEDULE

Week	Topic	Class Preparation	Workshop Activities
1	Introduction to HRD and OD Course Overview, expectations and assessment	Custom Text Chapter 1 Swanson, R. A. (2001)	Course Overview Assessment Structure Lecture and discussion
2	The theoretical foundations of HRD and OD: HRD Theories, Strategic HRD, OD and HRD and Performance	Custom Text Chapter 2 Grieves & Redman (1999) Burnes & Cooke (2012).	Lecture, Case Study discussion Finalise Group Formation
3	The Theoretical Foundations of HRD and OD: Planning Effective Learning, domains of learning Principles of Adult Learning and implications for Practice	Custom Text Chapter 3 Gage & Berliner, (1974)	Lecture and discussion
4	Capabilities, Competencies and Process of the HRD Specialist HRD specialist as change agent and key trainer roles	Custom Text Chapter 4 Bushe & Marshak (2009) Burke & Hutchins (2007)	Lecture, discussion of in-class activities HRD and OD Competencies Practice
5	Analysing Training Need	Custom Text Chapter 5	**Assignment 1 due**: Saturday, Week 5 by 11:59 pm
6	Design Considerations Training and Learning options Factors influencing choice Design framework	Custom Text Chapter 6 Delahaye (2011) Ch. 7	Assessment 3 Case Study Issued. Lecture, discussion, Writing Learning Objectives In-class activities
7	Training Delivery, technique Selecting Methods Preparing a Delivery Plan	Custom Text Chapter 7 Delahaye (2011) Ch. 9	Lecture and discussion, In-class activities. **Assignment 2 Due:** See schedule on CANVAS *
8	Assessment and Evaluation Models of Evaluation Interpreting Assessment Data	Custom Text Chapter 8 Brinkerhoff (1988)	Lecture and discussion, In-class activities **Assignment 2 Due:** See schedule on CANVAS*
9	Individual Level Interventions Career management and development	Custom Text Chapters 9 and 10 Schein (2006)	Lecture, case discussion and In-class activities **Assignment 2 Due:** See schedule on CANVAS *
10	Group Level Interventions Operating problems of teams. Team development process	Custom Text Chapter 11	Lecture, case discussion and In-class activities **Assignment 2 Due:** See schedule on CANVAS *
11	Organisational Systems Level Interventions System wide interventions Learning Organisation	Custom Text Chapter 12	Lecture, case discussion and In-class activities **Assignment 2 Due:** See schedule on CANVAS*
12	Contemporary Challenges in HRD, A critique of HRD Ethics of HRD	Custom Text Chapter 13 Callahan (2007), Stewart (2007)	Lecture, case discussion and activities **Assessment 3 due**: Saturday, Week 12 by 11:59 pm
		*class size dependent	

If a lecture/class is scheduled on a public holiday, a make-up lecture may be announced by the course coordinator on the course CANVAS site.

CONTACTS

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ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods	Communication methods used in this course include: - CANVAS Course Site: Students will receive communications via the posting of content or announcements on the CANVAS course site. - Email: Students will receive communications via their student email account. - Face to Face: Communication will be provided via face to face meetings or supervision.
Course Evaluation	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
Oral Interviews (Vivas)	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.
Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35.
Adverse Circumstances	The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where: 1. the assessment item is a major assessment item; or 2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system; 3. you are requesting a change of placement; or 4. the course has a compulsory attendance requirement. Before applying you must refer to the Adverse Circumstances Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236
Important Policy Information	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.